

สำนักหอสมุดกลาง พระจอมเกล้าลาดกระบัง

ENGLISH NEEDS ANALYSIS AND SYLLABUS DESIGN
ON ENGLISH FOR RURAL TOURISM AND HOMESTAY:
A CASE STUDY AT UMPHANG DISTRICT, TAK PROVINCE



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หัวข้อวิทยานิพนธ์	การวิเคราะห์ความต้องการภาษาอังกฤษและการออกแบบหลักสูตรวิชาภาษาอังกฤษเพื่อการท่องเที่ยวชนบทและโฮมสเตย์ กรณีศึกษาที่ อำเภออุ้มผาง จังหวัดตาก
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บทคัดย่อ

การวิจัยนี้เป็นการวิจัยเชิงสำรวจ มีวัตถุประสงค์เพื่อศึกษาวิเคราะห์ความต้องการภาษาอังกฤษของผู้ประกอบกิจกรรมการท่องเที่ยวชนบทและโฮมสเตย์ ที่อำเภออุ้มผาง จังหวัดตาก และใช้เป็นข้อมูลในการเขียนหลักสูตรภาษาอังกฤษเพื่อการท่องเที่ยวชนบทและโฮมสเตย์ เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถามจำนวน 2 ชุด ชุดที่ 1 ใช้เก็บข้อมูลจากกลุ่มตัวอย่างผู้ประกอบกิจกรรมการท่องเที่ยวชนบทและโฮมสเตย์ จำนวน 81 คน ชุดที่ 2 ใช้เก็บข้อมูลจากกลุ่มตัวอย่างเจ้าหน้าที่ของรัฐที่เกี่ยวข้องกับการกำหนดนโยบายการท่องเที่ยวชนบทและโฮมสเตย์ จำนวน 50 คน ข้อมูลที่รวบรวมได้นำไปประมวลผล โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูปทางสถิติ SPSS for Windows แจกแจงความถี่ หาค่าร้อยละ ค่าเฉลี่ยเลขคณิต และค่าเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า ผู้ประกอบกิจกรรมการท่องเที่ยวชนบทและโฮมสเตย์มีความต้องการภาษาอังกฤษในระดับมาก ในด้านทักษะภาษาอังกฤษ ทักษะการพูด การฟัง การอ่าน และการเขียน เป็นที่ต้องการในระดับมาก เมื่อพิจารณาถึงหัวข้อและเนื้อหาในแต่ละทักษะพบว่า ผู้ประกอบกิจกรรมการท่องเที่ยวต้องการพูดอธิบายข้อมูลเกี่ยวกับการท่องเที่ยว ฟังการสอบถามข้อมูลเกี่ยวกับสถานที่ท่องเที่ยวต่าง ๆ อ่านและเขียนแบบฟอร์ม แผนที่ ป้ายประกาศ และป้ายต่าง ๆ ในระดับมาก

การศึกษาพบว่าหลักสูตรภาษาอังกฤษเพื่อการท่องเที่ยวชนบทและโฮมสเตย์เป็นประเภท Functional – Notional Syllabus ซึ่งเป็นรูปแบบที่เน้นหน้าที่และเนื้อหาของภาษา

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ABSTRACT

This study is a survey research conducted to investigate the English needs of the local guides who deal with Rural Tourism and Homestay in order to design a syllabus of English for Rural Tourism and Homestay. The research instruments used in this study were two questionnaires: one was for 81 samples of the local guide group and another one was for 50 samples of the policy maker group. The data obtained were analyzed using Statistical Package for Social Science (SPSS) and shown in frequency and percentage, arithmetic mean, and standard deviation.

The findings indicate that the local guides need English at a great level for dealing with rural tourism and homestay activities. In terms of English skills, speaking, listening, reading, and writing were needed at a great level. Considering the functions and topics of each skill, it was found that giving information about traveling, listening to inquiry on information about tourist attractions, reading application forms, maps, and signboards, filling application forms, and writing maps and signboards were needed at a great level.

According to the results, the course syllabus will be a kind of functional – notional syllabus with an emphasis on functions and notions of the language.

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CHAPTER 1

INTRODUCTION

Chapter One states an introduction which consists of six parts as follows:

- 1.1 Statement and Significance of the Problems
- 1.2 Goals and Objectives
- 1.3 Research Questions
- 1.4 Scopes and Limitations of the Study
- 1.5 Process of the Study
- 1.6 Definition of Terms Used
- 1.7 Anticipated Outcomes

1.1 Statement and Significance of the Problems

Travel industry has played an important role in Thai economy. It brings in a high amount of yearly income to Thailand. At present, the travel industry in the country grows rapidly and the number of travelers from foreign countries all over the world have increased every year. These travelers are the main resource that brings about a great income for supporting the economic expansion of Thailand. Thai government's awareness of the importance of travel industry can be indicated by some campaigns, for examples, the years 1998 - 1999 were announced to be the "Amazing Thailand Years", and the year 2003 was marked as the "Amazing Thailand: experience variety". The campaign of the year 2003 was called "Unseen in Thailand" which focused on the tourist attractions that people have never seen or really known about. The presentation of the differences of Thailand from other countries such as the friendliness of Thai people, Thai ways of life, and the unique of Thai culture and tradition can attract the international tourists to come to the country. The mentioned campaigns have generated the increasing number of the international tourist arrivals to Thailand as shown in Table 1.1 (Tourism Authority of Thailand Statistical Report: 2003).

Table 1.1 International Tourist Arrivals to Thailand During 1992 - 2002

Year	Number of arrivals	Average growth%
1992	5,136,443	+0.97
1993	5,760,533	+12.15
1994	6,166,496	+7.05
1995	6,951,566	+12.73
1996	7,192,145	+3.46
1997	7,221,345	+0.41
1998	7,764,930	+7.53
1999	8,580,332	+10.50
2000	9,508,623	+10.82
2001	10,061,950	+5.82
2002	10,872,976	+7.31

Recently, a new campaign that is Rural or Community Based Tourism and Homestay has been introduced. This kind of tourism has served the government policy on developing rural community and expanding income to the locals. To support such a policy, the cooperation of the locals is needed. Rural tourism and homestay activities are divided into four kinds as follows:

1. Product sales such as local handicrafts products, local food, and travel resources in the community
2. Cultural shows such as local dance shows, local music shows, local story shows, etc.
3. Village based activities such as rafting, trekking, or bush walking with a local guide, etc.
4. Homestay or village based overnight stay activity

(Peterson, cited in Chuwit Siriwechakul, 2001)

Peterson (cited in Chuwit Siriwechakul, 2001) stated that one problem in setting up homestay tour in Thailand is the locals who deal with rural tourism and homestay activities are unable to communicate with foreign tourists. Miscommunication can lead to misunderstanding in some tourism information. Moreover, the tourists may not enjoy their trips and feel discouraged to come over again.

Umphang District is 675 kilometers far from Bangkok and 249 kilometers far from Tak Province. It is a border district adjoining Myanmar. The majority of population is Karen. Its topography is mountainous. The forest here is the original point of Maeklong River. There are a

lot of beautiful waterfalls and cataracts in the area. Thus, many tourism activities such as rafting, trekking, and a study of nature can be conducted. These tourism activities are attractive to the tourists who love nature. According to the preliminary survey on the travel industry at Umphang District, it was found that travel industry here brought the locals greater amount of income than other occupations.

Rural Tourism and Homestay has been set up in Umphang District in 1999. It is initially introduced at Khotha and Umphangkee Karen Villages, and Umphang Folk House (See Maps 1, 2, 3 and 4 in Appendix D). According to the preliminary interview with the president of the Umphang Eco-tourism Club, the number of foreign tourists visiting Umphang District have increased. There were 1,533 persons in 2002, and 1,800 persons in 2003 (Umphang Eco-tourism Club Tourist Statistical Report: 2004).

Based on the preliminary interview with the secretary of the Umphang Folk House Club, most of the tourists who prefer a homestay tour are foreigners. The locals who deal with rural tourism and homestay activities have to provide tourism activities and services, including accommodation, food, traveling around the community, cultural shows, product sales, rafting, trekking and a study of nature. The tourists who would like to join a homestay tour have to stay with the owner of the house and join with his/ her family. It is therefore certain that language used to communicate with these foreign tourists is the main factor to be considered. If the homestay hosts and the locals who act as tourist guides cannot communicate with the foreign tourists, it can cause inconveniences to the tourists

English is an international language used to communicate with the foreign tourists here. To study the English needs of the locals, hereinafter referred to as “the local guides” in Umphang District, Tak Province is interested because this study can result the level of English needs and English uses in rural tourism and homestay activities. Thus, an effective syllabus of an English training course on Rural Tourism and Homestay can be designed for the local guides.

1.2 Goals and Objectives

The purpose of this research is to study the English needs of the local guides who deal with rural tourism and homestay activities, and to design a syllabus of an English training course that corresponds to their needs. Therefore, the objectives of the study are as follows:

1.2.1 To investigate the level of English needs of the local guides.

1.2.2 To investigate the level of needs of each English skill that the local guides need for their

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- 1.2.3 To investigate English language functions and topics on each skill that the local guides need for their work.
- 1.2.4 To investigate the opinions of the policy makers on the level of needs of English improvement and an English training course for the local guides.
- 1.2.5 To suggest a guideline for organizing an English training course on Rural Tourism and Homestay for the local guides.
- 1.2.6 To design a syllabus of an English training course on Rural Tourism and Homestay for the local guides.

1.3 Research Questions

This study was attempted to answer the following research questions:

- 1.3.1 To what extent do the local guides need English language for communication in the rural tourism and homestay activities?
- 1.3.2 To what extent do the local guides need each English skill for communication in the rural tourism and homestay activities?
- 1.3.3 To what extent do the local guides need language functions and topics on each skill in the rural tourism and homestay activities?
- 1.3.4 What are the opinions of the policy makers on the needs of English improvement and an English training course for the local guides?
- 1.3.5 What is the guideline for organizing an English training course on Rural Tourism and Homestay for the local guides?
- 1.3.6 What kind of syllabus that corresponds to the needs of the local guides who deal with rural tourism and homestay activities?

1.4 Scopes and Limitations of the Study

This research was restricted to study the English needs of the local guides. It was a quantitative research by means of using questionnaires for collecting data. The limitations about the subjects for this study were as follows:

- 1.4.1 The first group was 119 local guides at Khotha and Umphangkee Karen Villages, and Umphang Folk House in Umphang District, Tak Province. They were on duty in the year 2004.
- 1.4.2 The second group was 83 policy makers who were concerned with planning the policy for Rural Tourism and Homestay at Umphang District, Tak Province. They were also on duty in the year 2004.

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1.5 Process of the Study

In order to construct this study, the process of this study were as follows:

- 1.5.1 The problems with English use in dealing with rural tourism and homestay activities of the local guides were studied in order to construct the questionnaires.
- 1.5.2 Related literature and researches concerning English for specific purposes, needs analysis, and syllabus design were studied in order to use as a basis for constructing the questionnaires.
- 1.5.3 Two questionnaires were constructed. One was for the local guides. Another one was for the policy makers.
- 1.5.4 The questionnaires were examined for their validity by three qualified professors.
- 1.5.5 A pilot study was constructed in order to test for the reliability of the questionnaires.
- 1.5.6 The data were collected by using two questionnaires.
- 1.5.7 The obtained data were analyzed by using SPSS program.
- 1.5.8 The results were presented.
- 1.5.9 A guideline for organizing an English training course on Rural Tourism and Homestay was suggested.
- 1.5.10 A syllabus of an English training course on Rural Tourism and Homestay was designed corresponding to the obtained results.
- 1.5.11 The results of this study were summarized.
- 1.5.12 The discussion, conclusion, and suggestions were presented.

1.6 Definition of Terms Used

The terms used in the research are defined as follows:

Rural Tourism or Community – Based Tourism	A kind of tourism that needs the participation of the local people in the community for dealing with the tourism activities set for the tourists (Chuwit Siriwechakul, 2001)
Homestay	A kind of accommodation that is prepared by the local people and usually in their own house where the tourists will join some activities with their hosts such as having some meals, cooking, etc. (Mathuros Prapphairee, 2001)

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Local guides	Local people at Umphang District, Tak Province who deal with rural tourism and homestay activities in the year 2004
Policy makers	Groups of people who were concerned with planning the policy for Rural Tourism and Homestay at Umphang District, Tak Province in the year 2004. They were the governor and vice governors of Tak Province, the director and deputy director of Tourism Authority of Thailand Northern Office Region 4, and the members of the Assembly of Sub-district Administrative Organizations, the members of the Municipality Organization, the committees of the tourism clubs, and the heads of the villages in Umphang District.
English for Specific Purposes (ESP)	English language skills, functions and topics used for particular purposes
English for Tourism	English language skills, functions and topics used for tourism
English Needs	English language skills, functions and topics that the local guides need for dealing with rural tourism and homestay activities
English Skills	Performance in listening, reading, writing and speaking of English, including translation skill
English Functions and Topics	English language functions and topics used in each particular situation of the local guides
Syllabus Design	Writing a syllabus – a teaching document consisting of the contents of the English language found from the study which will be the guidelines for designing course materials

1.7 Anticipated Outcomes

The results of the study were anticipated as follows:

- 1.7.1 The extent of English language needs of the local guides
- 1.7.2 English skills which are necessary for the local guides
- 1.7.3 Language functions and topics which are necessary for the local guides
- 1.7.4 The opinions of the policy makers on the needs of English improvement and an English training course for the local guides
- 1.7.5 A guideline for organizing an English training course for the local guides
- 1.7.6 A kind of a syllabus of an English training course on Rural Tourism and Homestay that corresponds to the needs of the local guides



CHAPTER 2

LITERATURE REVIEW

Chapter Two states a review of related literature regarding needs analysis and syllabus design in the area of English for Specific Purposes (ESP). The review provides a basis of conducting the study, analyzing, and discussing the results. This review is divided into four parts as follows:

- 2.1 Needs Analysis
- 2.2 English for Specific Purposes (ESP)
- 2.3 Syllabus Design for ESP
- 2.4 Related Researches

2.1 Needs Analysis

Needs analysis procedures made their appearance in language planning during the 1970s (Nunan, 1988). Since then until the early 1980s, there was a period of consolidation of needs analysis in ESP (Dudley-Evans and St John, 1998).

Needs analysis is considered as a starting point for devising courses, syllabuses, materials and the kind of teaching and learning that takes place (Jordan, 1997). Dudley-Evans and St John (1998) pointed out that needs analysis is a key stage in ESP course design. It is constructed in order to understand as much as possible about the learners' target language needs. It can help the course designer to design an English language course which meets the needs of learners.

In order to understand the importance of needs more clearly, Hutchinson and Waters (1987) remarked that the awareness of needs plays an important role for distinguishing the ESP course from the general English course rather than the nature of a need. On the other hand, needs analysis is an instrument that leads course designers or planners from general English course to a focused course.

2.1.1 Definition of Needs Analysis

Needs analysis is a key stage for designing English courses. It is a valuable tool to identify what the learners need to learn and what their target needs are, in order to design an effective course.

Nunan (1999) defined needs analysis as sets of tool, techniques, and procedures for determining the language content and learning process for specifying groups of learners.

Richards, et. al. (1992) cited in Jordan (1997) suggested that it is the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities.

Munby (1978) defined needs analysis as the analysis of learners' objective needs.

Dudley-Evans and St John (1998) claimed that needs analysis is the process of establishing the what and how of a course. They also suggested the concept of needs analysis as a tool used for identifying learners as people, as language users and as language learners. It is also used for identifying how language learning and skill learning can be maximized for a given learner group. In addition, it is used to identify the target situations and learning environment.

Needs analysis is an initial step for designing course and syllabus. It is an instrument or a set of instrument used for identifying the language needs of a target group of learners, the language contents and learning styles of that group of learners.

2.1.2 Types of Needs

There are several linguists who mentioned about types of needs. Munby (1978) and Nunan (1999) divided types of needs into objective and subjective needs. Hutchinson and Waters (1987) mentioned about target needs and learning needs.

Objective needs derive from outside factors. For example, "to be able to follow instructions accurately" is an objective needs, while subjective needs derive from affective factors or insiders, for example, "to feel confident". Objective needs can also be analyzed according to learners' personal background, their language ability and language patterns they use, by teachers. This type of needs also includes learners' language proficiency. Subjective needs are hard to analyze. Learners or the subjects themselves usually express them.

Target needs derive from the goal or the target situation. Hutchinson and Waters (1987) have mentioned the three areas that should be considered in target needs. They are necessities, lacks and wants.

- Necessities is what the learner has to know as to perform effectively in the goal or the target situation. This means that students need to know the language needed for functioning the goal. Moreover, teachers or course designers can express necessities, as they know what is necessary for the learners.
- Lacks is the gap between the existing proficiency and the target proficiency of learners. To decide which necessity the student lacks, teachers need to know the existing knowledge the student has. For example, the target situation may be to read texts in tourism. Whether or not the students need reading instruction in reading those texts will depend on how well they can do it.

- Wants are what the learners want or feel they need. Wants refer to the learners' interests and show great affection for learners' motivation as the more they can express their wants the more they have high motivation.

Learning needs derive from the learning situation. It concerns with how learners learn the language. For example, learning styles, attitude toward the language to be taught, preferences in learning environment, their interests, etc. are included in this kind of needs.

2.1.3 The Roles of Needs Analysis

Needs analysis pays important roles for language teaching and language learning. There are several roles that needs analysis takes place. Firstly, needs analysis is a factor affecting course design (Hutchinson and Waters, 1987), as shown in Figure 2.1.

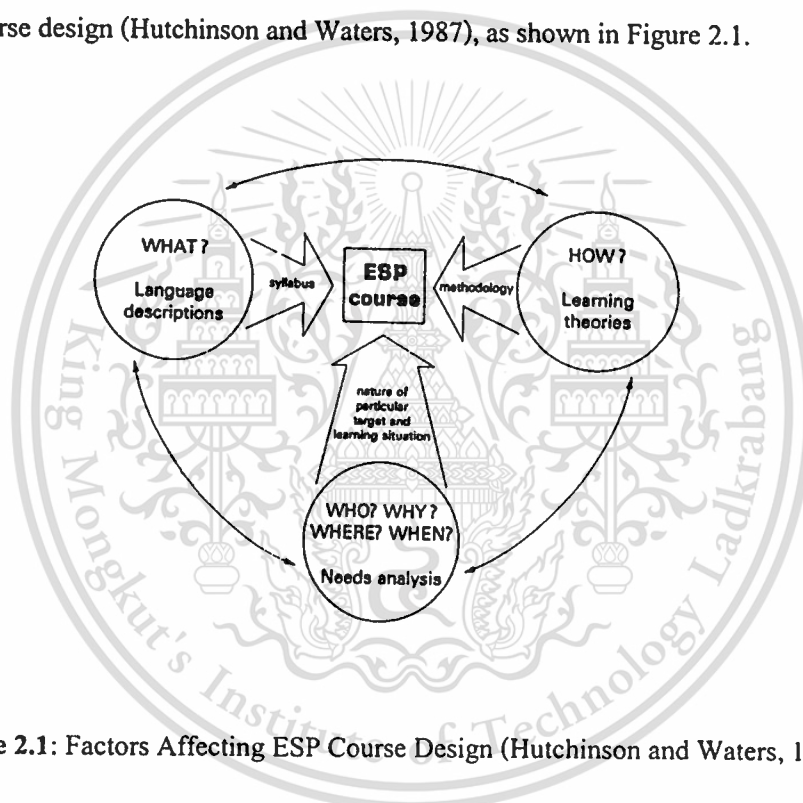


Figure 2.1: Factors Affecting ESP Course Design (Hutchinson and Waters, 1987)

Needs analysis is an initial step for designing a language course. It tells the course designers the important information for designing a language program, for examples, Who the learners are? What the student needs to learn? Where the learning takes place? and When the learning takes place?

Secondly, needs analysis serves the information for developing goals, objectives and contents of the language course. On the other hand, it pays an important role in the development of a course (Richards, 1984 cited in Nunan, 1988, and Graves, 2000). Developing a course by means of needs analysis is to make the course which meets the learners' needs as much as the course designer can do.

Finally, needs analysis also affects syllabus design (Munby cited in Robinson, 1980). In this case, the study of needs analysis helps the course designers to design an effective syllabus. The information about students' needs serves the syllabus designer the language forms and functions which are important parts of information in the syllabus contents.

In conclusion, needs analysis is a starting point of designing a language program. It gives a lot of information to be considered when designing course and is also a basis of a syllabus and material designs which are suitable for the learners. Moreover, it also helps the course designer to evaluate and develop the existing language programs.

2.1.4 Approaches to Needs Analysis

Munby (1978) mentioned that there are four approaches to needs analysis – Target situation analysis, Present situation analysis or Deficiency analysis, Strategy analysis and Means analysis. Moreover, there is another approach suggested by Robinson (1991) and Jordan (1997). It is the Language audits.

Target situation analysis (TSA) is a needs analysis which focuses on the learners' needs at the end of attending the language course. In other words, its purpose is to take the existing knowledge and set it in a more scientific basis by setting processes for relating language analysis more closely to learners' reasons for learning (Hutchinson and Waters, 1987). Target situation is the situation in which the learners will use the language they are learning. Sometimes, level of language competence and performance the target group need is quite low, TSA may pinpoint the level at which good enough competence and performance for the target job or further study.

Present-situation analysis (PSA) is provided by Richterich and Chancerel (1977) cited in Jordan (1997). PSA is an analysis of the current abilities – levels of ability, resources, the attitude towards language teaching and learning, surrounding society and culture – at the beginning of the language course of the learners, the language – teaching setting, and the user - institution. In addition, Robinson (1991) and Dudley-Evans (2001) suggested that PSA also seeks for the language strengths and weaknesses of the learners.

Strategy analysis is proposed by Munby (1978). The aim of the approach is to analyze current awareness of the processes of language study, the used learning strategies, and the expectations from language study of the learners. The approach provides information about, for example, learning preferences such as in group size, correction procedures (strategies), method of assessment, etc. The approach relates the teacher and learners to exchange their ideas on what language learning means to them and how they feel what should be best for them. According to

the results of the analysis, teachers may feel that preferences of learning strategies or styles may be inappropriate for language teaching. For this reason, the teacher should consider cultural differences, academic cultural conventions, and differences in learning strategies and method of teaching as these factors usually affect the different results of strategy analysis.

Means analysis is the analysis of learning situation within the teaching institution or company (Dudley-Evans, 2001). On the other hand, it is the study of the environment in which the target language is taught. Means analysis provides the information about the contextual factors (environment) and tries to cooperate them in a constructive manner into course design. Munby (1978) has divided those factors into five variables. Firstly, sociopolitical variables are for example the attitude of the government or the status of the target language. Secondly, logistical variables include the number of trained teachers, accommodations and material available, etc. Thirdly, administrative variables include mode of instruction, timetabling, etc. Psychopedagogic variables such as learner's motivation and expectations, traditional learning styles, etc. are included in the results of the analysis. Finally, methodological variables also affect the effectiveness of the language course.

Language audits is a combination of target situation analysis (TSA) and present situation analysis (PSA), proposed by Robinson (1991). It is used in language training for business and commercial or industrial enterprise. There are three stages of language audits. First of all, the analyst must find out what tasks or activities people perform in their jobs, for example, making appointment, taking a message, making presentation etc. Then, this stage also includes the analyst's decision on what level of language performance the tasks or activities require. Next, PSA takes place. This stage will show the information about the present personnel match up to their job requirement. Finally, the analyst has to determine how much language training is needed in order to relate the employees' present ability to the company's expectation.

This study was focused on the analysis of needs for English, English skills, functions, and topics used for Rural Tourism and Homestay. Therefore, the main approach developed for this study was the target situation analysis (TSA) because this study was restricted to analyze the English needs of the local guides in their target situations.

2.1.5 Methods of Collecting Data for Needs Analysis

There is one important aspect that should be considered before discussing about the methods of collecting data for the analysis. The aspect is about the information that should be collected for needs analysis. According to Hutchinson and Waters (1987), they mentioned the

information about target needs and learning needs. In their TSA framework, the information that should be gathered is about the language used in the target situation and attitudes towards that situation. The Wh-questions are used to investigate the information. In addition, in their framework for learning needs analysis, the information to be sought is about learner's background, available resources for language learning, and where and when the course will take place.

Robinson (1991) claimed that the type of information sought is usually closely related to learning and teaching approach, to syllabus design and to the analysts. Moreover, she also proposed that the information sought also relates to the approach used for needs analysis. For example, if the present – situation analysis is used, the information about the current abilities such as levels of ability, resources, attitude towards language teaching and learning, surrounding society and culture at the beginning of the language course of the learners, the language – teaching setting, the user – institution, etc. will be investigated.

Yalden (1988) proposed that the information required before a particular course is set up could be divided into three categories. The first category is the information about general background of the learners such as educational background, previous language learning experience, and current proficiency in the target language. The second set of information is about language needs which are concerned with information on situation of use and a breakdown of topics and language skills most needed. The last category includes learning styles and preferences. Nunan (1999) also supported this idea as the information for needs analysis can relate to both content and process. The content relates to the language needs while the process relates to learning styles and preferences.

Graves (2000) suggested two types of information that should be gathered for needs analysis. The first one is information about the present which includes who the learners are, their level of language competence and performance, interests, learning preferences and attitudes. The second one is the information about the future which includes learner's goals and expectations, target contexts, types of communicative skills they will need and will perform, and language modality they will use.

In conclusion, the information that should be gathered for this study can be separated into three parts. Firstly, the information is about the learners' background which includes personal background and background knowledge about the target language. Secondly, the information is about the use of the target language related to their goals or objectives in attending the language course. Finally, the information is about the learners' preference to the language course such as surroundings, time duration, language instructors, etc.

There are several methods of collecting data for needs analysis. Munby (1978) and Robinson (1991) suggested six methods used for collecting data. Those methods are using questionnaires, interviews, observation, case studies, tests, and authentic data collection. Dudley-Evans and St John (1998) and Yalden (1987) mentioned discussions and negotiation as some other techniques for data collection. Jordan (1997) concluded that there are fourteen methods as shown in Figure 2.2.



Figure 2.2: Methods of Collecting Data for Needs Analyses (Jordan, 1997)

Method of collecting data discussed in this study is the one that benefits in gathering the data for the study. Questionnaire was used as the research instrument. It was used for collecting data from the local guides and the policy makers.

Questionnaire is a written form used for collecting data, which include questions or statements to which the subject is expected to respond (Seliger and Shohamy 2000). In constructing a questionnaire, all questions need to be clear and ensure that those questions will lead to the information being sought. The language used in written the questionnaire should be at the level that the subject can understand. The analysts have to pilot the questionnaire by trial it with a small group of people who have the same characteristics as the subjects or asking the specialists in order to check its validity and reliability before using it.

Burns (1999) suggested that there are three types of response items used in a questionnaire: closed items, scale items and open-ended items. Closed items are those where the respondents are asked to select from fixed alternatives such as yes/no, agree/disagree responses.

In some case, other alternatives such as don't know or undecided is used. Scale items include ranked items or checklist, are alternative responses place on a cline representing degree of agreement or disagreement. The open-ended items can be utilized in questionnaires. They are used for investigating the respondent's own perception, beliefs, or opinions and to provide opportunities for the respondents to express more detail beyond the alternative responses.

Seliger and Shohamy (2000) also claimed that there are four advantages of questionnaires. Firstly, they are self-administered and can be used with a large amount of subjects at the same time. Secondly, the respondents tend to share information of a sensitive nature because their names are not included in completing questionnaire. Thirdly, the obtained data is uniform and standard as the same questionnaire is given to all subjects. The last one is the obtained data are accurate as a result of the questionnaire is also given to the subjects at the same time.

Nevertheless, there are some problems with questionnaires. First of all, some respondents do not answer all questions. This may have some influences the validity of findings. Indeed, questionnaires are not suitable for the subject who cannot read and write. Questions used in a questionnaire may not be properly understood by the subjects and answered correctly is also one of the disadvantages of the questionnaires.

2.2 English for Specific Purposes (ESP)

Since the end of the Second World War in 1945, it can be said that English for specific purposes have occurred as a result of the expansion in scientific, technical and economic activities in an international world (Hutchinson and Waters, 1987). Those expansions encouraged people to learn foreign languages especially English which was the key for international communication in order to communicate in their business. Basically, language learning derives from the needs of communication. Then, the needs of communication in a specific area occur. Therefore, English for specific purposes have been developed.

Some linguists mention ESP as English for Special Purposes, while the others mention it as English for Specific Purposes. Robinson (1980) pointed out the difference of them as English for special purposes is thought to suggest special languages or restricted languages, whereas English for specific purposes focuses attention on the purpose of the learner and refers to the whole range of language resources. However, ESP can stand for both English for Special Purposes and English for Specific Purposes.

2.2.1 Definition of ESP

Many linguists have defined the definition of ESP. Those definitions are as follows:

Strevens (1977) proposed that ESP is a kind of language course which emphasizes on the notion that the effectiveness of language teaching is through how much the course meets the specific needs and specific purposes of the learners. ESP in his notion is generally used when English use relates to a specific job, subject, or purpose.

Robinson (1980) considered the three elements for defining ESP. The first one is time factor that is how long an ESP course takes place such as a three-month course. The influence of time affects to the selection of which skill(s) to be taught in a specific time of the course. The second element is the age of the ESP learner. Robinson pointed out that the learners of ESP usually are adult or nearly adult. This idea is obviously in English for Occupational Purposes where learners are in job and in English for Educational Purposes where learners are in tertiary education. However, learners of ESP are not necessarily adults since it is noticed that there are many adult education and evening classes which emphasis on general language not ESP.

The last element is that the students of ESP can express their purpose in language learning. It is important that ESP course should be learner-centered since it is designed to meet the learners' needs. Therefore, students of ESP should have ability in expressing themselves what they need in order to benefit the course designer to design an ESP course which meets the students' needs. To sum up, she mentioned that ESP is meant the teaching of English focusing on a clearly identifiable goal.

Hutchinson and Waters (1987) gave the definition of ESP as it is an approach to language teaching in which all decisions as to contents and methods are based on the learners' reason for learning. It is a matter of English teaching which the learners likely to meet in their target situation. It also focuses what people actually do with the language or the language performance and competence i.e. the range of knowledge and abilities which enables the learners to do with the language. They seemed to emphasize on the question "Why does this learner need to learn the foreign language?" in order to clarify the concept of ESP.

Lado (1988) claimed that ESP course carries out some purposes beyond practicing the language in a classroom. In other words, it serves language use which bring the learners to reach their interest. In addition, it is designed for learners who wish to learn English in order to use it in their fields or professions.

Dudley-Evans (2001) mentioned an ESP as a course which focuses on the learners' needs in order to design an ESP course which meets the specific needs of the learners. Teaching

and material used in class are on the result of needs analysis. Dudley-Evans also characterized ESP which differs from general English as follows. Firstly, it is designed to meet the specific needs of the learners. Secondly, it makes use of the underlying methodology and activities of the discipline it serves. Finally, it is centered on the language (grammar, lexis and register), skills, discourse and genres appropriate to these activities.

In addition, Widdowson (1986) also supported the first idea of Dudley-Evans. He also mentioned some other variable characteristics of ESP. Those characteristics are first, ESP may be related to or design for specific disciplines. Second, ESP may use, in specific teaching situations, a different methodology from that of general English. Third, ESP is likely to be designed for adult learners, either at a tertiary-level institution or in professional work situation. Fourth, ESP is generally designed for intermediate or advanced level students. ESP courses usually assume basic knowledge of a language system, however it can be used for beginners.

Smoak (2003) summarized the features of ESP in her article "What is English for specific purposes?" She concluded from her experience that:

- ESP is English instruction based on actual and immediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam.
- ESP is needs based and task oriented.
- Teaching ESP is demanding, time consuming, and different for every group of students.
- ESP is a challenge for all who teach. It offers virtually unlimited opportunities for professional growth.

It can be concluded that ESP is a course which is designed according to the learners' needs or to functional and practical English language requirements of the learners (Stevens, 1977). An effective ESP course relates to how much the course contents meet the target needs of the learners or how much the course closed to their needs. In addition, as the course is designed for supporting the language to be used in learners' target situations, learner-centered approach is developed for ESP courses.

2.2.2 Types of ESP

Stevens (1977), Robinson (1980, 1991), and Dudley-Evans and St John (1998) proposed that ESP courses are divided into two types—English for Science and Technology (EST) and all other ESP courses (See Figure 2.3). The reason for the distinction one category as EST is its course contents greatly require the scientific English.

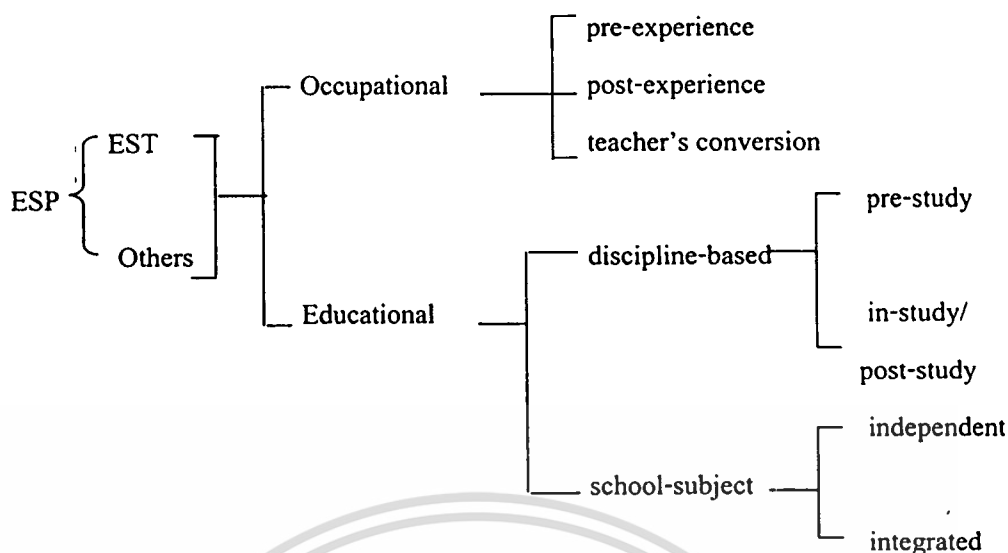


Figure 2.3: Types of ESP (Strevens, 1977:92)

EST courses and other ESP courses are divided into occupational and educational courses. Occupational ESP courses relate to a job or occupation such as English for hotel staffs, tour guides, airline staffs, etc. In addition, this type of ESP courses also fall into pre- or post-experience according to the learners if they are familiar with that job or not before learning English or attending the courses.

Educational ESP courses are as the same as English for Academic Purposes (EAP) courses in tertiary level (Strevens, 1977). These types of ESP courses relate to the study of a discipline such as literary criticism, physics, tropical agriculture, etc. Discipline-based ESP courses are taking place whenever the learners have already completed their study of the discipline before learning English or they learn English as a part of their studies. These learner features separate this type of ESP course into pre-study or in-study courses. For school subject ESP courses, English course is independent when it is offered as a separate course whereas English course is integrated when English learning is integrated with learning other subject(s) in a single syllabus.

There is another key distinction of ESP as shown in Figure 2.4. Hutchinson and Waters (1987) classified ESP into three main categories. One type is English for Science and Technology (EST) and in the second class which Strevans and other linguists suggested it as one category, they classify it into English for Business and Economics (EBE) and English for

consider the whole tourism. However, when consider the more specific course such as English for tourist guides, language functions such as greeting, offering, requesting, etc. should be developed for the contents of the course. In addition, Walker (1995) also claimed that teaching English for tourism is quite different from teaching English for other areas of ESP. He suggested that in order to design an effective course, the course designers should ask the specialists to guide them when designing the language contents of the course.

The results of this study are focused on the English skills, and language functions and topics needed by the local guides. The English training course would be designed to serve their target needs which correspond to their occupations. Therefore, English for Rural Tourism and Homestay would be a kind of English for occupational purposes (EOP) course.

2.3 Syllabus Design for ESP

2.3.1 Definition of Syllabus

Traditionally, syllabus is a statement of content used as a basis for planning various kinds of courses. Then the syllabus designer uses it for selecting and grading a course content (Nunan, 1988). In syllabus design, Nunan suggested that syllabus designers should go beyond the traditional idea, that is to begin with distinguishing the “what” of a language program from the “how”. This procedure will lead the syllabus designers to know clearly the components of a language syllabus which are the “what” of a language program.

Yalden (1988) proposed that a syllabus is a plan which the teacher converts into a reality of classroom interaction. It is considered as an instrument used to coordinate the three aspects of language teaching. Those three aspects are, firstly, it is necessary to pay attention to problems of management since time is a constraint in all second language teaching situations. Secondly, the limitations of teacher themselves often constrain course design as well. Lastly, how is one to cope with defining content and setting standards, as well as with classroom interaction? Yalden also suggested that a syllabus should be flexible, open-ended, and subject to constant revision as a result of feedback from the classroom.

Hutchinson and Waters (1987) and Prabhu (1987) defined a syllabus as a document which describes what will be learnt or should be learnt. However, they claimed that a syllabus can be defined in different ways according to different stages of language learning in order to reach the expected goals. Those stages break down the syllabus into six types – the evaluation, the organizational, the materials, the teacher, the classroom, and the learner syllabuses.

Robinson (1991) and Scrivener (1994) defined a syllabus as a document providing a longer-term overview. It is a plan of work which is a guideline and context for class, and content for the teacher, to be taught in a particular course. It lists the contents of a course and puts the separate items in an order. In some schools, the syllabus may simply be the coursebook. In others, there may be a much more detailed requirement.

Harmer (1994) presented a syllabus in terms of the main textbook to be used: by a certain date, teachers are expected to have to cover a certain number of units in the book. At the same time, teachers are often provided with a list of supplementary material and activities that are available. Whether or not the course is tied to a particular textbook, its syllabus will generally have a list of language items as its core. The assumption being made is that these language items will be new for the students and should therefore be introduced to them in the order of the syllabus.

Dubin and Olshtain (1986) suggested a definition of a syllabus as the vehicle through which policy-makers convey information to teachers, textbook writers, examination committees, and learners concerning the program. A syllabus usually describes the following aspects.

1. What the learners are expected to know at the end of the course, or the course objectives in operational terms.
2. What is to be taught or learned during the course, in the form of an inventory of items.
3. When it is to be taught, and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraints of the course.
4. How it is to be taught, suggesting procedure, techniques, and materials.
5. How it is to be evaluated, suggesting testing and evaluating mechanisms.

To sum up, a syllabus is seen as a plan of work consisting of a statement of content which is a guideline for teachers in their teaching. It tells the teacher what the students have to learn in order to gain their target goals of attending the language course. Hutchinson and Waters (1987), and Dubin and Olshtain (1986) suggested that a syllabus conveys the information about a language course proposed by policy-makers to language teachers. However, defining a syllabus also depends on the stages of language teaching (Hutchinson and Waters, 1987). In addition, the "how" of a language program is one aspect that should be considered as one component of a syllabus (Dubin and Olshtain, 1986).

2.3.2 Types of Syllabus

A syllabus can be divided into several types. The two broad types of syllabus suggested by Nunan (1988) are the product-oriented syllabuses and the process-oriented syllabuses. The former refers to the syllabuses which focus on the language competence and performance the learners gain at the end of the course. It includes grammatical syllabus, functional – notional syllabus, and analytic syllabuses. The latter refers to the syllabuses which focus on the learning experiences which come from the learning process directed toward learning objectives. It includes procedural syllabus, task-based syllabus, and content syllabus.

Robinson (1991) divided the syllabus into three types. They are content bases which consist of four kinds of syllabuses: the structural or grammatical syllabus, the functional-notional syllabus, the situational syllabus, and the topic-based syllabus; method bases which consist of the process syllabus and the task or procedural syllabus; and skill bases.

2.3.2.1 Content Bases

Firstly, the structural syllabus or the grammatical syllabus (Dubin and Olshain, 1986) consists of an ordered set of language forms which is usually graded according to supposed difficulty and/or importance of learning. The classification of sentence types and morphology such as singular and plural marking are also included in this type of syllabus. The main characteristic of the syllabus is that it needs the analysis of language contents for its construction. Learners are expected to be able to analyze the rules and patterns of the language. Then, they can describe rules or explain why the utterance is right or wrong (Krahnke, 1987).

Krahnke (1987) also proposed the advantages and disadvantages of the syllabus. One advantage of this type of syllabus is the minimal problem of selecting instructional content especially in recent years, the language rules and patterns have been analyzed and documented. Therefore, it is comfortable for the language instructors to select the instructional content for their students. However, a disadvantage point of the syllabus is the sequencing or grading of the content will be taught as there are various forms or structures of any languages. The complexity, regularity, and usefulness of the structure should be considered in order to grade the content. The degree of difference between the target language structures and the student's first language is also included in the sequencing.

The second one is the functional-notional syllabus. The function refers to the communicative purposes for which people use the language (Nunan, 1986). The language functions are for example, greeting, requesting, apologizing, etc. The language notion refers to the concepts that language can express such as time, space, place, colour, etc. (Ur, 1996).

Ur (1996) also claimed that purely functional syllabus is rarely used as functions and notions are usually combined. However, Yalden (1987) separated this type of syllabus into functional syllabus and fully notional syllabus. In the functional syllabus, Yalden explained that language functions needed for a course come from its objectives, then those functions are guideline for the selection of grammatical items to be taught. In the notional syllabus, it includes semantic, functions, and forms or grammatical knowledge components for the syllabus construction.

Since the language functions to be taught are selected and sequenced according to the usefulness to the learners, then the syllabus's content will meet the learner's communicative needs (Cunningsworth, 1984). Other advantages are for examples, the learning goals are identified according to the learner's needs. Students can use what they have learnt outside the classroom at the early stage. Indeed, students who do not complete the course can still use what they have learnt from the course for communication.

However, Krahnke (1987) claimed that there are some disadvantages of this kind of syllabus. For example, since the content of the syllabus is tied to specific use, the instruction is less generalizable than the content of structural syllabus. Therefore, students can learn the limited range of functions within a wide range of structures. In addition, functional-notional syllabus deals with short utterances that will cause the students unable to produce new longer utterances in their communication.

The third and the fourth ones are the situational syllabus and the topic-based syllabus. These syllabuses take the real-life contexts of language uses as their basis (Ur, 1996). The name of situations such as 'having a meal' or 'at a restaurant' are divided into sections in situational syllabus, while the topics like 'the family', 'accommodations', etc. are broad headings included in the topic-based syllabus. Ur suggested that each topic included in topic-based syllabus might present a specific set of vocabularies.

The situational syllabus seems to provide the language teachers to teach the language used in the situations. These situations are sometimes relevant to the student's target situations or also their future needs. Students are faced with the language forms in each context or topic. In addition, the students can also understand some social or cultural information of the taken place situations. However, students may try to remember the language patterns used in the given situations rather than create the new language patterns that can be used in those situations. The topic-based syllabus is useful for an ESP course that emphasizes on the specialist content to be taught specialist learners. This can motivate the learners as the language to be taught is related specifically to their needs.

2.3.2.2 Method Bases

The method-based syllabuses can be divided into two types – the process syllabus and the task or procedural syllabus. The process refers to learning process or method of language learning. The content of the course is from the negotiation between the teacher and the learners at the beginning of the course and during it (Robinson, 1980; Ur, 1996). The application of the syllabus in a classroom seems to be mixed with other types of syllabus. For example, students may want to learn the language by follow the structural syllabus as they feel they can learn best by means of the structural syllabus. Then, the syllabuses to be used for this classroom will be both process and structural syllabuses.

The task or procedural syllabus focuses on the linguistic items that students will learn or the communicative skills that they will get after finishing the course. It consists of the specific tasks and activities that students will attend in class (Nunan, 1988). The important feature of the syllabus suggested by Robinson (1991) that each task includes identified and relevant specific-subject contents, and identified, appropriate and manageable linguistic level. Moreover, each task also requires identified and appropriate performance. For example, if the students have to speak in class, speaking skill is required by the given task not for practicing. Nunan (1988) claimed that it is important to consider the degree of difficulty as a criterion for selecting the task and activities.

2.3.2.3 Skill Bases

The skill-based syllabuses refer to the development of syllabus focusing exclusively or principally on one or four traditional skills - listening, reading, writing and speaking (Robinson, 1991). The syllabuses group pronunciation, vocabulary, grammar, sociolinguistics, and discourse together into generalized types of behavior such as giving effective oral presentation, reading for main ideas, etc. (Krahnke, 1987). The primary objective of the skill-based syllabus is to guide the teacher in order to teach the specific language skill.

2.3.3 Choosing ESP Syllabus

In order to justify which type of syllabus should be used for a language course, the first consideration is trying to find which one is the most suitable for a specific situation. Furthermore, the decision on which syllabus is suitable is from the consideration of the student's needs and the objectives of the language course as well as the attitude through the language teaching of the institution. Robinson (1991) suggested that the syllabus designers should treat all types of syllabus as being available. The important issue is how to bind all types of syllabus into an effective language teaching program.

Hutchinson and Waters (1987) pointed out that since we know the different aspects and levels of language and level of language learning are existed, this knowledge should be reflected in a syllabus. For example, if we know that there is both a functional and a structural aspect to language, then a functional and a structural syllabus are developed for the language course. All types of syllabus mentioned in previous section are used as the main point for selecting the content for the language course.

However, syllabus designers or even teachers may not use each type of syllabus as isolation. Hutchinson and Waters (1987) stated that "Behind the stated syllabus are the other syllabuses, acknowledged by the authors or not, as the case may be". It would say that when selecting a syllabus for a language course, syllabus designers or whoever should integrate many syllabuses in order to design an effective course. Johnson (1982) also supported this idea that we refer to syllabus types using such labels, it does not follow that each type of syllabus take account of only one sort of them. For instance, if a syllabus designer produces a functional syllabus, it does not imply that he/she drawn up the syllabus without consideration for the notions, tasks, structures, activities, and etc.

2.4 Related Research

The related researches discussed in this part included the research carried out in Thailand and in the foreign countries. These researches are used as a guideline for English needs analysis and a syllabus on English for Rural Tourism and Homestay. They also provide valuable information for constructing the research instruments.

2.4.1 Related Research in Thailand

Anekjumnongporn (1993) analyzed the business English needs of the graduates from the school of Business Administration, Bangkok University. The analysis was used as a basis for establishing an appropriate business curriculum for future students. Structured interview was used as the method for data collection for her study. She found that the English speaking, writing, listening and reading are important in the business communication. However, the subjects of this study claimed that they did not have adequate opportunity to practice the English skills when studying in class.

The analysis also indicated the areas in which English is used. The subjects needed to use reading skills in order to read English newspaper and business journals, technical vocabulary in advertisements and manuals, and company documents. They needed to use

writing skills to write interoffice memos, telefax, and business letter. They also needed to have ability for drawing up contracts, communicating on the telephone, communicating with superiors in the company, and also with visitors to the company. Moreover, the researcher suggested that the teachers should emphasize on giving more opportunity to practice the language skills in language learning activities.

Khemateerakul (1996) investigated students' needs and problems in using English in the International Program of Bangkok University. She also examined students' wants regarding English skills to be emphasized in the intensive English course of the International Program and other factors included time, instruction, class size, and evaluation. The results will be used as a basis for improving the intensive English course. The data for this study were collected by means of questionnaire. The questionnaire was constructed to the first, second, and third year students and the instructors of the International Program of Bangkok University. The results indicated that English listening was needed most. The needed skills were listed as listening, reading, writing, and speaking respectively. The instructors claimed that writing and speaking were students' greatest problems. Both students and instructors wanted the English listening to be emphasized in the intensive English course.

Meemark (2002) surveyed and investigated the needs and problems of English for tourist police. Questionnaires were used as the instruments for collecting data. The subjects of the study were 159 tourist polices. The findings show that the tourist polices strongly need all four English skills – listening, speaking, reading and writing. Listening was considered as the most important skills and it was also the most serious problem for the tourist polices. Other problems were included such as engaging in telephone conversation, giving directions, listening to complaints, etc. Based on the findings, the researcher suggested that listening, speaking and vocabulary skills should be emphasized in English training course for tourist polices.

Prommintr Pongmala (2003) studied the conduct of the community – based tourism at Ban Maekampong, Mae-on District Chiangmai Province. This studied was aimed to sustain the tourism and to investigate the problems with the conduct of the tourism. The findings indicate that one of the problems occur was that the local guides were unable to communicate with foreign tourists. This causes inconveniences to the tourists. The researcher suggested that to conduct a foreign language training course for the local guides could solve this problem.

Supawadee Meesit (2003) studied the conduct of the community – based tourism at Maelana Community, Pangmapha District Maehongsorn Province. This research was aimed to study the tourism products in the community in order to set the appropriate tourism activities for

the tourists, and to study the constraints on constructing the tourism. The results show that one of the constraints was that the local guides' inability to communicate with foreign tourists. The researcher suggested that the local guides should improve their foreign language skills. This would benefit the development of the tourism.

2.4.2 Related Research in the Foreign Countries

Allen and Spada (1983) reported on a syllabus written for the English for Communicative Purposes program at the Guangzhou Institute of Foreign Languages in the People's Republic of China. They believed that a syllabus was most important as a working document for program developers. External considerations – the administration guidelines, the theoretical assumptions about language teaching and learning and students' needs – were negotiated and transformed in syllabus design. They made suggestions arose from their discussion that a communicative syllabus should not be seen as a permanent document. According to their report, it was the discussion about the second draft revision of their syllabus which they called Guangzhou Syllabus. However, there were many things in the syllabus that should be revised in order to make it clearer.

Jones (1991) described an approach to ESP syllabus design that was derived from a mathematically-based analysis of language use data. The questionnaires were used for gathering the data from a population of 400 technical employees of France Telecom. There were two dimensions to the notion of needs-related syllabus design – Language functions relevant to the specific purpose of the subjects, and Principal component analysis (or Factor analysis which provides a model of how language functions combine into speech events in the realization of discourse.). The syllabus derived from the integration of the two dimensions. By adding the principal component analysis into the process of syllabus design, it lent the entire syllabus design a sense of cohesiveness of needs analysis, discourse model and teaching model. Moreover, learner needs was also truly represented at the teaching level by means of constitutes an integrated model for ESP syllabus design.

Benesch (1996) explored the literature on needs analysis, offered critical needs analysis as an alternative approach to examining target situations, and described an example of critical needs analysis and EAP curriculum development in a paired ESL writing/psychology course at a U.S. college. She concluded that needs analysis is a political and subjective process and the identification of elements of a target situation depending on the analysts' ideology.

Critical needs analysis focuses on questions of social and cultural inequality in education and

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aims to change those conditions of inequality. It described as the analysis assumes that institutions were hierarchical and the institutions at the bottom were often entitled to more power than they have. In other words, it sought the areas where greater equality and better working conditions might be achieved.

So-mui and Mead (2000) investigated the English needs of textile and clothing merchandisers who communicate in the international marketplace. The data were obtained through questionnaire surveys, telephone interviews, analysis of authentic correspondence, and visit to the workplace. The subjects were 360 graduates from two Hong Kong institutions: the Hong Kong Polytechnic University and the Kwun Tong Technical Institute. The results show that writing skills were greater used than speaking skills. The subjects claimed that grammatical accuracy was more important than other factors in order to create written business correspondence. The researchers pointed out that their findings have had the greatest influence on the content of the communication courses offered at both institutions.

Basturkmen (2003) illustrated the number of narrow-angled and wide-angled course designs in ESP and discussed the advantages and disadvantages of the options. "Wide-angled" was used to refer to course for learners expecting a broad work place, professional or academic field, whereas "narrow-angled" was used to refer to courses for learners expecting a particular work place, professional or academic field. She recommended one option of narrow-angled course design that was a course derived from an analysis of needs in a particular target group such as English for pilots and air traffic controllers. Two options of wide-angled course design were also recommended in this paper. A course derived from an analysis of common needs with reference to a set of disciplines or occupations such as English for general academic purposes. The other one derived from features of language use in a variety of English such as business English and academic English. According to the stated options of ESP course design, Basturkmen concluded that ESP can never be specific enough, however it can also be too specific at the same time.

CHAPTER 3

RESEARCH METHODOLOGY

Chapter Three states the methodology employed in this study. It contains five parts as follows:

- 3.1 Type of Research
- 3.2 Population and Sample Size
- 3.3 Research Instruments
- 3.4 Data Collection
- 3.5 Data Analysis and Statistical Devices

3.1 Type of Research

A survey study was employed in this research by using questionnaires. According to Brown (1997), this type of research is useful for collecting large amount of information in a relatively short time.

3.2 Population and Sample Size

3.2.1 Population

There were two groups of population used in this study. The first population group called the local guide group consisted of 19 homestay hosts and 100 tourist guides who involved in Rural Tourism and Homestay at Umphang District, Tak Province. The second population group called the policy maker group consisted of 83 policy makers who were from several offices in Tak Province as follows:

- 1 Governor and 3 Vice Governors of Tak Province
- 1 Director and 1 Deputy Director of Tourism Authority of Thailand Northern Office: Region 4
- 1 District Chief Officer and 1 Assistant District Chief Officer of Umphang District
- 13 Members of the Assembly of Umphang Sub-district Administrative Organization
- 25 Members of the Assembly of Mae-chan Sub-district Administrative Organization
- 14 Members of the Assembly of Umphang Municipality Organization
- 1 Headman of Umphangkee and 1 headman of Khotha Karen Villages
- 14 Committees of Umphang Eco-tourism Club
- 7 Committees of Umphang Folk House Club

3.2.2 Sample Size

Based on the table for determining the sample size from the given population of Krejcie and Morgan (1970) cited in Rawiwan Chinatrakoon (1995, see Appendix C), sample size of the local guide group was 92 and the policy maker group was 68. The rest were used in a pilot study for finding reliability of the questionnaires. Details are shown in Table 3.1.

Table 3.1 Sample Size for Each Group of Population

Groups of Population	Numbers of Population	Sample Size	Sample Size for Pilot Study
Local guides	119	92	27
Policy makers	83	68	15
Total	202	160	42

3.3 Research Instrument

Two questionnaires were used as the research instrument in this study. Questionnaires 1 and 2 were used for collecting data from the local guides and the policy makers, respectively.

3.3.1 Construction of the Questionnaires

Questionnaires 1 and 2 were constructed according to the stages as follows:

1. Related literatures and previous researches concerning needs analysis and syllabus design were studied in order to provide frameworks for writing questionnaires.
2. A preliminary interview for English needs and English functions and topics required for Rural Tourism and Homestay was conducted with the president and some committees of Umphang Eco-tourism Club, the secretary of Umphang Folk House Club, and some local guides in order to formulate information for the questions.
3. Two questionnaires were written based on information from the related literatures, the research instruments used in previous researches, and the preliminary interview.
4. The questionnaires were examined for the content validity by three qualified professors.
5. A pilot study was constructed in order to test for the reliability of the questionnaires and to improve language appropriateness of the questions.
6. The revised editions of the questionnaires were administered to the samples.

3.3.2 Contents of the Questionnaires

Two questionnaires were designed for two groups of sample: the local guides and the policy makers. All questionnaires were written in Thai so that the samples would be able to understand the intended contents clearer.

3.3.2.1 Questionnaire 1 for the Local Guides

The contents of Questionnaire 1 consisted of three parts as follows:

Part One: Twelve questions were for the samples to state their personal information. Questions 1 to 5 were multiple choices for the responses on gender, age, educational level, marital status, and number of years in dealing with Rural Tourism and Homestay. Questions 6 and 7 were checklists for the responses on methods of communication and kinds of information that the tourists required. Question 8 was a five-point Likert type scale question for the response on level of requirement on each kind of information.

Questions 9 to 11 were multiple choices for the responses on experience in learning English, sources of English experience, and number of years in learning English. Question 12 was a five-point Likert type scale question for the response on level of English ability.

Part Two: Six five-point Likert type scale questions were included in this part. Question 1 was for the response on level of English needs. Question 2 was for the response on level of English needs in terms of each skill. Questions 3 to 6 were for the responses on English needs in terms of each language function and topic on listening, speaking, reading, and writing skills.

Part Three: Seven multiple choice questions were for surveying the opinions on English training course for the local guides. The responses to be stated consisted of a number of learners for each class, a number of months suitable for the course, a number of days and hours the course should be taken place, the most suitable time of the course, months that the samples prefer to take the course, the extent of knowledge about tourism and local sites the English instructors should have, and the English instructors of the course. One open-ended question was also included in this part in order to provide the samples to express their additional comments and suggestions on English needs and an English training course.

The details of Questionnaire 1 are shown in Appendix A.

3.3.2.2. Questionnaire 2 for the Policy Makers

The contents of Questionnaire 2 consisted of two parts as follows:

Part One: Six multiple-choice questions were for the samples to state their personal information about gender, age, educational level, organizations that the samples belong to, the duty related to Rural Tourism and Homestay, and experience in learning English.

Part Two: Questions 1 to 4 were five-point Likert type scale questions surveyed the opinions on the extent of English needs, English needs in terms of each skill, the

needs of English improvement for the local guides, and the extent of the needs of English improvement for the development of Rural Tourism and Homestay.

Question 5 was dichotomous for the response on whether or not the samples agree to set up an English training course for the local guides. Question 6 was a checklist for the samples to recommend on organizations that should be responsible for the training course.

Questions 7 and 8 were open-ended questions for expressing their expectations on English ability improvement of the local guides after attending the training course, and their comments and suggestions on the needs of English improvement for the local guides.

The details of Questionnaire 2 are shown in Appendix B.

3.3.3 Validity and Reliability of the Questionnaires

3.3.3.1 Validity

The contents of the questionnaires were tested and approved for their validity and appropriate use of wording by three qualified professors from three fields: Statistics and Research Methodology, Course Design, and Tourism.

3.3.3.2 Reliability

A pilot study was constructed in order to test for the reliability of the questionnaires. Nunan (1992) proposed that a pilot study gives researchers the opportunity to find out if the questions are yielding the kind of data required and to eliminate any questions which may be ambiguous or confusing to the subjects. The Cronbach Alpha method was used for calculating the reliability coefficient of the questionnaires from the pilot study (Luan Saiyos and Angsana Saiyos, 1984). The pilot study of Questionnaire 1 was carried out with 27 local guides. The pilot study of Questionnaire 2 was carried out with 15 policy makers. The alpha reliability coefficient value of Questionnaires 1 and 2 were 0.96 and 0.93 respectively (See Appendices E and F). These values were accepted for social science research as cited in Rawiwan Chinatrakoon (1994) that the alpha reliability coefficient of a good research instrument should be at least 0.80.

3.4 Data Collection

The data collection was organized as follows:

3.4.1 Data Collection from the Local Guide Group

1. A cover letter from the Dean of the Graduate School of King Mongkut's Institute of Technology Ladkrabang was submitted to the President of Umphang Eco-tourism Club and

the President of Umphang Folk House Club, requesting for the cooperation to collect the data from the local guides.

2. The copies of Questionnaire 1 were directly distributed to 92 local guides in June 2004.
3. The distributed copies were taken back by the researcher. Eighty-three copies (90.21 percent), and 81 copies of them were completed.

3.4.2 Data Collection from the Policy Maker Group

1. A cover letter from the Dean of the Graduate School of King Mongkut's Institute of Technology Ladkrabang to the Governor of Tak Province, the District Chief Officer of Umphang District, the administrator of each organization, the head of two Karen villages, and the president of each tourism club, requesting for cooperation to collect the data from them and other policy makers involved in their organization was attached to the questionnaire.
2. The cover letter, 68 copies of Questionnaire 2, and returned envelopes were sent to the samples in June 2004.
3. There were 55 copies returned with the return rate of 80.88 percent, and 50 copies of them were completed.

3.5 Data Analysis and Statistical Devices

The analysis of data was done with completed questionnaires. The data was analyzed by the Statistical Package for the Social Science (SPSS). Statistics of this study was descriptive statistics. Therefore, values used for the analysis were as follows:

3.5.1 Frequency Distribution and Percentage

Frequency distribution was used to indicate *how often* a phenomenon occurs and it was based on counting the number of occurrences (Selinger and Shohamy, 2000). It was used to analyze the data from checklist questions concerning personal information and opinions about an English training course. The frequency distribution was presented in the form of frequency and percentage. The formula for the percentage is as follows:

$$P = \frac{\sum f}{n} \times 100 \quad (3.1)$$

where P = Percentage

$\sum f$ = Total number of responses for each question

n = Total number of samples

3.5.2 Arithmetic Mean (\bar{X})

Arithmetic mean provides information about the average behavior of the samples regard to specific phenomenon (Selinger and Shohamy, 2000). The formula of this statistic is as follows:

$$\bar{X} = \frac{\sum X}{n} \quad (3.2)$$

where \bar{X} = Mean

Σ = Sum of

X = Scores

n = Number of scores

(Brown, 1997)

Mean scores were used to calculate the average level of information requirement, English ability, English needs, English skill needs, and level of needs for language functions and topics on each skill. Each mean range can be interpret as follows:

4.50 – 5.00 refers to the greatest

3.50 – 4.49 refers to great

2.50 – 3.49 refers to moderate

1.50 – 2.49 refers to a little

1.00 – 1.49 refers to the least

3.5.3 Standard Deviation (S.D)

Standard deviation provides a sort of average of the difference of all scores from the mean (Brown, 1997). It shows the distribution of the samples' scores. The standard deviation value can be interpreted that "the higher the standard deviation, the more varied and more heterogeneous a group was on a given behavior, since the behavior was distributed more widely within the group" (Selinger and Shohamy, 2000). The formula for the standard deviation is as follows:

$$S.D = \sqrt{\frac{\sum(X - \bar{X})^2}{n}} \quad (3.3)$$

where S.D = Standard deviation

Σ = Sum of

X = Samples' scores

\bar{X} = Mean

n = Number of samples

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CHAPTER 4

RESULTS

Chapter Four presents the data obtained by using two questionnaires. One was the questionnaire on the needs of English and English training course. It was used for collecting data from 81 local guides who dealt with Rural Tourism and Homestay at Umphang District, Tak Province. Another one was the questionnaire on the opinions about the needs of English improvement and an English training course for the local guides. It was used for collecting data from 50 policy makers who were concerned with planning the policy on Rural Tourism and Homestay in the district. The questionnaires were administered with the subjects in June 2004. The research questions were provided as the framework for the analysis of data. In addition, the data were coded and analyzed by using SPSS Program version 10.0 for the data processing in order to answer the following research questions.

1. To what extent do the local guides need English language for communication in the rural tourism and homestay activities?
2. To what extent do the local guides need each English skill for communication in the rural tourism and homestay activities?
3. To what extent do the local guides need language functions and topics on each skill in the rural tourism and homestay activities?
4. What are the opinions of the policy makers on the needs of English improvement and an English training course for the local guides?
5. What is a guideline for organizing an English training course on Rural Tourism and Homestay for the local guides?
6. What kind of syllabus that corresponds to the needs of the local guides who deal with rural tourism and homestay activities?

The results are presented in four main parts as follows:

- 4.1 The Needs of English and an English Training Course of the Local Guides
- 4.2 The Opinions of the Policy Makers on the Needs of English Improvement and an English Training Course for the Local Guides
- 4.3 A Guideline for Organizing an English Training Course on Rural Tourism and Homestay for the Local Guides
- 4.4 A Syllabus Design Corresponding to the English Needs of the Local Guides

4.1 The Needs of English and an English Training Course of the Local Guides

This part consists of the data from 81 local guides. The results are presented in three parts as follows:

4.1.1 Part One: Personal Information

4.1.2 Part Two: The Extent of Needs for the English Language, English Skills, and Language Functions and Topics on Each Skill

4.1.3 Part Three: The Opinions on an English Training Course on Rural Tourism and Homestay and other Suggestions on English Needs and an English Training Course

4.1.1 Part One: Personal Information

Part One presents personal information about gender, age, educational background, marital status, experience in rural tourism and homestay activities, and background of English knowledge. The personal information is shown in Table 4.1.

Table 4.1 Personal Information of the Local Guides

Personal Information (n = 81)	Number	Percentages (%)
1. Gender		
1.1 Male	72	88.9
1.2 Female	9	11.1
2. Age		
2.1 26 – 35 years	30	37.0
2.2 36 – 45 years	30	37.0
2.3 46 – 55 years	9	11.1
2.4 56 years and over	7	8.6
2.5 15 – 25 years	4	4.9
Missing	1	1.2
3. Educational background		
3.1 Primary school (Prathomsuksa 6)	27	33.3
3.2 High school (Mattayomsuksa 6)	23	28.4
3.3 Secondary school (Mattayomsuksa 3)	12	14.8
3.4 Others (Prathomsuksa 4 and Non-education)	8	9.9
3.5 A bachelor's degree	6	7.4
3.6 High certificate vocational education	2	2.5
3.7 A diploma's degree	2	2.5
3.8 Certificate vocational education	1	1.2
3.9 Higher than bachelor's degree	0	0
4. Marital status		
4.1 Married	65	80.2
4.2 Single	13	16.0
4.3 Widowed	2	2.5
4.4 Divorced/Separated	1	1.2

Table 4.1 shows that 88.9 percent of the local guides were male and 11.1 percent were female. In terms of age, 37 percent of them, which were equal to the ones who were between 36 to 45 years, were between 26 to 35 years. With regard to the educational background, 33.3 percent of them finished primary school (Prathomsuksa 6) while the next 28.4 percent finished high school (Mattayomsuksa 6). In terms of marital status, most of them (80.2%) were married.

Personal information about experiences of the local guides in dealing with Rural Tourism and Homestay are presented in Table 4.2.

Table 4.2 Experiences of the Local Guides in Dealing with Rural Tourism and Homestay

Experiences	Number	Percentages (%)
1. Number of years in dealing with Rural Tourism and Homestay (n = 81)		
1.1 5 years and over	40	49.4
1.2 3 – 4 years	20	24.7
1.3 1 – 2 years	15	18.5
1.4 Less than 1 year	4	4.9
Missing	2	2.5
2. Tourism activities the samples deal with (n = 81)		
2.1 Acting as a tour guide	66	81.5
2.2 Homestay activities	10	12.3
2.3 Both kinds of the activities	5	6.2
3. Methods of communication with foreign tourists (n = 97)		
3.1 Using gestures	34	35.1
3.2 Speaking English and Thai	25	25.8
3.3 Speaking English	13	13.4
3.4 Using both gestures and speaking	12	12.4
3.5 Showing pictures	9	9.3
3.6 Others e.g. communicating through guides, speaking Thai only, etc.	4	4.1

Table 4.2 shows that nearly half of the local guides (49.4%) have the experience for five years and over. In terms of tourism activities, 81.5 percent of the local guides acted as tourist guides, 12.3 percent dealt with homestay activities and 6.2 percent dealt with both kinds of activities. With regard to the methods of communication with foreign tourists, 35.1 percent of them used gestures. The next 25.8 percent spoke both English and Thai, and 13.4 percent of them spoke English.

Table 4.3 lists the kinds of information the tourist required which are based on the experience of the local guides.

Table 4.3 Kinds of Information that the Tourists Required

Kinds of Information that Tourists Required (n = 81)	Mean	S.D	Levels of Requirement
1. Tourist attractions	4.54	0.63	The greatest
2. Life styles of local people	4.17	0.80	Great
3. Environment	3.99	1.08	Great
4. Weather	3.73	0.97	Great
5. Cooking	3.47	0.92	Moderate

Table 4.3 shows that the information about tourist attractions was required at the greatest level with the mean scores of 4.54. The information about life styles of local people, environment, and weather was required at a great level with the mean scores of 4.17, 3.99, and 3.73, respectively. The information about cooking was required at a moderate level (mean = 3.47).

Table 4.4 shows personal information related to background of English knowledge of the local guides.

Table 4.4 Background of English Knowledge of the Local Guides

Background of English Knowledge	Number	Percentages (%)
1. Have you ever learned English? (n = 81)		
1.1 No	41	50.6
1.2 Yes	40	49.4
2. Where did you learn English? (Each respondent can choose more than 1 answer, n = 55)		
2.1 From schools	29	52.7
2.2 From friends or English speakers	19	34.5
2.3 From English language trainers	5	9.1
2.4 From others (e.g. self study)	2	3.6
3. Number of years of learning English (n = 40)		
3.1 1 – 2 years	14	35.0
3.2 3 – 4 years	10	25.0
3.3 Less than 1 year	8	20.0
3.4 5 years and over	8	20.0

Table 4.4 shows that half of them (50.6%) have not learned English. For those who have learned English, half of them (52.7%) learned English from school and the next 34.5 percent learned English from friends or English speakers. In terms of numbers of years of learning English, 35 percent learned English for 1 to 2 years. The next 25 percent was about 3 to 4 years.

Table 4.5 shows personal information related to English language ability of the local guides.

Table 4.5 English Language Ability of the Local Guides

English Skills (n = 81)	Mean	S.D	Levels of English Language Ability
1. Listening	2.31	1.04	Poor
2. Writing	2.25	1.14	Poor
3. Reading	2.11	1.06	Poor
4. Speaking	2.10	1.06	Poor
5. Translation	2.01	1.16	Poor
Average	2.16	1.09	Poor

Table 4.5 shows that their English was at a poor level for all skills with the average mean score of 2.16. According to the mean scores, listening was the least poor skill (mean = 2.31) and translation was the poorest skill (mean = 2.01).

4.1.2 Part Two: The Extent of Needs for the English Language, English Skills, and Language Functions and Topics on Each Skill

Part Two consists of the results on the extent of needs for the English language, English skills, and language functions and topics on each skill. This part is presented according to the research questions asking for the extent of needs as follows:

4.1.2.1 To what extent do the local guides need English language for communication in the rural tourism and homestay activities?

4.1.2.2 To what extent do the local guides need each English skill for communication in the rural tourism and homestay activities?

4.1.2.3 To what extent do the local guides need language functions and topics on each skill for communication in the rural tourism and homestay activities?

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4.1.2.1 To what extent do the local guides need English language for communication in the rural tourism and homestay activities?

Table 4.6 shows the extent of English language needs of the local guides.

Table 4.6 The Extent of English Language Needs of the Local Guides

English Language Needs (n = 81)	Mean	S.D	Levels of Needs
English language needs of the local guides	4.28	0.84	Great

Table 4.6 indicates that the local guides needed English to deal with rural tourism and homestay activities at a great level with the mean score of 4.28.

4.1.2.2 To what extent do the local guides need each English skill for communication in the rural tourism and homestay activities?

Table 4.7 shows the extent of English skill needs of the local guides.

Table 4.7 The Extent of English Skill Needs of the Local Guides

English Skills (n = 81)	Mean	S.D	Levels of Needs
1. Speaking	4.32	0.91	Great
2. Listening	4.27	0.89	Great
3. Translation	4.00	1.25	Great
4. Reading	3.88	1.12	Great
5. Writing	3.79	1.19	Great
Average	4.05	1.07	Great

Table 4.7 shows that the local guides needed all skills at a great level with the average mean score of 4.05. When each skill is considered in terms of mean scores, speaking was ranked at a great level with the highest mean score of 4.32 while writing was ranked at a great level with the lowest mean score of 3.79.

4.1.2.3 To what extent do the local guides need language functions and topics on each skill for communication in the rural tourism and homestay activities?

Table 4.8 shows the extent of needs of the local guides for each language function and topic on listening skill.

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Table 4.8 The Extent of Needs for Language Functions and Topics on Listening Skill

Functions and Topics on Listening Skill (n = 81)	Mean	S.D	Levels of Needs
1. Inquiry on information while touring.....	4.20	0.83	Great
2. Inquiry on locations and directions.....	4.14	0.86	Great
3. Greeting and introducing.....	4.04	0.80	Great
4. Requests for advice about traveling in the local area.....	4.04	0.87	Great
5. Inquiry on information about tourist attractions in the local area.....	4.01	0.97	Great
6. Inquiry on information about regulations and taboos about the local area	3.94	0.95	Great
7. Comments and complaints.....	3.94	0.95	Great
8. Inquiry on information about accommodation in the local area.....	3.90	0.92	Great
9. Informing on travel purposes.....	3.85	0.98	Great
10. Inquiry on information about local products, e.g. names, materials, etc.	3.84	0.87	Great
11. Inquiry on information about the local food, e.g. names, ingredients, etc.	3.70	1.05	Great
12. Inquiry on time.....	3.69	1.01	Great
13. Inquiry on how to use equipment used in accommodation.....	3.69	0.91	Great
14. Requests for helps and services.....	3.68	1.02	Great
15. Explanations on how to get to the tourist sites, e.g. by bus, by car, etc.	3.67	1.08	Great
16. Inquiry on information about the local cultures.....	3.65	1.09	Great
17. Bargaining.....	3.64	1.05	Great
18. Inquiry about expenses on touring.....	3.60	1.11	Great
19. Inquiry on information about service places in the local area, e.g. a post office, a bank, a nursing home, etc.	3.48	1.15	Moderate
20. Participation in the conversation with the tourists.....	3.46	1.20	Moderate
21. Inquiry on information via the phone.....	3.44	1.31	Moderate
22. Description on personal background of the tourists.....	3.43	0.99	Moderate
23. Postponing time of checking in and/or traveling in the local area.....	3.32	1.20	Moderate
24. Inquiry on the instructions about how to cook.....	3.28	1.14	Moderate
25. Cancellation on reserved accommodation and/or traveling in the local area	3.14	1.31	Moderate
26. Others (please specify).....	-	-	-
Average	3.71	1.02	Great

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The functions and topics on the listening skill consist of 26 items, including the item to be specified. Table 4.8 shows that 18 items of functions and topics were needed at a great level. Other seven items were needed at a moderate level. The average mean score of all 25 functions and topics is 3.71. When each function and topic is considered in terms of mean scores, the five top functions and topics needed with the mean scores greater than 4 were listening to inquiry on information while touring (mean = 4.20), listening to inquiry on locations and directions (mean = 4.14), listening to greeting and introducing (mean = 4.04), listening to requests for advice about traveling in the local area (mean = 4.04), and listening to inquiry on information about tourist attractions in the local area (mean = 4.01). The lowest mean score (mean = 3.14) was listening to cancellation on reserved accommodation and/or traveling in the local area.

Table 4.9 shows the extent of needs of the local guides for each function and topic on the speaking skill.

Table 4.9 The Extent of Needs for Language Functions and Topics on Speaking Skill

Functions and Topics on Speaking Skill (n = 81)	Mean	S.D	Levels of Needs
1. Giving information while touring.....	4.46	0.73	Great
2. Giving advice about traveling in the travel sites in the local area...	4.32	0.88	Great
3. Giving information about travel sites in the local area	4.28	0.85	Great
4. Offering helps and services.....	4.26	0.82	Great
5. Greetings and introducing yourself, others, and welcoming the tourists	4.23	0.75	Great
6. Describing directions, how to get to the tourist attractions.....	4.23	0.90	Great
7. Explaining about regulations and taboos about the local area.....	4.12	0.89	Great
8. Giving information about accommodations in the local area	4.11	0.79	Great
9. Explaining and describing about local cultures.....	4.00	0.97	Great
10. Asking for information about how the tourists get to the tourist sites	3.98	0.95	Great
11. Explaining how to use any equipment in the accommodation.....	3.95	0.89	Great
12. Participating in the conversation with the tourists.....	3.88	1.03	Great
13. Explaining about expenses on touring.....	3.79	1.07	Great
14. Responding to comments or complaints.....	3.79	1.09	Great
15. Asking for the travel purposes of the tourists.....	3.77	1.12	Great

Table 4.9 The Extent of Needs for Language Functions and Topics on Speaking Skill (continued)

Functions and Topics on Speaking Skill (n = 81)	Mean	S.D	Levels of Needs
16. Giving information about local products, e.g. names, materials, etc.	3.74	1.00	Great
17. Telling time.....	3.73	1.10	Great
18. Explaining and describing about local food e.g. names, ingredients, etc.	3.73	1.02	Great
19. Giving information about service places in the local area e.g. a post office, a bank, a nursing home, etc.....	3.65	1.04	Great
20. Giving information via the phone.....	3.59	1.15	Great
21. Responding to bargaining.....	3.57	1.06	Great
22. Giving instructions about cooking.....	3.53	1.04	Great
23. Asking for personal background of the tourists.....	3.41	1.10	Moderate
24. Responding to the postponing time of checking in and/or traveling in the local area	3.32	1.19	Moderate
25. Responding to the cancellation of reserved accommodation and/or traveling in the local area.....	3.12	1.27	Moderate
26. Others (please specify).....	-	-	-
Average	3.86	0.98	Great

The functions and topics on the speaking skill consist of 26 items, including the item to be specified. Table 4.9 shows that 22 items of functions and topics were needed at a great level. Only three items were needed at a moderate level. The average mean score of all 25 functions and topics is 3.86. When each function and topic is considered in terms of mean scores, the nine top functions and topics needed with the mean scores greater than 4 were giving information while touring (mean = 4.46), giving advice about traveling in the tourist attractions in the local area (mean = 4.32), giving information about travel sites in the local area (mean = 4.28), offering helps and services (mean = 4.26), greetings and introducing yourself, others, and welcoming the tourists (mean = 4.23), describing directions, how to get to the tourist attractions (mean = 4.23), explaining about regulations and taboos about the local area (mean = 4.12), giving information about accommodations in the local area (mean = 4.11), and explaining and describing about local cultures (mean = 4.00). The lowest mean score (mean = 3.12) was responding to cancellation of reserved accommodation and/or traveling in the local area.

Table 4.10 shows the extent of needs of the local guides for each function and topic on the reading skill.

Table 4.10 The Extent of Needs for Language Functions and Topics on Reading Skill

Functions and Topics on Reading Skill (n = 81)	Mean	S.D	Levels of Needs
1. Application forms for homestay (n = 15).....	3.73	1.33	Great
2. Replying forms for homestay (n = 15).....	3.67	1.50	Great
3. Maps and explanations.....	3.93	0.97	Great
4. English signboards.....	3.90	1.00	Great
5. Texts or articles about tourism in magazines and newspapers.....	3.72	1.13	Great
6. Memos.....	3.65	1.17	Great
7. Labels of the local products.....	3.62	1.08	Great
8. Important documents e.g. passport, credit cards, etc.....	3.59	1.08	Great
9. Brochures and leaflets about tourism.....	3.52	1.22	Great
10. Letters, emails, which are used to book a homestay and/or to express other purposes e.g. comments and complaints.....	3.47	1.18	Moderate
11. Others (please specify).....	-	-	-
Average	3.68	1.16	Great

The functions and topics on the reading skill consist of 11 items, including the item to be specified. Table 4.10 shows that reading application forms for homestay and reading replying forms were needed at a great level. These functions and topics were needed by 15 local guides who worked as homestay hosts.

The functions and topics from Items Three to Eleven required the responses from 81 local guides who worked as homestay hosts and tourist guides. The results show that seven items of functions and topics were needed at a great level while only one function and topic was needed at a moderate level. The average mean score of all eight functions and topics is 3.68. When each function and topic is considered in terms of mean scores, the two top functions and topics were reading maps and explanations (mean = 3.93), and reading English signboards (mean = 3.90). The lowest mean score (mean = 3.47) was reading letters and emails used to book a homestay and/or to express other purposes e.g. comments and complaints.

Table 4.11 shows the extent of needs of the local guides for each function and topic on the writing skill.

Table 4.11 The Extent of Needs for Language Functions and Topics on Writing Skill

Functions and Topics on Writing Skill (n = 81)	Mean	S.D	Levels of Needs
1. Filling the application forms for homestays (n = 15).....	3.87	1.13	Great
2. Filling the replying forms (n = 15).....	3.80	1.37	Great
3. Maps and explanations.....	3.99	0.96	Great
4. English signboards e.g. names of food, tourist sites, instructions of equipment, names of trees, etc.....	3.96	0.97	Great
5. Others explanations about tourist attractions in the local area.....	3.86	1.00	Great
6. Taking notes about the important documents e.g. passport, credit cards	3.70	1.15	Great
7. Labels of the local products.....	3.68	0.93	Great
8. Memos.....	3.47	1.16	Moderate
9. Brochures and leaflets about tourism.....	3.37	1.30	Moderate
10. Letters and emails.....	3.25	1.42	Moderate
11. Others (please specify).....	-	-	-
Average	3.69	1.13	Great

The functions and topics on writing skill consist of 11 items, including the item to specify the respondents' comments. Table 4.11 shows that filling application forms for homestays and filling replying forms were needed at a great level. These functions and topics were needed by 15 respondents who worked as homestay hosts.

The functions and topics from Items Three to Eleven required the responses from 81 local guides who worked as homestay hosts and tourist guides. The results show that five items of functions and topics were needed at a great level. Other three functions and topics were needed at a moderate level. The average mean score of all eight functions and topics is 3.69. When each function and topic is considered in terms of mean scores, the two top functions and topics were writing maps and explanations (mean = 3.99), and writing English signboards (mean = 3.96). The lowest mean score (mean = 3.25) was writing letters and emails.

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4.1.3 Part Three: Opinions about an English Training Course on Rural Tourism and Homestay and other Suggestions on English Needs and an English Training Course

The results in this part are grouped into two topics as follows:

4.1.3.1 Opinions about an English Training Course on Rural Tourism and Homestay

4.1.3.2 Other Suggestions from the Open-ended Questions

4.1.3.1 Opinions about an English Training Course on Rural Tourism and Homestay

Table 4.12 presents the opinions of the local guides about an English training course on Rural Tourism and Homestay.

Table 4.12 Opinions about an English Training Course on Rural Tourism and Homestay

Issues (n = 81)	Number	Percentages (%)
1. Number of learners for each class		
1.1 10 – 20 persons	39	48.1
1.2 21 – 30 persons	34	42.0
1.3 31 – 40 persons	8	9.9
2. Number of months for the English training course		
2.1 3 months	34	42.0
2.2 1 month	21	25.9
2.3 2 months	19	23.5
2.4 Others (e.g. every month, 4 months, 6 months)	6	7.4
Missing	1	1.2
3. Number of days and hours for the English training course		
3.1 3 days/week, 2.30 hrs./day	29	35.8
3.2 Everyday, 3 hrs./day	17	21.0
3.3 1 day/week, 4 hrs./day	14	17.3
3.4 5 days/week, 3 hrs./day	12	14.6
3.5 Others (2 days/week, 4 hrs./day)	9	11.1
4. The most suitable time for the English training course		
4.1 In the evening (after work)	45	55.6
4.2 On Saturday and Sunday	23	28.4
4.3 In the morning	8	9.9
4.4 In the afternoon	2	2.5
4.5 Temporary absence from work for attending the class	2	2.5
4.6 Others (at daytime)	1	1.2

Table 4.12 Opinions about an English Training Course on Rural Tourism and Homestay (continued)

Issues (n = 81)	Number	Percentages (%)
5. Months that the subjects prefer to have the English training course		
5.1 July – September	34	42.0
5.2 January – March	21	25.9
5.3 April – June	16	19.8
5.4 October – December	7	6.6
5.5 Others (e.g. every month, anytime)	3	3.7
6. The extent of knowledge about tourism and/or local sites of the English instructors of the course		
6.1 Very much	33	40.7
6.2 Much	27	33.4
6.3 Moderate	12	14.8
6.4 Not necessary	7	8.6
6.5 A little	2	2.5
7. The English instructors should be:		
7.1 50 percent Thai instructors and 50 percent English native speaker instructors	49	60.5
7.2 Most Thai instructors	12	14.8
7.3 All Thai instructors	10	12.3
7.4 All English native speaker instructors	8	9.9
7.5 Most English native speaker instructors	2	2.5

In terms of class size, the results show that 48.1 percent of the local guides preferred a class of 10 to 20 learners. The next 42 percent preferred a class of 20 to 30 learners.

In terms of course length, 42 percent of the local guides preferred a course of 3 months while 25.9 and 23.5 percent preferred a course of one and two months respectively. In terms of course time, 35 percent of them preferred to have a class of three days per week with two and a half hours per day. The next 21 percent preferred to have a class everyday with three hours per day. The great number of them (55.6%) preferred an evening class. According to the months that the local guides preferred to have the course, 42 percent of them preferred July to September. The next 25.9 percent preferred January to March.

With regard to the English instructors of the course, 40.7 percent of the local guides preferred the instructors who have knowledge about tourism and local sites whereas only 8.6 percent of them stated that it was not necessary. The results also show that 60.5 percent of them preferred to have 50 percent Thai instructors and 50 percent English native speakers instructors.

4.1.3.2 Other Suggestions from the Open-ended Questions

This part presents additional comments and suggestions on English needs and an English training course which can be concluded as follows:

1. The local guides are willing to learn and to improve their English skills because English can support their jobs that increase their incomes.
2. The language contents of the training course should be focused on using English for communication especially for presenting the tourist attractions and public relations.
3. The English instructors should be both Thai and English native speakers.
4. Language teaching and learning activities should be taken place outside the classroom.
5. The training course should be run at least once a year.

4.2 The Opinions of the Policy Makers on the Needs of English Improvement and an English Training Course for the Local Guides

Results on the opinions of 50 policy makers about the needs of English improvement and an English training course for the local guides are presented in two parts as follows:

4.2.1 Part One: Personal Information

4.2.2 Part Two: Opinions on the Needs of English Improvement and an English Training Course for the Local Guides

4.2.1 Part One: Personal Information

Table 4.13 presents personal information including gender, age, educational background, organization the policy makers belong to, and English learning experience.

Table 4.13 Personal Information of the Policy Makers

Personal Information (n = 50)	Number	Percentages (%)
1 Gender		
1.1 Male	43	86.0
1.2 Female	7	14.0
2 Age		
2.1 41 – 50 years	16	32.0
2.2 31 – 40 years	15	30.0
2.3 20 – 30 years	12	24.0
2.4 51 – 60 years	5	10.0
2.5 61 years and over	2	4.0

Table 4.13 Personal Information of the Policy Makers (continued)

Personal Information (n = 50)	Number	Percentages (%)
3 Educational background		
3.1 Primary school (Prathomsuksa 6)	10	20.0
3.2 High school (Mattayomsuksa 6)	10	20.0
3.3 Secondary school (Mattayomsuksa 3)	8	16.0
3.4 Others (Prathomsuksa 4 and lower)	8	16.0
3.5 A bachelor's degree	6	12.0
3.6 Certificate vocational education	3	6.0
3.7 High certificate vocational education	3	6.0
3.8 A diploma's degree	2	4.0
3.9 Higher than Bachelor's degree	0	0
4 Organizations that the respondents belong to		
4.1 Umphang and Maechan Sub-district Administrative Organizations	25	50.0
4.2 Umphang Eco-tourism Club and Umphang Folk House Club	16	32.0
4.3 Umphang Sub-district Municipality Organization	7	14.0
4.4 The heads of Khotha and Umphangkee Karen Villages	2	4.0
4.5 The Tourism Authority of Thailand Northern Office: Region 4	0	0
4.6 The Administrator of Tak Province	0	0
4.7 The Administrators of Umphang District	0	0
5 Are the respondents concerned with planning the policy for Rural Tourism and Homestay at Umphang District?		
5.1 Yes	41	82.0
5.2 No	9	18.0
6 English learning experience of the respondents		
6.1 Never learn English	16	39.0
6.2 Less than 1 year	10	24.4
6.3 5 years and over	7	17.1
6.4 3 – 4 years	5	12.2
6.5 1 – 2 years	3	7.3

Table 4.13 shows that 86 percent of the policy makers were male and 14 percent were female. In terms of age, 32 percent of them were between 41 to 50 years. The next 30 percent were between 31 to 40 years. Only 4 percent were 61 years and over.

With regard to educational background of the policy makers, 20 percent of them finished Primary school (Prathomsuksa 6) which was equal to the ones who finished High school (Mattayomsuksa 6). Only 4 percent finished a diploma's degree. The highest educational

level of them was a bachelor's degree (12%) while the lowest educational level of them was Prathomsuksa 4 and lower (16%).

The policy makers who responded the questionnaire were from Umphang Municipality Organization, Umphang, and Maechan Sub-district Administrative Organizations, the heads of Khotha, and Umphangkee Karen Villages, Umphang Eco-tourism Club, and Umphang Folk House Club. According to their duty, 82 percent of them were responsible for planning policy for Rural Tourism and Homestay at Umphang District whereas only 18 percent were not.

In terms of experience in learning English, 39 percent of them have never learned English. The next 24.4 percent learned English less than one year. The least percentage (7.3%) learned English for one to two years.

4.2.2 Part Two: Opinions on the Needs of English Improvement and an English Training Course for the Local Guides

The results in this Part Two are presented in three parts as follows:

4.2.2.1 Opinions about the Needs of English Improvement for the Local Guides

4.2.2.2 Opinions about the Needs of an English Training Course for the Local Guides

4.2.2.3 Other Comments and Suggestions from the Open-ended Questions

4.2.2.1 Opinions about the Needs of English Improvement for the Local Guides

Table 4.14 presents the opinions of the policy makers about the needs of English improvement for the local guides.

Table 4.14 Opinions about the Needs of English Improvement for the Local Guides

Issues (n = 41)	Mean	S.D	Levels of Needs
1. The extent of needs of the English language for the local guides	4.56	0.63	The Greatest
2. The extent of needs of each English skill			
2.1 Speaking	4.49	0.81	Great
2.2 Listening	4.34	1.06	Great
2.3 Translation.....	3.51	1.36	Great
2.4 Reading	3.00	1.43	Moderate
2.5 Writing	2.93	1.56	Moderate
Average (Items 2.1 – 2.5)	3.65	1.24	Great
3. The extent of needs of English improvement	4.10	0.86	Great
4. The extent of needs of English improvement for the local guides for the development of Rural Tourism and Homestay	3.98	0.88	Great

According to Table 4.14, the policy makers stated that English language is needed for the local guides at the greatest level with the mean score of 4.56. In terms of English skills, the average mean score of all five skills is 3.65. Speaking, listening, and translation were needed for the local guides at a great level with the mean scores of 4.49, 4.34, and 3.51 respectively. Reading and writing were needed at a moderate level with the mean score of 3.00 and 2.93 respectively.

In terms of the needs of English improvement for the local guides, the policy makers stated that English improvement was needed for the local guides at a great level (mean = 4.10). The needs of English improvement for the local guides for the development of Rural Tourism and Homestay was also at a great level (mean = 3.98).

4.2.2.2 Opinions about the Needs of an English Training Course for the Local Guides

Table 4.15 shows the opinions of the policy makers on the needs of an English training course for the local guides.

Table 4.15 Opinions about the Needs of an English Training Course for the Local Guides

Issues	Number	Percentages (%)
1. The subjects' agreement on setting up an English training course for the local guides (n = 41)		
1.1 Agree	41	100.00
1.2 Disagree	0	0.00
2. The organizations or clubs that should be responsible for the language policy that supports an English training course for the local guides (n = 96)		
2.1 The Tourism Authority of Thailand Northern Office: Region 4	30	31.3
2.2 Umphang Eco-tourism Club	25	26.0
2.3 Umphang Municipality Organization	13	13.5
2.4 Umphang Sub-district Administrative Organization	12	12.5
2.5 Mae-chan Sub-district Administrative Organization	7	7.3
2.6 Umphang Folk House Club (Homestay Club)	6	6.3
2.7 Others (e.g. Non-formal education service center)	3	3.1

Table 4.15 shows that all policy makers agreed to set up an English training course for the local guides. With regard to the organization that should be responsible for the training course, 31.3 percent of the policy makers stated that The Tourism Authority of Thailand Northern Office: Region 4 and the next 26 percent recommended Umphang Eco-tourism Club should be responsible for the training course.

4.2.2.3 Other Comments and Suggestions from the Open-ended Questions

This part presents additional comments and suggestions from the open-ended questions which can be concluded as follows:

1. The policy makers expected that after attending the training course, the local guides should be able to communicate with foreign tourists better and be able to use English for promoting the tourism industry in Umphang District.
2. The English training course should be set up as soon as possible.
3. The English training course should be run at least once a year.
4. The local guides should be able to use the internet to promote the tourism industry.
5. There should be some English language counselors in the local area for the local guides when they have problems with English usage. The counselors may be the English language teachers from the schools in Umphang District.

4.1 A Guideline for Organizing an English Training Course on Rural Tourism and Homestay for the Local Guides

From the opinions of the local guides and the policy makers, a guideline for organizing an English training course for the local guides can be summarized as follows:

Course Title:	English for Rural Tourism and Homestay
Class Size:	10 – 20 persons
Course Length:	3 months (90 hours)
Time:	3 days/week, 2:30 hours/ day, in the evenings (after work)
Location:	In Umphang District, Tak Province
Learners:	The adult local guides (Elementary level)
Instructors:	50 percent Thai instructors and 50 percent English native speaker instructors
Course Organizers:	The Tourism Authority of Thailand Northern Office: Region 4 and Umphang Eco- tourism Club

4.4 A Syllabus Design Corresponding to the English Needs of the Local Guides

The syllabus will be a kind of functional – notional syllabus. Its contents are based on listening speaking skills with an emphasis on English functions and topics needed by the local guides for dealing with rural tourism and homestay activities. Language functions and topics with high mean scores of needs would be given priority to be selected for the syllabus contents because they correspond to the target needs of the local guides. The selected functions and topics were grouped into nine modules. Each module consists of sub-functions needed for each target situation. The followings are nine modules of the syllabus of English for Rural Tourism and Homestay.

General objective: To enable the local guides to use English in rural tourism and homestay activities.

Module 1: Greeting and introducing

Module One focuses on listening and speaking skills on how to greet and introduce. This module consists of three sub-functions: greeting, introducing yourself, and introducing other people.

Module 2: Information about accommodation in Umphang District

Module Two focuses on listening and speaking skills for dealing with accommodation. This module contains two sub-functions: listening to inquiry on information about accommodation, and giving information about accommodation.

Module 3: Advising about traveling in Umphang District

Module Three focuses on listening and speaking skills on how to advice about traveling in Umphang District. This module contains two sub-functions: listening to requests for advice about traveling, and giving advice about traveling.

Module 4: Information about tourist attractions in Umphang District

Module Four focuses on listening and speaking skills for dealing with information about tourist attractions. This module contains two sub-functions: listening to inquiry on information about tourist attractions, and giving information about tourist attractions.

Module 5: Locations and directions

Module Five focuses on listening, speaking, reading, and writing skills for dealing with locations and directions. This module contains four sub-functions: listening to inquiry on information about locations, giving information about locations, listening to inquiry on directions, and giving directions.

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Module 6: Information while touring

Module Six focuses on listening and speaking skills for dealing with information while touring. This module contains two sub-functions: listening to inquiry on information while touring, and giving information while touring.

Module 7: Dealing with services

Module Seven focuses on listening and speaking skills for dealing with services. This module contains two sub-functions: listening to requests for services, and offering services.

Module 8: Local cultures

Module Eight focuses on listening and speaking skills for dealing with local cultures. This module contains two sub-functions: listening to inquiry on local cultures, and explaining about local cultures.

Module 9: Regulations and taboos about homestays, Karen Villages, and travel areas

Module Nine focuses on listening and speaking skills for dealing with regulations and taboos. This module contains two sub-functions: listening to inquiry on regulations and taboos, and explaining regulations and taboos.

The details of the syllabus contents are shown in Table 4.16.

Table 4.16 An Example of the Syllabus of English for Rural Tourism and Homestay

Modules	Settings	Language Focus	Activities	Teaching Aids	Performance Objectives
Introduction Module 1: Greeting and Introducing 1.1 Greeting 1.2 Introducing yourself 1.3 Introducing other people	At a bus station	- Greeting tourists formally - Introducing yourself formally - Introducing someone formally - Answering an introduction - Finding out about spelling - Giving personal information e.g. name, surname, short name, etc. Pronunciation practice: Word stress and sentence intonations	- Simulation: greeting and introducing - Interviewing personal information	- Handouts - A board and chalks - A cassette player	The local guides will be able to greet tourists politely and to introduce themselves and others to the tourists.
Module 2: Information about accommodation in Umphang District 2.1 Listening to inquiry on information about accommodation 2.2 Giving information about accommodation	At a bus station (continued)	- Describing types of accommodation available e.g. a homestay, guesthouse, resort, campsite, etc. - Giving and inclusive services - Explaining how to use equipment in the accommodation Vocabulary: The vocabulary related to types of accommodation and prices e.g. homestay, resort, number, etc. Pronunciation practice: Word stress and sentence intonations	- Role playing on describing types of accommodation available - Role playing on giving prices and inclusive services	- Handouts - A board and chalks - Picture about each type of accommodation - Flashcards	The local guides will be able to comprehend inquiry on information and to give information about accommodation
Module 3: Advising about traveling in Umphang District 3.1 Listening to requests for advice about traveling 3.2 Giving advice about traveling	At the accommodation	- Giving advice and suggestion - Asking about likes - Explaining date and time - Asking if the tourist is interested Vocabulary: - Verbs or expressions for advising Pronunciation practice: Word stress and sentence intonations	- Role playing on giving advice and suggestion	- Handouts - A board and chalks - Charts about travel programs	The local guides will be able to advice tourists about traveling in Umphang District.

Table 4.16 An Example of the Syllabus of English for Rural Tourism and Homestay (continued)

Modules	Setting	Language Focus	Activities	Teaching Aids	Performance Objectives
Module 4: Information about tourist attractions in Umphang District 4.1 Listening to inquiry on information about tourist attractions 4.2 Giving information about tourists attractions	At the accommodation (continued)	<ul style="list-style-type: none"> - Describing places of tourist attractions: e.g. Teelorsu Waterfall, Teelorjo Waterfall, Teelorle Waterfall, Palata Karen Village, Doi-Hua-Mod Foggy Sea Sightseeing, Mae-klong Stream, Umphang Folk House, etc. Vocabulary: Adjectives of quality e.g. big, small, beautiful Grammar: Order of adjectives before a noun Pronunciation practice: Word stress and sentence intonations 	<ul style="list-style-type: none"> - Discussing places of tourist attraction - Role playing on describing places of tourist attractions 	<ul style="list-style-type: none"> - Handouts - A board and chalks - Pictures of tourists attractions - Flashcards 	The local guides will be able to comprehend inquiry on information and to give information about tourist attractions.
Module 5: Locations and directions 5.1 Listening to inquiry on information about locations 5.2 Giving information about locations 5.3 Listening to inquiry on directions 5.4 Giving directions	At the tourist information centre	<ul style="list-style-type: none"> - Describing locations - Giving directions - Checking that tourists have understood you Grammar: Preposition of place e.g. at, in, on, etc. Reading and writing: Signs in a map and English signboards Pronunciation practice: Word stress and sentence intonations 	<ul style="list-style-type: none"> - Pair work: reporting to the class about locations - Role playing on giving directions - Reading aloud - Transforming Thai words into the English alphabets 	<ul style="list-style-type: none"> - Handouts - A board and chalks - Map of Umphang tourism spots - Signboards - Charts of the English alphabets 	The local guides will be able to comprehend inquiries on locations and directions; to give information about locations; to give directions; and to read and write signs in a map and signboards.

Table 4.16 An Example of the Syllabus of English for Rural Tourism and Homestay (continued)

Modules	Setting	Language Focus	Activities	Teaching Aids	Performance Objectives
Module 6: Information while touring 6.1 Listening to inquiry on information while touring 6.2 Giving information while touring	Places for participating tourism activities	- Describing tourist activities e.g. studying local people' lifestyles, rafting, trekking, etc. - Giving information about tourist attractions e.g. wildlife, plants, sizes, etc. - Giving yourself time to think - Giving information about local products Pronunciation practice: Word stress and sentence intonations	- Group work: reporting to the class about tourists' activities - Role playing on giving information	- Handouts - A board and chalks - Pictures of tourists attractions - Cards - A video of a conversation while touring	The local guides will be able to comprehend inquiry on information and to give information while touring.
Module 7: Dealing with services 7.1 Listening to requests for services 7.2 Offering services	Places that accidents occur and services are served	- Offering to do services for tourists - Threatening - Encouraging Vocabulary: Injuries and illness Pronunciation practice: Word stress and sentence intonations	- Discussing about services for tourists - Role playing on situations requiring first aid or treatment	- Handouts - A board and chalks - Charts of injuries and illness - A video of offering services	The local guides will be able to comprehend requests for services and to offer services.
Module 8: Local cultures 8.1 Listening to inquiry on information about local cultures 8.2 Explaining about local cultures	A festival celebration	- Describing clothes, dresses, and structures and materials of Umphang Folk House, local people' lifestyles, etc. Pronunciation practice: Word stress and sentence intonations	- Discussing about Karen clothes and dresses - Role playing on talking about clothes, dresses, and Umphang folk house structures and materials	- Handouts - A board and chalks - A video of Amazing Umphang Walking Street Festival	The local guides will be able to comprehend inquiry on local cultures and to explain about local cultures.

Table 4.16 An Example of the Syllabus of English for Rural Tourism and Homestay (continued)

Modules	Setting	Language Focus	Activities	Teaching Aids	Performance Objectives
<p>Module 9: Regulations and taboos about homestays, Karen Villages, and travel areas</p> <p>9.1 Listening to inquiry on regulations and taboos</p> <p>9.2 Explaining regulations and taboos</p>	<p>At a Karen Village</p>	<p>- Explaining regulations and taboos about homestays, Karen Villages, and travel areas</p> <p>- Advising tourists to do something</p> <p>- Advising tourists not to do something</p> <p>Pronunciation practice: Word stress and sentence intonations</p>	<p>- Reporting the class about regulations and taboos about each travel attractions</p> <p>- Role playing on advising tourists to do/ not to do something</p>	<p>- Handouts</p> <p>- A board and chalks</p>	<p>The local guides will be able to comprehend inquiry on regulation and taboos and to explain regulations and taboos.</p>

CHAPTER 5

DISCUSSION, CONCLUSION, AND SUGGESTION

Chapter Five presents discussion, conclusion, and suggestions.

5.1 Discussion

5.1.1 The Needs on English Language for Communication in the Rural Tourism and Homestay Activities of the Local Guides

The result (Table 4.6) shows that the local guides needed English at a great level. According to the Umphang Eco-tourism Club Statistical Report, the number of foreign tourists in Umphang District increased from 1,533 in 2002 to 1,800 in 2003 (Umphang Eco-tourism Club Statistical Report: 2004). Therefore, the local guides need English to facilitate their job as a guide in order to catch up with the increasing numbers of the tourists. However, the result in Table 4.5 shows that the English ability of the local guides was at a poor level. This can be another reason to support their great needs of English since poor English skills can cause the local guides to be unable to produce effective communication with the tourists.

5.1.2 The Needs on Each English Skill for Communication in the Rural Tourism and Homestay Activities of the Local Guides

The local guides needed all English skills: speaking, listening, translation, reading, and writing at a great level (see Table 4.7). When each skill is considered in terms of mean scores, speaking and listening were needed greater than translation, reading, and writing. The local guides need to explain how to follow the tourism activities such as rafting, trekking, etc. in the rural area. Moreover, the result corresponds to the findings of Meemark (2002) on English needs of the tourist police. She also stated that the tourist police needed speaking and listening greater than reading and writing.

5.1.3 The Needs for Language Functions and Topics on Listening Skill of the Local Guides

The local guides need listening to inquiry on information concerning their jobs such as information about tourist attractions, accommodation, and local products; comments and complaints; requests for advice, helps and services at a great level. The implication shows that if

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the local guides can clearly listen to the functions and topics mentioned above, it will facilitate their communication with the tourists more easily.

Listening through telephone and participation in the conversation were needed less than the above functions and topics. The reason may be that listening through telephone and participation in the conversation are what they are capable of or they are not often used in their job.

5.1.4 The Needs for Language Functions and Topics on Speaking Skill of the Local Guides

The local guides need giving information about traveling and accommodation; describing and explaining local cultures; participating in the conversation; responding to comments and complaints; and giving information via the phone at a great level. This can be interpreted that those functions and topics can support their mutual understanding on customs and beliefs.

5.1.5 The Needs for Language Functions and Topics on Reading Skill of the Local Guides

Reading the application forms, maps, signboards, printed matters on tourism, memos, labels, and brochures were needed at a great level. Obviously, vocabulary and language forms of those topics are of specific purposes. Consequently, they have to understand those language uses in order to support their routine work as a guide.

5.1.6 The Needs for Language Functions and Topics on Writing Skill of the Local Guides

Filling the application forms, writing maps and explanations, signboards, and labels were needed at a great level. Due to the fact that those kinds of writing are necessary for the local guides to use as a facilitator for better understanding.

5.1.7 The Opinions of the Policy Makers on the Needs of English Improvement and an English Training Course for the Local Guides

The policy makers agreed that the local guides needed to improve their English since Umphang District is one of the most famous tourist attractions. The local guides therefore need to improve their English to promote Rural Tourism and Homestay for the foreign tourists.

In addition, the policy makers also agreed to set up the English training course for the local guides. The Tourism Authority of Thailand Northern Office: Region 4 and Umphang Eco-tourism Club were recommended to be responsible for the training course since these organizations officially have the authority and budget to run the course.

5.2 Conclusion

The conclusion is presented in two parts as follows:

5.2.1 Conclusion of the study

5.2.2 Conclusion of the results

5.2.1 Conclusion of the Study

This study investigated the English needs of the local guides who dealt with Rural Tourism and Homestay at Umphang District, Tak Province in the year 2004. The data were obtained by means of using Questionnaire 1 that was specifically designed for the local guides, and Questionnaire 2 for the policy makers who were concerned with planning the policy for the tourism in the district in the year 2004. Two questionnaires were tested for their validity and reliability. The alpha reliability coefficient values of Questionnaires 1 and 2 were 0.96 and 0.93 respectively.

The copies of Questionnaire 1 were directly distributed to 92 local guides. Then 83 copies were taken back with the percentage of 90.21, and 81 of them were completed. Sixty – eight copies of Questionnaire 2 were sent to 68 policy makers, 55 copies were returned with the percentage of 80.88, and 50 copies of them were completed.

The data from the completed questionnaires were analyzed by the Statistical Package for the Social Sciences (SPSS). The statistics of this research were descriptive and were presented in terms of frequency distribution and percentage, arithmetic mean, and standard deviation.

5.2.2 Conclusion of the Results

The local guides needed English skills in rural tourism and homestay activities at a great level. In terms of language functions and topics on listening skill, listening to inquiry on information concerning their jobs such as information about tourist attractions, accommodation, and local products; comments and complaints; requests for advice, helps and services were needed at a great level. In terms of language functions and topics on speaking skill, giving information about traveling and accommodation; describing and explaining local cultures; participating in the conversation; responding to comments and complaints; and giving information via the phone were needed at a great level. In terms of language functions and topics on reading skill, reading application forms, maps, signboards, printed matters on tourism, memos, labels, and brochures were needed at a great level. In terms of language functions and topics on writing skill, filling the application forms, writing maps and explanations, signboards, and labels were needed at a great level.

The policy makers agreed that the local guides needed to improve their English. They also agreed to set up the English training course for the local guides. The Tourism Authority of Thailand Northern Office: Region 4 and Umphang Eco-tourism Club were recommended to be responsible for the training course.

5.3 Suggestions

5.3.1 Suggestions from this study

The results of this study indicate that the local guides needed English for dealing with rural tourism and homestay activities at a great level. The policy makers also agreed that English is needed for the local guides and English training course should be set up for them.

In order to continuously improve the English skills of the local guides, it is advisable that, firstly, the English training course should be run for the local guides every year. Secondly, English teachers in the schools in Umphang District should be trained in order to be the language counselors or the language trainers for the local guides who are going to deal with Rural Tourism and Homestay.

With regard to the course syllabus, the syllabus should include functions and topics which are considered as the priority needs of the local guides. Classroom activities and language uses should be able to be applied for the real situations of the local guides.

5.3.2 Suggestions for Further Study

5.3.2.1. This study was restricted to the identification of English needs of the local guides who dealt with Rural Tourism and Homestay at Umphang District, Tak Province. This kind of study can be conducted with other groups of the guides.

5.3.2.2. A study on the opinions of the foreign tourists towards the English uses of the local guides should be conducted.

5.3.2.3. The study of the English needs of the local guides should be an on-going study in order to catch up with the changes of the tourism activities, tourism campaigns, etc.

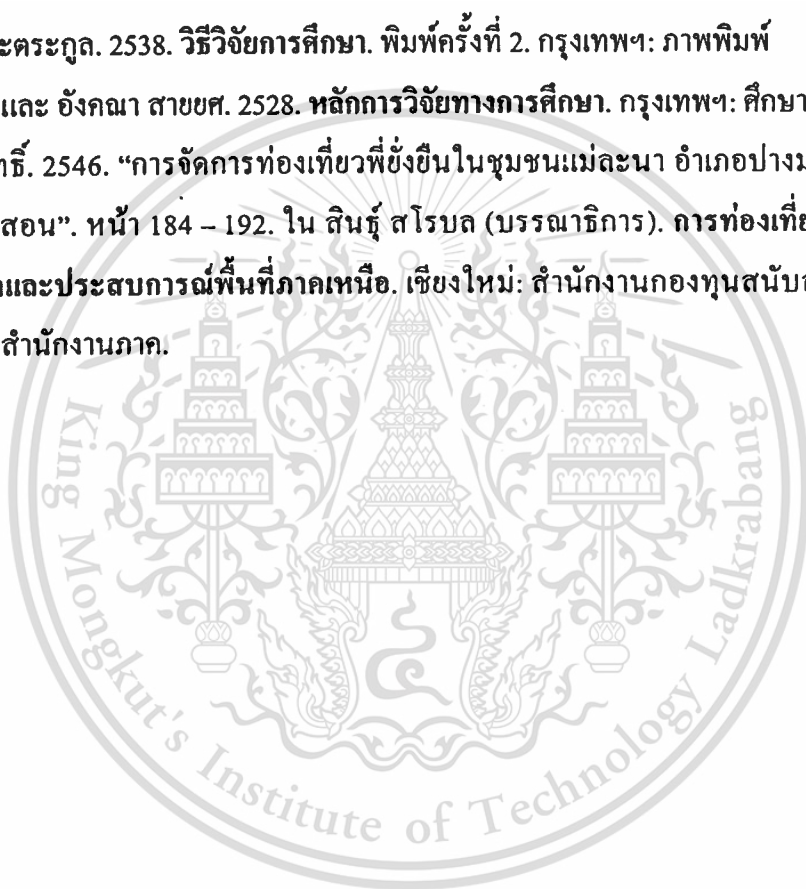
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Appendix A: Questionnaire 1
(English and Thai Versions)

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The Questionnaire for the Local Guides
English Needs and an English Training Course
for the Local Guides who Deal with Rural Tourism and Homestay Activities

Objectives:

The purpose of this questionnaire is to investigate the English needs of the local guides who deal with Rural Tourism and Homestay at Umphang District Tak Province. The results will benefit the course designer to design an English training course for the local guides which will support the effectiveness of Rural Tourism and Homestay.

Please answer every question accurately. Your responses will be kept confidentially. They will serve only for the purposes of this research.

The questionnaire is divided into three parts:

Part One: Personal information

Part Two: The extent of needs for the English language, English skills, and language functions and topics on each skill for dealing with Rural Tourism and Homestay

Part Three: Opinions about an English training course on Rural Tourism and Homestay

Part One: Personal Information

Directions: Please tick (✓) in a circle (○) in front of the statement which is your information and/or write down statements in the blank provided.

1. Gender Male Female
2. Age 15 – 25 years 26 – 35 years 36 – 45 years
 46 – 55 years 56 years and over
3. Educational background

<input type="radio"/> Primary school (Prathomsuksa 6)	<input type="radio"/> Secondary school (Mattayomsuksa 3)
<input type="radio"/> High school (Mattayomsuksa 6)	<input type="radio"/> Certificate vocational education
<input type="radio"/> High certificate vocational education	<input type="radio"/> Diploma's Degree
<input type="radio"/> Bachelor's Degree	<input type="radio"/> Higher than bachelor's degree
<input type="radio"/> Others (please specify)	
4. Marital status Single Married Widowed Divorced/ Separated
5. How long have you been dealing with rural tourism and homestay?
 Less than 1 year 1 – 2 years 3 – 4 years 5 years and over

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6. At present, which of the following activities you are dealing with?

- Acting as a tour guide Homestay activities
 Both kinds of activities Others (please specify).....

7. What methods of communication do you usually use with foreign tourists?

(You can choose more than 1 response)

- Speaking English Speaking both English and Thai
 Using gestures Showing pictures
 All mentioned above Others (please specify).....

8. From your experience, what kinds of information the tourists require?

Explanations: 5 refers to the greatest requirement

4 refers to great requirement

3 refers to moderate requirement

2 refers to little requirement

1 refers to the least requirement

Kinds of Information the Tourists Require	Levels of Requirement				
	5	4	3	2	1
8.1 Life styles of local people					
8.2 Tourist attractions					
8.3 Cooking					
8.4 Weather					
8.5 Environment					
8.6 Others (please specify).....					

9. Have you ever learned English?

- Yes. No. (Do not answer items 10 –11.)

10. Where did you learn English? (You can choose more than 1 response.)

- From school From friends or English speakers
 From English trainers Others (please specify)

11. How long have you learned English?

- Less than 1 year 1 – 2 years 3 – 4 years 5 years and over

12. What is your level of English language ability?

Direction: Please tick (✓) in the column which meets your English language ability.

English Skills	Levels of English Language Ability				
	Very good	Good	Fair	Poor	Very poor
12.1 Listening					
12.2 Speaking					
12.3 Reading					
12.4 Writing					
12.5 Translation					
12.6 Other (Please specify)					

Part Two: The Extent of Needs for the English Language, English Skills, Language Functions and Topics on Each Skill for Dealing with Rural Tourism and Homestay

Directions: Please tick (✓) in the column which meets your opinions about the extent of the needs for the English language, English skills, and language functions and topics on each skill for dealing with rural tourism and homestay activities. There are 5 scales of needs responding to each question. Each scale is as follows:

5 refers to the greatest need

4 refers to great need

3 refers to moderate need

2 refers to little need

1 refers to the least need

1. English language needs

English Language Needs	Levels of Needs				
	5	4	3	2	1
To what extent do you need English for dealing with rural tourism and homestay activities?					

2. When you deal with rural tourism and homestay activities, to what extent do you need these English skills?

English Skills	Levels of Needs				
	5	4	3	2	1
2.1 Listening					
2.2 Speaking					
2.3 Reading					
2.4 Writing					
2.5 Translation					
2.6 Other (Please specify.....)					

3. When you deal with rural tourism and homestay activities, to what extent do you need

English listening skill to deal with the following language functions and topics?

Functions and Topics on Listening Skill	Levels of Needs				
	5	4	3	2	1
3.1 Greeting and introducing					
3.2 Explanation on how to get to the tourist sites e.g. by bus, by car, etc.					
3.3 Descriptions on personal background of the tourists					
3.4 Informing on travel purposes					
3.5 Inquiry on time					
3.6 Inquiry on locations and directions					
3.7 Inquiry on how to use equipment used in accommodation					
3.8 Inquiry on information about accommodation in the local area					
3.9 Inquiry on information about tourist attractions in the local area					
3.10 Requests for advice about travelling in the local area					
3.11 Inquiry on information while touring					
3.12 Inquiry on information about the local food e.g. names, ingredients, etc..					
3.13 Inquiry on the instructions about how to cook					
3.14 Inquiry on information about the local cultures					
3.15 Inquiry on information about local products e.g. names, materials, etc.					
3.16 Bargaining					
3.17 Inquiry on information about service places in the local area e.g. a post office, a bank, a nursing home, etc.					
3.18 Requests for helps and services					
3.19 Inquiry on information about regulations and taboos about the local area					
3.20 Inquiry about expenses on touring					
3.21 Postponing time of checking in and/or travelling in the local area					
3.22 Cancellation on reserved accommodation and/or travelling in the local area					
3.23 Comments and complaints					
3.24 Inquiry on information via the phone					
3.25 Participation in the conversation with the tourists					
3.26 Others (please specify).....					

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4. When you deal with rural tourism and homestay activities, to what extent do you need

English speaking skill to deal with the following language functions and topics?

Functions and Topics on Speaking Skill	Levels of Needs				
	5	4	3	2	1
4.1 Greetings and introducing yourself, others, and welcoming the tourists					
4.2 Asking for information about how the tourist get to the tourist sites					
4.3 Asking for personal background of the tourists					
4.4 Asking for travel purposes of the tourists					
4.5 Telling time					
4.6 Describing directions, how to get to tourist attractions					
4.7 Explaining how to use any equipment in the accommodation					
4.8 Giving information about accommodations in the local area					
4.9 Giving information about travel sites in the local area					
4.10 Giving advice about travelling in the tourist attractions in the local area					
4.11 Giving information while touring					
4.12 Explaining and describing about local food e.g. names, ingredients, etc.					
4.13 Giving instructions about cooking					
4.14 Explaining and describing about local cultures					
4.15 Giving information about local products e.g. names, materials, etc.					
4.16 Responding to bargaining					
4.17 Giving information about service places in the local area e.g. a post office, a bank, a nursing home, etc.					
4.18 Offering helps and services					
4.19 Explaining about regulations and taboos about the local area					
4.20 Explaining about expenses on touring					
4.21 Responding to the postponing time of checking in and/or travelling in the local area					
4.22 Responding to the cancellation of reserved accommodation and/or travelling in the local area					
4.23 Responding to comments or complaints					
4.24 Giving information via the phone					
4.25 Having a conversation with the tourists					
4.26 Others(please specify)					

5. When you deal with rural tourism and homestay activities, to what extent do you use

English reading skill to deal with the following language functions and topics?

Functions and Topics on Reading Skill	Levels of Needs				
	5	4	3	2	1
5.1 Application forms for homestays (<i>For homestay hosts only</i>)					
5.2 Replying forms (<i>For homestay hosts only</i>)					
5.3 Letters or emails, which are used to book a homestay and/or to express other purposes e.g. comments and complaints					
5.4 Memos					
5.5 Brochures and leaflets about tourism					
5.6 Texts or articles about tourism in magazines and newspapers					
5.7 Important documents e.g. passport, credit cards, etc.					
5.8 Maps and explanations					
5.9 Labels of the local products					
5.10 English signboards					
5.11 Others (please specify)					

6. When you deal with rural tourism and homestay activities, to what extent do you need

English writing skill to deal with the following language functions and topics?

Functions and Topics on Writing Skill	Levels of Needs				
	5	4	3	2	1
6.1 Filling the application forms for homestay (<i>For homestay hosts only</i>)					
6.2 Filling the replying forms (<i>For homestay hosts only</i>)					
6.3 Letters and emails					
6.4 Memos					
6.5 Brochures and leaflets about tourism					
6.6 Taking notes about the important documents e.g. passport, credit cards, etc.					
6.7 Maps and explanations					
6.8 Labels of the local products					
6.9 English signboards e.g. names of food, tourist attractions, instructions of equipment, names of trees, etc.					
6.10 Others explanations about tourist attractions in the local area					
6.11 Others (please specify).....					

Part Three: Opinions about an English Training Course on Rural Tourism and Homestay

Direction: Please tick (✓) in the circle (○) in front of the statement that meets your opinions or write down statements in the spaces provided.

1. According to your opinions, how many learners for each English training classroom?

- 10 – 20 persons 20 – 30 persons
 30 – 40 persons Others (Please specify)..... persons

2. According to your opinion, what is the total number of months for the English training course?

- 1 month 2 months
 3 months Others (Please specify)..... months

3. How often should the English training course be taken place?

- Everyday,hour(s)/ day
 5 days/ week, hour(s)/ day
 3 days/ week,hour(s)/ day
 1 day/ week,hour(s)/ day
 Other (please specify)day(s)/ week,hour(s)/ day

4. According to your opinions, what should be the most suitable time for the English training course?

- In the morning
 In the afternoon
 In the evenings (after working hours)
 On Saturday and Sunday
 Temporary absence from work for attending the class
 Others (please specify).....

5. According to your opinions, what months do you prefer to have the English training course?

- January – March April – June
 July – September October – December
 Others (Please specify).....

6. According to your opinions, to what extent should the English instructors of the course have knowledge about tourism and/or about your local sites?

- Very much Much Moderate
 A little Not necessary

7. For the English training course, the English instructors should be:

- All Thai instructors
- All English native speaker instructors
- Most Thai instructors
- Most English native speaker instructors
- 50 percent Thai instructors and 50 percent English native speaker instructors

8. Your additional comments and/ or suggestions about English needs of the local guides

.....

.....

.....

.....

.....

.....

.....

.....



Thank you for your cooperation

5. ท่านเข้าร่วมกิจกรรมการท่องเที่ยวชนบทและโฮมสเตย์มาแล้ว เป็นระยะเวลา

- น้อยกว่า 1 ปี 1-2 ปี 3-4 ปี 5 ปีขึ้นไป

6. ปัจจุบันท่านมีส่วนร่วมในกิจกรรมการท่องเที่ยว ประเภทใดบ้าง

- กิจกรรมนำเที่ยว กิจกรรมโฮมสเตย์ ทั้ง 2 กิจกรรม อื่น ๆ (โปรดระบุ)...

7. ท่านมีวิธีการในการสื่อสารกับนักท่องเที่ยวชาวต่างชาติอย่างไร (เลือกได้มากกว่า 1 ข้อ)

- พูดภาษาอังกฤษ พูดภาษาอังกฤษปนไทย
 แสดงท่าทาง แสดงรูปภาพให้ดู
 ทุกอย่างทีกล่าวมา อื่น ๆ (โปรดระบุ).....

8. จากประสบการณ์ที่ท่านผ่านมา ท่านคิดว่านักท่องเที่ยว ต้องการข้อมูลดังต่อไปนี้ มากน้อยเพียงใด

คำชี้แจง	5	หมายถึง	ต้องการมากที่สุด
	4	หมายถึง	ต้องการมาก
	3	หมายถึง	ต้องการปานกลาง
	2	หมายถึง	ต้องการน้อย
	1	หมายถึง	ต้องการน้อยที่สุด

ชนิดของข้อมูล	ระดับความต้องการ				
	5	4	3	2	1
8.1 วิถีชีวิต ของคนในชุมชน					
8.2 ข้อมูลแหล่งท่องเที่ยว					
8.3 การทำอาหาร					
8.4 สภาพอากาศ					
8.5 สภาพแวดล้อม					
8.6 อื่น ๆ (โปรดระบุ) _____					

9. ท่านมีประสบการณ์ในการเรียนหรืออบรมภาษาอังกฤษหรือไม่?

- มี ไม่มี (ไม่ต้องตอบข้อ 10-11)

10. ท่านเรียนหรืออบรมภาษาอังกฤษจากข้อใดต่อไปนี้ (เลือกได้มากกว่า 1 ข้อ)

- จากชั้นเรียนในโรงเรียน จากเพื่อนหรือคนรู้จักที่พูดภาษาอังกฤษ
 จากวิทยากรอบรมภาษาอังกฤษ อื่น ๆ (โปรดระบุ).....

11. ระยะเวลาในการเรียน และ/หรือ อบรมภาษาอังกฤษของท่าน

- น้อยกว่า 1 ปี 1-2 ปี 3-4 ปี 5 ปีขึ้นไป

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12. ท่านคิดว่าความรู้ความสามารถทางภาษาอังกฤษของท่านอยู่ในระดับใด

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องว่าง ที่ตรงกับระดับความสามารถทางภาษาอังกฤษของท่าน

ทักษะภาษาอังกฤษ	ระดับความชำนาญ				
	ดีมาก	ดี	ปานกลาง	อ่อน	อ่อนมาก
12.1 การฟัง					
12.2 การพูด					
12.3 การอ่าน					
12.4 การเขียน					
12.5 การแปล					
12.6 อื่น ๆ (โปรดระบุ)...					

ตอนที่ 2: ความคิดเห็นเกี่ยวกับปริมาณความต้องการด้านทักษะและเนื้อหาทางภาษาอังกฤษที่

จำเป็นต่อการสื่อสารในการประกอบกิจกรรมการท่องเที่ยวชนบทและโฮมสเตย์

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องว่าง ที่ตรงกับความคิดเห็นของท่าน เกี่ยวกับปริมาณความต้องการทางภาษาอังกฤษที่จำเป็นต่อการสื่อสารในการประกอบกิจกรรมการท่องเที่ยวชนบทและ โฮมสเตย์ แต่ละคำถามมีระดับความคิดเห็นไว้ให้เลือก 5 ระดับ โดยแต่ละระดับมีความหมาย ดังต่อไปนี้

- | | | |
|---|---------|-------------------|
| 5 | หมายถึง | ต้องการมากที่สุด |
| 4 | หมายถึง | ต้องการมาก |
| 3 | หมายถึง | ต้องการปานกลาง |
| 2 | หมายถึง | ต้องการน้อย |
| 1 | หมายถึง | ต้องการน้อยที่สุด |

ข้อความ	ระดับความต้องการ				
	5	4	3	2	1
1. ในการประกอบกิจกรรมการท่องเที่ยว ท่าน <u>ต้องการใช้ภาษาอังกฤษ</u> ในระดับใด					

2. ในการประกอบกิจกรรมการท่องเที่ยว ท่านต้องการใช้ทักษะภาษาอังกฤษต่อไปนี้ ในระดับใด

ข้อความ	ระดับความต้องการ				
	5	4	3	2	1
2.1 การฟัง					
2.2 การพูด					
2.3 การอ่าน					
2.4 การเขียน					
2.5 การแปล					
2.6 อื่น ๆ (โปรดระบุ).....					

3. ในการประกอบกิจกรรมการท่องเที่ยว ท่านต้องการใช้ทักษะภาษาอังกฤษเพื่อ ฟัง สิ่งต่อไปนี้ในระดับใด

ข้อความ	ระดับความต้องการ				
	5	4	3	2	1
3.1 ฟังการพักท่ายและการแนะนำตนเองของนักท่องเที่ยว					
3.2 ฟังการอธิบายการเดินทางมาเที่ยวของนักท่องเที่ยว เช่น มารดโดยสาร มารดยนต์ส่วนตัว เป็นต้น					
3.3 ฟังการบรรยายประวัติส่วนตัวสั้น ๆ ของนักท่องเที่ยว					
3.4 ฟังการแจ้งวัตถุประสงค์ของการท่องเที่ยวของนักท่องเที่ยว					
3.5 ฟังการสอบถามเวลา					
3.6 ฟังการสอบถามเส้นทาง สถานที่ตั้ง และการเข้าถึง ของแหล่งท่องเที่ยว					
3.7 ฟังการสอบถามเกี่ยวกับการใช้อุปกรณ์ต่าง ๆ ภายในบ้านหรือที่พัก					
3.8 ฟังการสอบถามข้อมูลเพื่อติดต่อที่พักในท้องถิ่น					
3.9 ฟังการสอบถามข้อมูลแหล่งท่องเที่ยวในท้องถิ่น					
3.10 ฟังการขอคำแนะนำเกี่ยวกับการท่องเที่ยวในท้องถิ่น					
3.11 ฟังการสอบถามข้อมูลการท่องเที่ยวขณะนำเที่ยว					
3.12 ฟังการสอบถามข้อมูลเกี่ยวกับอาหารท้องถิ่น เช่น ชื่ออาหาร ส่วนประกอบของอาหาร เป็นต้น					
3.13 ฟังการสอบถามเกี่ยวกับวิธีการประกอบอาหาร					
3.14 ฟังการสอบถามข้อมูลเกี่ยวกับวัฒนธรรมของท้องถิ่น					
3.15 ฟังการสอบถามข้อมูลเกี่ยวกับสินค้าพื้นเมือง เช่น ชื่อสินค้า วัตถุประสงค์ในการผลิต เป็นต้น					
3.16 ฟังการต่อรองราคา					
3.17 ฟังการสอบถามข้อมูลเกี่ยวกับสถานที่บริการต่าง ๆ ในท้องถิ่น เช่น ไปรษณีย์ ธนาคาร สถานพยาบาล เป็นต้น					
3.18 ฟังการร้องขอบริการต่าง ๆ ของนักท่องเที่ยว					
3.19 ฟังการสอบถามเกี่ยวกับ กฎ ระเบียบ ข้อปฏิบัติต่าง ๆ ในท้องถิ่น					
3.20 ฟังการสอบถามเกี่ยวกับค่าใช้จ่ายต่าง ๆ ที่นักท่องเที่ยวต้องจ่าย					
3.21 ฟังการขอเลื่อนการเข้าพัก และ/หรือ เลื่อนการท่องเที่ยวในท้องถิ่น					
3.22 ฟังการยกเลิกการเข้าพัก และ/หรือ ยกเลิกการท่องเที่ยวในท้องถิ่น					
3.23 ฟังคำติชมต่าง ๆ จากนักท่องเที่ยว					
3.24 ฟังการสอบถามข้อมูลต่าง ๆ ทางโทรศัพท์					
3.25 ฟังการสนทนากันระหว่างนักท่องเที่ยวกับนักท่องเที่ยวด้วยกัน					
3.26 อื่น ๆ (โปรดระบุ).....					

4. ในการประกอบกิจกรรมการท่องเที่ยว ท่านต้องการใช้ทักษะภาษาอังกฤษเพื่อ พูด สิ่งต่อไปนี้ในระดับใด

ข้อความ	ระดับความต้องการ				
	5	4	3	2	1
4.1 สนทนาทักทาย แนะนำตัวเองและคนอื่น และกล่าวต้อนรับนักท่องเที่ยว					
4.2 สอบถามการเดินทางมาเที่ยวของนักท่องเที่ยว เช่น เดินทางมาอย่างไร					
4.3 สอบถามประวัติส่วนตัวสั้น ๆ ของนักท่องเที่ยว					
4.4 สอบถามวัตถุประสงค์ของการท่องเที่ยวของนักท่องเที่ยว					
4.5 บอกเวลา					
4.6 อธิบายเส้นทาง สถานที่ตั้ง และการเข้าถึง ของแหล่งท่องเที่ยวต่าง ๆ					
4.7 อธิบายเกี่ยวกับการใช้อุปกรณ์ต่าง ๆ ภายในบ้านหรือที่พัก					
4.8 ให้ข้อมูลเกี่ยวกับที่พักในท้องถิ่นต่อนักท่องเที่ยว					
4.9 ให้ข้อมูลแหล่งท่องเที่ยวในท้องถิ่นต่อนักท่องเที่ยว					
4.10 แนะนำเกี่ยวกับการท่องเที่ยวในท้องถิ่น					
4.11 บรรยายขณະนาเที่ยว					
4.12 บรรยายและอธิบายเกี่ยวกับอาหารท้องถิ่น เช่น ชื่ออาหาร ส่วนประกอบของอาหาร เป็นต้น					
4.13 อธิบายวิธีการประกอบอาหาร					
4.14 อธิบายหรือบรรยายเกี่ยวกับวัฒนธรรมของท้องถิ่น					
4.15 ให้ข้อมูลเกี่ยวกับสินค้าพื้นเมือง เช่น ชื่อสินค้า วัตถุประสงค์ในการผลิต					
4.16 พูดได้ตอบการต่อรองราคา					
4.17 ให้ข้อมูลเกี่ยวกับสถานที่บริการต่าง ๆ ในท้องถิ่น เช่น ไปรษณีย์ ธนาคาร สถานพยาบาล เป็นต้น					
4.18 พูดเพื่อแสดงความช่วยเหลือ เช่น เมื่อนักท่องเที่ยวไม่สบายและเพื่อให้บริการต่าง ๆ แก่นักท่องเที่ยว					
4.19 อธิบายเกี่ยวกับ กฎ ระเบียบ ข้อปฏิบัติต่าง ๆ ในท้องถิ่น					
4.20 อธิบายเกี่ยวกับค่าใช้จ่ายต่าง ๆ ที่นักท่องเที่ยวต้องจ่าย					
4.21 ได้ตอบการขอเลื่อนการเข้าพัก และ/หรือ เลื่อนการท่องเที่ยวในท้องถิ่น					
4.22 ได้ตอบการยกเลิกการเข้าพัก และ/หรือ ยกเลิกการท่องเที่ยวในท้องถิ่น					
4.23 ได้ตอบคำติชมต่าง ๆ จากนักท่องเที่ยว					
4.24 ให้ข้อมูลต่าง ๆ ทางโทรศัพท์					
4.25 เข้าร่วมสนทนากับนักท่องเที่ยว					
4.26 อื่น ๆ (โปรดระบุ).....					

5. ในการประกอบกิจกรรมการท่องเที่ยว ท่านต้องการใช้ทักษะภาษาอังกฤษเพื่อ อ่าน สิ่งต่อไปนี้ในระดับใด

ข้อความ	ระดับความต้องการ				
	5	4	3	2	1
5.1 อ่านแบบฟอร์ม แสดงความจำนองเพื่อเข้าพักโฮมสเตย์ (เฉพาะผู้ที่ทำกิจกรรมโฮมสเตย์)					
5.2 อ่านแบบฟอร์มตอบรับความจำนองเพื่อเข้าพักโฮมสเตย์ที่ท่านต้องส่งกลับไปให้นักท่องเที่ยว (เฉพาะผู้ที่ทำกิจกรรมโฮมสเตย์)					
5.3 อ่านจดหมาย หรือ จดหมายอิเล็กทรอนิกส์ แสดงความจำนองเพื่อเข้าพักโฮมสเตย์ และ/หรือ จดหมายที่แสดงวัตถุประสงค์อื่น เช่น เพื่อเข้าชม					
5.4 อ่านบันทึกข้อความต่าง ๆ					
5.5 อ่านเอกสารการท่องเที่ยว เช่น แผ่นพับ ใบปลิว					
5.6 อ่านเอกสารสำคัญของนักท่องเที่ยวที่ท่านควรทราบ เช่น หนังสือเดินทาง บัตรเครดิต					
5.7 อ่านแผนที่					
5.8 อ่านฉลากสินค้าพื้นเมืองที่ท้องถิ่นจัดจำหน่าย					
5.9 อ่านป้ายประกาศต่าง ๆ ที่เป็นภาษาอังกฤษ เช่น ชื่ออาหาร ชื่อต้นไม้ ชื่อแหล่งท่องเที่ยว สิ่งของ เครื่องใช้ต่าง ๆ					
5.10 อ่านบทความหรือข่าวสารด้านการท่องเที่ยว จากวารสาร นิตยสาร หนังสือพิมพ์					
5.11 อื่น ๆ (โปรดระบุ).....					

6. ในการประกอบกิจกรรมการท่องเที่ยว ท่านต้องการใช้ทักษะภาษาอังกฤษเพื่อ เขียน สิ่งต่อไปนี้ในระดับใด

ข้อความ	ระดับความต้องการ				
	5	4	3	2	1
6.1 กรอก แบบฟอร์มแสดงความจำนองเพื่อเข้าพักโฮมสเตย์ ในกรณีที่นักท่องเที่ยวแสดงความจำนองมาทางโทรศัพท์ (เฉพาะผู้ที่ทำกิจกรรมโฮมสเตย์)					
6.2 กรอกแบบฟอร์มตอบรับความจำนองเพื่อเข้าพักโฮมสเตย์ที่ท่านต้องส่งกลับไปให้นักท่องเที่ยว (เฉพาะผู้ที่ทำกิจกรรมโฮมสเตย์)					
6.3 เขียนจดหมาย หรือ จดหมายอิเล็กทรอนิกส์					
6.4 เขียนบันทึกข้อความสั้น ๆ					
6.5 เขียนเอกสารการท่องเที่ยวต่าง ๆ เช่น แผ่นพับ ใบปลิว					
6.6 จัดบันทึกข้อมูลเกี่ยวกับเอกสารสำคัญที่ควรทราบ					
6.7 เขียนแผนที่พร้อมคำอธิบายประกอบการบอกทาง					
6.8 เขียนชื่อและฉลากสินค้าพื้นเมืองที่ท้องถิ่นจัดจำหน่าย					
6.9 เขียนป้ายประกาศต่าง ๆ เป็นภาษาอังกฤษ เช่น ชื่ออาหาร ชื่อต้นไม้ ชื่อแหล่งท่องเที่ยว สิ่งของ เครื่องใช้ต่าง ๆ					
6.10 เขียนข้อมูลสั้น ๆ เกี่ยวกับแหล่งท่องเที่ยวของท่าน					
6.11 อื่น ๆ (โปรดระบุ).....					

ตอนที่ 3: ความคิดเห็นเกี่ยวกับการจัดหลักสูตรอบรมภาษาอังกฤษเพื่อการท่องเที่ยวชนบทและ

โอมสത്യ์

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงใน ○ หน้าข้อความที่ตรงกับความคิดเห็นของท่านมากที่สุด และ/หรือใส่ ข้อความลงในช่องว่างที่กำหนด

1. ท่านคิดว่าการจัดอบรมภาษาอังกฤษ ควรมีผู้เข้าอบรมประมาณกี่คนต่อหนึ่งห้องเรียน
○ 10-20 คน ○ 20-30 คน ○ 30-40 คน ○ อื่น ๆ (โปรดระบุ).....คน
2. ท่านคิดว่าระยะเวลาในการจัดอบรมภาษาอังกฤษในแต่ละครั้ง ควรเป็นอย่างไร
○ 1 เดือน ○ 2 เดือน ○ 3 เดือน ○ อื่น ๆ (โปรดระบุ).....เดือน
3. เวลาที่จัดอบรมภาษาอังกฤษ ควรเป็นแบบใด (กรุณาเลือกเพียง 1 ข้อ)
○ อบรมทุกวัน วันละ ชั่วโมง ○ อบรม 5 วัน/สัปดาห์ วันละ ชั่วโมง
○ อบรม 3 วัน/สัปดาห์ วันละ ชั่วโมง ○ อบรม 1 วัน/สัปดาห์ วันละ..... ชั่วโมง
○ อื่น ๆ (โปรดระบุ)วัน/สัปดาห์ วันละ..... ชั่วโมง
4. ท่านคิดว่าควรจัดอบรมภาษาอังกฤษช่วงใดของวัน จึงจะเหมาะสมที่สุด
○ เช้า ○ บ่าย
○ ตอนเย็นหลังเลิกงาน ○ ช่วงวันหยุดเสาร์ - อาทิตย์
○ หยุดงานระยะหนึ่งเพื่อเข้ารับการอบรม ○ อื่น ๆ (โปรดระบุ).....
5. ท่านคิดว่าควรจัดอบรมในช่วงเดือนใด
○ มกราคม - มีนาคม ○ เมษายน - มิถุนายน
○ กรกฎาคม - กันยายน ○ ตุลาคม - ธันวาคม
○ อื่น ๆ (โปรดระบุ).....
6. ท่านเห็นว่าผู้สอนภาษาอังกฤษควรมีความรู้ด้านการท่องเที่ยว และ/หรือ ความรู้เกี่ยวกับท้องถิ่นของท่าน มากน้อยเพียงใด
○ มากที่สุด ○ มาก ○ ปานกลาง ○ น้อย ○ ไม่จำเป็นต้องมี
7. ท่านต้องการผู้สอนภาษาอังกฤษเป็นบุคคลในข้อใด
○ ผู้สอนคนไทยทั้งหมด ○ ผู้สอนชาวต่างชาติเจ้าของภาษาทั้งหมด
○ ผู้สอนส่วนใหญ่เป็นคนไทย ○ ผู้สอนส่วนใหญ่เป็นชาวต่างชาติเจ้าของภาษา
○ ผู้สอนคนไทยครึ่งหนึ่ง ชาวต่างชาติเจ้าของภาษาครึ่งหนึ่ง
8. ความคิดเห็น/ข้อเสนอแนะเกี่ยวกับภาษาอังกฤษเพื่อการท่องเที่ยวชนบทและโอมสത്യ์ใน อ. อุ้มผาง จ. ตาก

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ขอขอบพระคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้



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The Questionnaire for the Policy Makers
Opinions on the Needs of English Improvement
and an English Training Course for the Local Guides

Objectives: As you are one of the policy makers who are concerned with planning the policy for Rural Tourism and Homestay at Umphang District, Tak Province, it is worth to ask for your opinions on the needs of English improvement and an English training course for the local guides. The results will benefit the course designer to design an English training course on Rural Tourism and Homestay which will support the effectiveness of Rural Tourism and Homestay.

Please answer every question accurately. Your responses will be kept confidentially. They will serve only for the purposes of this research.

The questionnaire consists of two parts:

Part One: Personal information

Part Two: Opinions about the needs of English improvement and an English training course for the local guides

Part One: Personal Information

Directions: Please tick (✓) in a circle (○) in front of the statement which is your information and/or write down some statements in the blank provided.

1. Gender Male Female
2. Age 20 -30 years 31 – 40 years 41 – 50 years
 51 – 60 years 61 years and over
3. Educational background
- | | |
|---|--|
| <input type="radio"/> Primary school (Prathomsuksa 6) | <input type="radio"/> Secondary school (Mattayomsuksa 3) |
| <input type="radio"/> High school (Mattayomsuksa 6) | <input type="radio"/> Certificate vocational education |
| <input type="radio"/> High certificate vocational education | <input type="radio"/> Diploma's Degree |
| <input type="radio"/> Bachelor's Degree | <input type="radio"/> Higher than Bachelor's Degree |
| <input type="radio"/> Others (please specify) | |
4. At present, which of the followings you are belong to?
- | | |
|---|--|
| <input type="radio"/> Tourism Authority of Thailand Northern Office: Region 4 | <input type="radio"/> Administrators of Umphang District |
| <input type="radio"/> Administrators of Tak Province | <input type="radio"/> Sub-district Administrative Organization |
| <input type="radio"/> Municipality Organization | <input type="radio"/> Club |
| <input type="radio"/> Head of Village | |

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5. Is the policy about the English improvement for the local guides on your responsibility?

- Yes. No. (please stop responding.)

6. How long have you been studying English?

- None Less than 1 year 1 – 2 years
 3 – 4 years 5 years and over

Part Two: Opinions about the Needs of English Improvement and an English Training Course for the Local Guides

Directions: For items 1-4, please tick (✓) in the column which meets your opinions about the extent of needs of English improvement for the local guides. There are 5 levels of needs responding to each question. Each level is as follows:

- 5 refers to the greatest need
- 4 refers to great need
- 3 refers to moderate need
- 2 refers to little need
- 1 refers to the least need

Statements	Levels of Needs				
	5	4	3	2	1
1. In your opinion, to what extent <u>English language</u> is needed for the local guides?
2. In your opinion, to what extent these <u>English skills</u> are needed for the local guides?					
2.1 Listening
2.2 Speaking
2.3 Reading
2.4 Writing
2.5 Translation
3. According to your opinions, to what extent is <u>the English improvement</u> needed for the local guides?
4. To what extent is the English improvement needed for the development of <u>Rural Tourism and Homestay?</u>

Direction: For items 5-8, please tick (✓) in a circle (○) in front of the statement which is your opinions and/or write down some statements in the blank provided.

5. Do you agree with setting up an English training course for the local guides?

- Agree (please answer question 6-7)
- Disagree (do not answer question 6-7) because.....

6. Which of the following organizations and clubs should be responsible for organizing an English training course on Rural Tourism and Homestay for the local guides?

(You can choose more than 1 response.)

- The Tourism Authority of Thailand Northern Office: Region 4
- Umphang Municipality Organization
- Umphang Sub-district Administrative Organization
- Mae-chan Sub-district Administrative Organization
- Umphang Eco-tourism Club
- Umphang Folk House Club (Homestay club)
- Others (please specify).....

7. What are your expectations on the English improvement of the local guides after attending the training course? (Please explain.)

.....

.....

.....

.....

.....

8. Other comments and suggestions on the needs of English improvement for the local guides

.....

.....

.....

.....

.....

Thank you for your cooperation.

แบบสอบถามสำหรับเจ้าหน้าที่ของรัฐที่เกี่ยวข้องกับการท่องเที่ยวชนบทและโฮมสเตย์
เรื่อง ความต้องการในการใช้ภาษาอังกฤษของผู้ประกอบกิจกรรมการท่องเที่ยวชนบทและโฮมสเตย์

คำชี้แจง ในฐานะที่ท่านเป็นผู้มีส่วนร่วมในการกำหนดนโยบาย การท่องเที่ยวชนบทและโฮมสเตย์ ในเขตอำเภออุ้มผาง จังหวัดตาก แบบสอบถามนี้สร้างขึ้นเพื่อสำรวจความคิดเห็นของท่านเกี่ยวกับความต้องการในการพัฒนาทักษะภาษาอังกฤษ สำหรับผู้ประกอบกิจกรรมการท่องเที่ยวชนบทและโฮมสเตย์ ในพื้นที่ดังกล่าว คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งเพื่อนำมาวิเคราะห์แล้วใช้ประกอบการออกแบบหลักสูตรภาษาอังกฤษเพื่อการท่องเที่ยวชนบทและโฮมสเตย์ เพื่อให้การประกอบการท่องเที่ยวเป็นไปอย่างมีประสิทธิภาพและประสบความสำเร็จมากยิ่งขึ้น

คำตอบของท่านจะถือเป็นความลับ การนำเสนอข้อมูลจะนำเสนอโดยรวมเท่านั้น จึงขอความกรุณาท่านตอบคำถามทุกข้อตามความเป็นจริง และหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่านเป็นอย่างดี และขอขอบคุณมา ณ โอกาสนี้

แบบสอบถามนี้แบ่งเป็น 2 ตอน คือ

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

ตอนที่ 2 นโยบายการพัฒนาทักษะภาษาอังกฤษผู้ประกอบกิจกรรมการท่องเที่ยวชนบทและโฮมสเตย์

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง กรุณากรอกข้อความลงในช่องว่าง และ/หรือ ใส่เครื่องหมาย ✓ ลงใน หน้าข้อความที่ตรงกับความเป็นจริงเกี่ยวกับตัวท่าน

1. เพศ ชาย หญิง
2. อายุ 20 – 30 ปี 31 – 40 ปี 41 – 50 ปี 51 – 60 ปี 61 ปี ขึ้นไป
3. วุฒิการศึกษาสูงสุดของท่านคือ

<input type="radio"/> ประถมศึกษาปีที่ 6 (ป.6)	<input type="radio"/> มัธยมศึกษาปีที่ 3 (ม.3)
<input type="radio"/> มัธยมศึกษาปีที่ 6 (ม.6)	<input type="radio"/> ประกาศนียบัตรวิชาชีพ (ปวช.)
<input type="radio"/> ประกาศนียบัตรวิชาชีพชั้นสูง (ปวส.)	<input type="radio"/> อนุปริญญา
<input type="radio"/> ปริญญาตรี	<input type="radio"/> สูงกว่าปริญญาตรี
<input type="radio"/> อื่น ๆ (โปรดระบุ).....	
4. ปัจจุบันท่านเป็นผู้กำหนดนโยบาย ในองค์กรใด

<input type="radio"/> การท่องเที่ยวแห่งประเทศไทยภาคเหนือ เขต 4	<input type="radio"/> ผู้บริหารระดับจังหวัด
<input type="radio"/> ผู้บริหารระดับอำเภอ	<input type="radio"/> เทศบาลตำบล
<input type="radio"/> องค์การบริหารส่วนตำบล (อบต.)	<input type="radio"/> ผู้นำหมู่บ้าน
<input type="radio"/> ผู้บริหารชมรม	

5. ท่านมีส่วนในการกำหนดนโยบายเพื่อการพัฒนาการท่องเที่ยวชนบทและโฮมสเตย์ในอำเภอ
อุ้มผางหรือไม่
 มี (กรุณาตอบข้อ 6 และตอนที่ 2) ไม่มี (ไม่ต้องตอบข้อ 6 และตอนที่ 2)
6. ประสบการณ์ในการเรียน และ/หรือ อบรมภาษาอังกฤษของท่าน
 ไม่เคยมี น้อยกว่า 1 ปี 1-2 ปี 3-4 ปี 5 ปีขึ้นไป

**ตอนที่ 2 นโยบายการพัฒนาทักษะภาษาอังกฤษสำหรับผู้ประกอบการการท่องเที่ยวชนบท
และโฮมสเตย์**

คำชี้แจง สำหรับคำถามที่ 1-4 โปรดใส่เครื่องหมาย ✓ ลงในช่องว่าง ที่ตรงกับความคิดเห็นของท่านเกี่ยวกับระดับความต้องการภาษาอังกฤษเพื่อการสื่อสารในการประกอบการการท่องเที่ยวชนบทกับโฮมสเตย์ของผู้ประกอบการการท่องเที่ยวชนบทและ โฮมสเตย์แต่ละคำถามมีระดับความคิดเห็นไว้ให้เลือก 5 ระดับ โดยแต่ละระดับมีความหมายดังต่อไปนี้

- | | | |
|---|---------|-------------------|
| 5 | หมายถึง | ต้องการมากที่สุด |
| 4 | หมายถึง | ต้องการมาก |
| 3 | หมายถึง | ต้องการปานกลาง |
| 2 | หมายถึง | ต้องการน้อย |
| 1 | หมายถึง | ต้องการน้อยที่สุด |

ข้อความ	ระดับความต้องการ				
	5	4	3	2	1
1. ท่านมีความเห็นว่า ภาษาอังกฤษมีความจำเป็นต่อผู้ประกอบการ ท่องเที่ยวชนบทและโฮมสเตย์ ในระดับใด
2. ท่านมีความเห็นว่าทักษะภาษาอังกฤษต่อไปนี้ มีความจำเป็นต่อผู้ประกอบการ กิจกรรมการท่องเที่ยวชนบทและ โฮมสเตย์ ในระดับใด					
2.1 การฟัง
2.2 การพูด
2.3 การอ่าน
2.4 การเขียน
2.5 อื่น ๆ เช่น การแปล
3. ท่านมีความเห็นว่า การพัฒนาทักษะภาษาอังกฤษให้กับผู้ประกอบการ การท่องเที่ยวชนบทและโฮมสเตย์ ในระดับใด.....
4. การพัฒนาทักษะภาษาอังกฤษให้กับผู้ประกอบการการท่องเที่ยวชนบท และโฮมสเตย์ มีความจำเป็นต่อการพัฒนาการท่องเที่ยวชนบทและโฮมสเตย์ ในระดับใด.....

คำชี้แจง สำหรับคำถามที่ 5 – 8 กรุณากรอกข้อความลงในช่องว่าง และ/หรือใส่เครื่องหมาย ✓ ลง
ใน ○ หน้าข้อความที่ตรงกับความเห็นของท่านมากที่สุด

5. ท่านเห็นด้วยหรือไม่ ที่จะมีการจัดการอบรมภาษาอังกฤษให้กับผู้ประกอบการท่องเที่ยว
ชนบทและโฮมสเตย์

○ เห็นด้วย (กรุณาตอบข้อ 6 - 7) ○ ไม่เห็นด้วย (ไม่ต้องตอบข้อ 6 - 7) เพราะ.....

6. ท่านเห็นว่าหน่วยงานใดต่อไปนี้ ที่ควรรับผิดชอบการจัดการอบรมภาษาอังกฤษให้กับผู้ประกอบการ
กิจกรรมการท่องเที่ยวชนบทและโฮมสเตย์ใน อ. อุ้มผาง จ. ตาก (เลือกตอบได้มากกว่า 1 ข้อ)

○ การท่องเที่ยวแห่งประเทศไทย ภาคเหนือ เขต 4

○ เทศบาลตำบลอุ้มผาง

○ องค์การบริหารส่วนตำบลอุ้มผาง

○ องค์การบริหารส่วนตำบลแม่จันทร์

○ ชมรมส่งเสริมการท่องเที่ยวและอนุรักษ์อุ้มผาง

○ ชมรมบ้านเก่าบ้านโบราณ อุ้มผาง (ชมรมโฮมสเตย์)

○ อื่น ๆ (โปรดระบุ)

7. ท่านคาดหวังว่า เมื่อผู้ประกอบการกิจกรรมการท่องเที่ยวชนบทและโฮมสเตย์เข้ารับการฝึกอบรม
ทักษะภาษาอังกฤษแล้ว พัฒนาการทางด้านภาษาอังกฤษ ของบุคคลดังกล่าวควรเป็นอย่างไร
(โปรดอธิบาย)

.....
.....
.....
.....

8. ข้อคิดเห็นหรือข้อเสนอแนะอื่น ๆ เกี่ยวกับเป้าหมายในการพัฒนาทักษะภาษาอังกฤษของผู้
ผู้ประกอบการกิจกรรมการท่องเที่ยวชนบทและโฮมสเตย์ใน อ. อุ้มผาง จ. ตาก

.....
.....
.....

ขอขอบพระคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้

The logo of King Mongkut's Institute of Technology Ladkrabang is a circular emblem. It features a central sunburst with rays emanating from a central point. Below the sunburst are two traditional Thai stupas (pagodas) flanking a central, more ornate structure. The entire emblem is surrounded by a decorative border. The text "King Mongkut's Institute of Technology Ladkrabang" is written in a circular path around the emblem.

Appendix C:
Table for Determining Sample Size from a Given Population

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Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	75,000	382
210	136	1,100	285	1,000,000	384

Note *N* is population size; *S* is sample size.

Source Robert V. Krejcie and Eayle W. Morgan. **Educational and Psychological Measurement**. 1970. pp. 608-609. (cited in Chinatrakul, 1994)

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Appendix E:
Reliability Index of Questionnaire 1

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RELIABILITY INDEX OF QUESTIONNAIRE 1

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS -SCALE (ALPHA)

1. O1
2. O2
3. O3
4. O4
5. O5
6. O6
7. O7.1
8. O7.2
9. O7.3
10. O7.4
11. O7.5
12. O7.6
13. O8.1
14. O8.2
15. O8.3
16. O8.4
17. O8.5
18. O8.6
19. O9
20. O10.1
21. O10.2
22. O10.3
23. O10.4
24. O11
25. O12.1
26. O12.2
27. O12.3
28. O12.4
29. O12.5
30. O12.6
31. TW1
32. TW2.1
33. TW2.2
34. TW2.3
35. TW2.4
36. TW2.5
37. TW2.6
38. TW3.1
39. TW3.2
40. TW3.3
41. TW3.4
42. TW3.5
43. TW3.6
44. TW3.7
45. TW3.8
46. TW3.9
47. TW3.10
48. TW3.11
49. TW3.12
50. TW3.13
51. TW3.14
52. TW3.15
53. TW3.16
54. TW3.17
55. TW3.18
56. TW3.19
57. TW3.20
58. TW3.21
59. TW3.22
60. TW3.23
61. TW3.24
62. TW3.25
63. TW3.26



64. TW4.1
65. TW4.2
66. TW4.3
67. TW4.4
68. TW4.5
69. TW4.6
70. TW4.7
71. TW4.8
72. TW4.9
73. TW4.10
74. TW4.11
75. TW4.12
76. TW4.13
77. TW4.14
78. TW4.15
79. TW4.16
80. TW4.17
81. TW4.18
82. TW4.19
83. TW4.20
84. TW4.21
85. TW4.22
86. TW4.23
87. TW4.24
88. TW4.25
89. TW4.26
90. TW5.1
91. TW5.2
92. TW5.3
93. TW5.4
94. TW5.5
95. TW5.6
96. TW5.7
97. TW5.8
98. TW5.9
99. TW5.10
100. TW5.11
101. TW6.1
102. TW6.2
103. TW6.3
104. TW6.4
105. TW6.5
106. TW6.6
107. TW6.7
108. TW6.8
109. TW6.9
110. TW6.10
111. TW6.11
112. THR1
113. THR2
114. THR3
115. THR4
116. THR5
117. THR6
118. THR7



Reliability Coefficients

N of Cases = 27.0

N of Items =118

Alpha = .9657



Appendix F:
Reliability Index of Questionnaire 2

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RELIABILITY INDEX OF QUESTIONNAIRE 2

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS-SCALE (ALPHA)

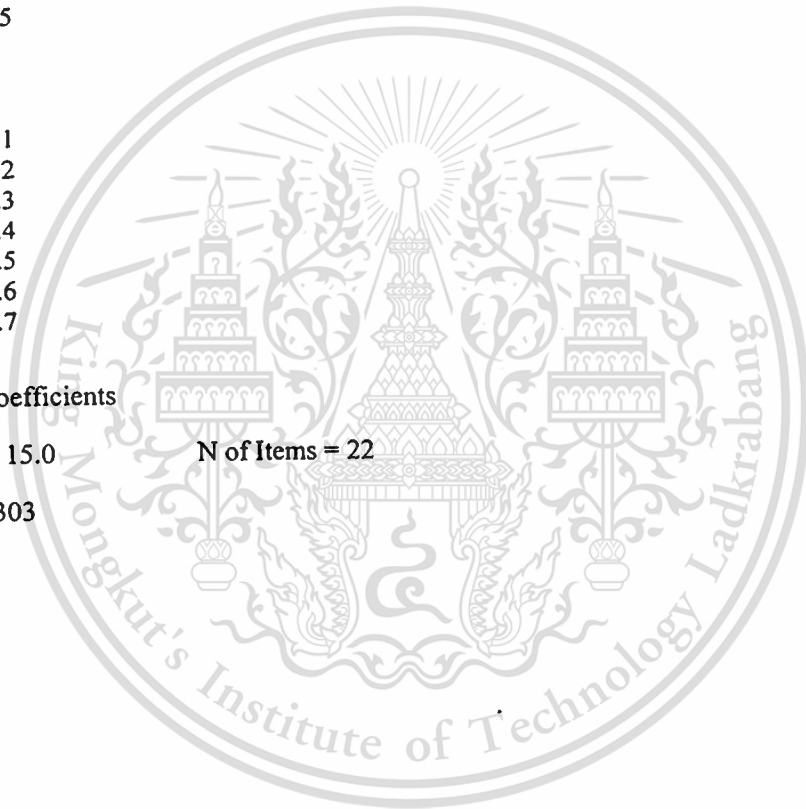
1. ONE1
2. ONE2
3. ONE3
4. ONE4
5. ONE5
6. ONE6
7. TWO1
8. TWO2.1
9. TWO2.2
10. TWO2.3
11. TWO2.4
12. TWO2.5
13. TWO3
14. TWO4
15. TWO5
16. TWO6.1
17. TWO6.2
18. TWO6.3
19. TWO6.4
20. TWO6.5
21. TWO6.6
22. TWO6.7

Reliability Coefficients

N of Cases = 15.0

N of Items = 22

Alpha = .9303



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