

ความต้องการภาษาอังกฤษเพื่อการสื่อสารในอุตสาหกรรม
การท่องเที่ยวเชิงนิเวศ กรณีศึกษาสำหรับผู้ประกอบการเคหะพำนัก
ในจังหวัดน่าน

NEEDS OF ENGLISH COMMUNICATION FOR
ECOTOURISM INDUSTRY: A CASE STUDY OF HOMESTAY
BUSINESS OWNERS IN NAN



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาศาสตราจารย์ประยุกต์-ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี

คณะครุศาสตร์อุตสาหกรรม

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

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CHAYANIS SRITHIP

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ใบรับรองวิทยานิพนธ์

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Needs of English Communication for Ecotourism Industry:
A Case Study of Homestay Business Owners in Nan

นักศึกษา

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความต้องการภาษาอังกฤษเพื่อการสื่อสารในอุตสาหกรรมการท่องเที่ยวเชิงนิเวศ กรณีศึกษาสำหรับผู้ประกอบการเคหะพานักในจังหวัดน่าน โดยเน้นเฉพาะเรื่องความต้องการด้านทักษะภาษาอังกฤษ หน้าที่ของภาษาอังกฤษ และหลักสูตรการฝึกอบรมภาษาอังกฤษเพื่อการสื่อสารที่ใช้ในการทำธุรกิจเคหะพานัก สำหรับอุตสาหกรรมท่องเที่ยวเชิงนิเวศในจังหวัดน่าน การศึกษาในครั้งนี้ได้ดำเนินการใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล โดยเก็บข้อมูลจากผู้ประกอบการเคหะพานัก จำนวน 68 ราย ในจังหวัดน่าน ข้อมูลที่รวบรวมได้นำไปวิเคราะห์โดยใช้โปรแกรมการวิเคราะห์สถิติสำเร็จรูป โดยหาค่าร้อยละ ค่าเฉลี่ยประชากรและส่วนเบี่ยงเบนมาตรฐาน ผลการศึกษาวิจัย พบว่าภาพรวมของความต้องการการใช้ภาษาอังกฤษเพื่อทำธุรกิจเคหะพานัก อยู่ในระดับมาก ($\mu = 4.33$) เมื่อพิจารณารายละเอียดของแต่ละทักษะพบว่าทักษะการฟังและการพูดอยู่ในระดับมากที่สุด ($\mu = 4.72$, $\mu = 4.68$, ตามลำดับ) ทักษะการอ่านและการเขียนอยู่ในระดับมาก ($\mu = 4.11$, $\mu = 3.78$, ตามลำดับ) เป็นที่น่าสนใจว่าด้านหน้าที่ของภาษาอังกฤษทุกทักษะพบว่าหน้าที่ทางด้านภาษาอังกฤษและหัวข้อที่ใช้ในทักษะการพูดมีความสำคัญมากที่สุด ($\mu = 4.73$) ดังนั้นกล่าวได้ว่า หน้าที่ของภาษาอังกฤษและหัวข้อในทักษะการพูดที่มีความสำคัญที่สุดสำหรับธุรกิจเคหะพานัก ได้แก่ การกล่าวทักทายและการกล่าวต้อนรับลูกค้า มีความสำคัญอยู่ในระดับมากที่สุด ($\mu = 4.89$, $\mu = 4.83$, ตามลำดับ) ส่วนด้านหลักสูตรการฝึกอบรมภาษาอังกฤษพบว่า ผู้ประกอบการเคหะพานักในจังหวัดน่านต้องการฝึกฝนการใช้ภาษาอังกฤษด้านทักษะการฟังและการพูดโดยเฉพาะการฝึกฝนบทสนทนาเบื้องต้น และยังพบว่าผู้ประกอบการเคหะพานักในจังหวัดน่านต้องการฝึกฝนภาษาอังกฤษเพื่อการสื่อสาร โดยฝึกเป็นกลุ่มฝึกเป็นคู่ และการพูดคุยกัน ผู้ประกอบการเคหะพานักในจังหวัดน่านแนะนำว่า หลักสูตรการฝึกอบรมภาษาอังกฤษควรจัดในวันเสาร์หรือวันอาทิตย์ สัปดาห์ละ 1 วัน วันละ 3 ชั่วโมง และควรมีระยะเวลา รวม 30 ชั่วโมง โดยผู้สอนมีทั้งครูไทยและครูซึ่งเป็นเจ้าของภาษา

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ตัดแปลงเนื้อหา และต่ออ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Thematic Paper Title	Needs of English Communication for Ecotourism Industry: A Case Study Of Homestay Business Owners in Nan.
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ABSTRACT

The purpose of this research was to investigate the needs of English communication for ecotourism industry: a case study of homestay business owners (HBOs) in Nan province. The study was focused on the needs of English language skills, English language functions, and the propose guideline for the course of English communication used in the field of homestay business for ecotourism industry in Nan province. The designed questionnaire was employed as the instrument and was distributed to sixty-eight homestay business owners. The collected data were analyzed by the statistical analysis package program, and shown in percentage, population mean score and standard deviation. The result of the study revealed that the total needs of the HBOs needs of English communication skills for their work were at the great level ($\mu = 4.33$). In addition, when all English skills: listening, speaking, reading, and writing were considered listening and speaking skills were needed at the greatest level ($\mu = 4.72$, $\mu = 4.68$ respectively). However, reading and writing skills were needed only at great level ($\mu = 4.11$, $\mu = 3.78$ respectively). Interestingly, the results were also indicated that for the needs of language functions of all skills; all functions of speaking skill were identified as the most important ($\mu = 4.73$). Therefore, it could be stated that English language functions and most topic areas on speaking skill, such as, welcoming a customer, and greeting were the most important for HBOs ($\mu = 4.89$, $\mu = 4.83$ respectively). As for English training course, HBOs needed to have a good command of English listening and speaking skills, especially basic English conversation. However, HBOs needed to learn via group work, pair work, and dialogue practice. The HBOs suggested that English training course should be conducted on Saturday or Sunday, lasting 3 hours per day, once a week. The course should be 30 hours and taught by both Thai teacher and Native speakers.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Chayanis Srithip

TABLE OF CONTENTS

	Page
THAI ABSTRACT	I
ENGLISH ABSTRACT	II
ACKNOWLEDGMENT	III
TABLE OF CONTENTS	IV
LIST OF TABLES	VI
LIST OF FIGURES	VII
CHAPTER 1 INTRODUCTION.....	1
1.1 Statement and Significant of the Problems	1
1.2 Goal and Objectives	4
1.3 Research Questions	5
1.4 Scopes or Limitation of the Study	5
1.5 Definition of Terms Used.....	5
CHAPTER 2 LITERATURE REVIEW.....	7
2.1 Needs Analysis.....	7
2.1.1 Definitions of Needs Analysis	7
2.1.2 Types of Needs.....	8
2.2 Matters of Tourism.....	9
2.2.1 The Tourism Authority of Thailand (TAT).....	9
2.2.2 Ecotourism.....	10
2.2.3 Homestay	11
2.3 English for Specific Purposes (ESP).....	12
2.3.1 Definitions of ESP	12
2.3.2 ESP Course.....	14
2.4 Language Functions.....	15
2.4.1 Language Functions.....	15
2.4.2 English for Communication.....	17
2.4.3 Syllabus Design.....	18
2.5 Related Research.....	22
2.5.1 Related Research Conducted in Thailand	22
2.5.2 Related Research Conducted in foreign countries.....	25
CHAPTER 3 METHODOLOGY.....	31
3.1 Population	31

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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TABLE OF CONTENTS (CONTINUED)

	Page
3.2 Research Instrument.....	31
3.3 Construction of the Questionnaire.....	33
3.4 Data Collection	33
3.5 Data Analysis.....	34
 CHAPTER 4 RESULTS	 36
4.1 Personal Information of HBOs	36
4.2 Results of Research Questions.....	38
4.2.1 Results of Research Question One.....	38
4.2.2 Results of Research Question Two.....	39
4.2.3 Results of Research Question Three.....	40
4.3 Results of the Participants’ Suggestions.....	42
4.3.1 A Guideline for Organizing English Communication for Ecotourism Industry of HBOs in Nan province	42
4.3.2 A Course Design Corresponding to the English Communication Needs for Ecotourism Industry of HBOs	42
 CHAPTER 5 CONCLUSION DISCUSSION AND SUGGESTION	 45
5.1 Conclusion.....	45
5.2 Discussion.....	46
5.3 Suggestion.....	47
5.3.1 Suggestion for Ecotourism Industry of HBOs.....	47
5.3.2 Suggestions for Further Study	48
 BIBLIOGRAPHY.....	 49
 APPENDICES.....	 54
APPENDIX A: Questionnaire	55
APPENDIX B Item-Objective Congruence Index (IOC)	63
 AUTHOR BIOGRAPHY	 66

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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LIST OF TABLES

Table	Page
3.1 The total number of homestay business owners.....	31
3.2 The Five-points Likert Scale (1932).....	36
4.1 Personal Information of HBOs.....	36
4.2.1 English Communication Skills Needs for Ecotourism Industry of HBOs in Nan Province.....	38
4.2.2 Language Functions Needs.....	39
4.2.3 The Suggestions for Syllabus Design for Ecotourism Industry of HBOs in Nan Province.....	41
4.3.2 A Sample of Syllabus design of English Communication for Ecotourism Industry of HBOs in Nan Province.....	43



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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LIST OF FIGURES

Figures	Page
2.1 The Tree of EST.....	14
2.2 The Functional Approach.....	20



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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CHAPTER 1

INTRODUCTION

This chapter consists of seven sections: statement and significance of the problems, research questions, scope of the study, and definitions of terms used.

1.1 Statement and Significance of the Problems

According to The Board of Investment of Thailand (BOI, 2012), Thailand enjoys a strategic location and serves as a gateway into the heart of Asia-home to what is today the largest growing economic market. Thailand is ideally located at the crossroads of Asia, with easy access to the region's dynamic market, including its own booming domestic consumer market of 67 million people. Thailand has long been a proponent of free and fair trade and its attractiveness as a production base for leading international companies is enhanced by a number of free trade agreements. Thailand is also certain to be a beneficiary of the ASEAN Economic Community (AEC), which will enter into force in 2015. In addition, businesses today face a fast-changing job market and high competitions. More businesses plan to be more qualified to work in travel and tourism in the world, including in Thailand.

With steady economic development and strong support industries, the country's industrial production has grown and diversified rapidly both in long-established and newly emerging industries. The government has emphasized attracting investment in six sectors that have been determined to be keyed to the country's developmental objectives. These six target industries include: agriculture and agro-industry, alternative energy, automotive, electronics and ICT, health care and tourism. Thailand has gained a well – deserved reputation throughout the world for its gracious hospitality. The friendliness of people and the diverse nature of Thai culture can make visitors feel safe and at home in Thailand.

Due to the impact of economic globalization, the Thailand government has displayed a wide vision in opening up free trade in services. They have realized the importance of the tourism industry and much is being done to encourage foreign tourist economy. In most countries, tourism is the critical means of boosting the economic development.

Nan province is located in northern Thailand. The most landscape is mountain range which high 2,115 meters sea level. It includes 15 districts. There are various attractions in Nan province including ancient temples, the salt pit, sightseeing and local products. Most of Nan people live a very simple life, based on tradition and

festivals. They work as agriculturists. Moreover, they also work as business owners especially accommodation and food service activities. Nan province is becoming well-known due to the promotion of travel in Nan province in recent years. In addition, Nan province and Supunburi province are the base to learn the Thai histories. The Development Public Organization promoted these 2 provinces to be the Eco Tourism area (Corporate Plan 2012 - 2017, 2011, National Weekend, 2012: Online). According to Nan Provincial Statistical report in the year 2011, most tourists, 88%, tended to visit the ancient areas of Nan. Moreover, 66.2% tended to explore the village and partake in village activities.

Anucha Leksakundilok (2006) stressed that ecotourism emerged as an alternative form of tourism in the 1990s to mitigate the faults of conventional (mass) tourism in meeting the need of sustainable development. It has since become widespread in Thailand and is adopted not only in natural areas but also in rural communities. Key elements of ecotourism include a focus on ecological resources, sustainable management, environmental education, and community participation.

People who travel to other countries may not want to spend their time with a tour guide provided by the tourism authorities, and they may not want to stay in a chain hotel. Tourists' desire to experience the "real" culture can be accomplished through a homestay. This homestay program is done to accommodate the shortage of hotel rooms in some places; some rural areas, districts in Nan province, for example, do not have guesthouses, hotels, resorts and chalets. The advantage of a homestay is that it allows visitors to rent a room from a local family, thereby allowing them to better learn local Thai lifestyle. Homestay is a means of developing tourists industry. A homestay opens a window into another culture as few other experiences can. It is a win-win situation in which everyone learns something new. (Raimi, 2009). However, homestay business owners in Nan province who work with tourism must be able to communicate in English well since it has become a language of travelers from many different countries. Although many homestay business owners use English in their work, most of them cannot express themselves fluently. Homestay business owners in Nan province are deficient in English communication.

Bobanovic and Grzinic (2011) stated that in today's postindustrial society, services have the greatest importance in meeting human needs. In sector of services, tourism plays an important role. In order to ensure the quality of hospitality services, it is necessary to find common language between supply and demand sides. Since English has become an international language, it has become increasingly necessary for employees working in the tourism industry to develop the language skills to be able to fulfill the requirements of tourists. Furthermore, globalization has

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increased competition in the tourism markets, and destinations are exposed to tough price competition on homogenized products by rivals worldwide. Given these challenges and the desire by locals for sustainable tourism development, human resource development is critical to the success of tourism in many markets.

According to Bobanovic and Grzinic (2011), communication skills are an important element of the hospitality industry. Understanding performance expectations are keys to the achievement of tourist satisfaction. In the tourism industry, the supply and demand side must communicate perfectly in order to ensure quality and needed performance standards. People working in tourism are more often faced with the complex terminology from the financing, banking, or other business sectors. That might be the reason why they are more critical about the knowledge of the English language.

The researcher work at Nan Technical College (NTC), and attend to teach English for Specific Purposes (ESP) for tourism students. However, the researcher was also interested in surveying the needs of English communication for the villagers, and the homestay business owners (HBOs) in Nan who are involved in the ecotourism industry. According to John and Dudley – Evans, 1991 (cited in Ting, 2010), they stressed that ESP implies meticulous research undertaken to produce pedagogically suitable material and exercises for mostly adult learner defined in a specific context.

From the early 1960's, English for Specific Purposes (ESP) (cited in Anthony, L. 1997) has grown to become one of the most prominent areas of EFL teaching today. Its development is reflected in the increasing number of universities offering an MA in ESP (e.g. The University of Birmingham, and Aston University in the UK) and in the number of ESP courses offered to overseas students in English speaking countries. There was a well-established international journal dedicated to ESP discussion, "English for Specific Purposes: An international journal", and the ESP SIG groups of the IATEFL and TESOL are always active at their national conferences.

However, UNESCO, 2002 (cited in Wongthon and Sriwanthana, 2007) has promoted 'lifelong learning for all'. It also emphasizes the equality of people in access to higher education with the merit of the Universal Declaration on Human Right which was accepted by all participating nations including Thailand. To support UNESCO's policy, Thailand has approved her National Education Act 1999 which promotes "lifelong learning for all". The Act stresses equality in education for all Thai people either in school or beyond school, but especially people in the world of work. A knowledge based society is also promoted in the Act, knowledge can be acquired in many forms including formal learning, non-formal learning, and informal education. All knowledge aims to allow people to develop their careers and professions.

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Considering the learner's needs to learn English is the central issue in designing a syllabus. According to Hutchinson and Water, 1993 (cited in Sujana, 2011), they stress that the learner's needs can be interpreted into several categories: needs as necessities, needs as lacks, and needs as wants. In establishing the competencies needed in certain workplace, the needs as necessities must be used as the starting point in curriculum design in order to know what learners need to acquire at the end of the course. This can be achieved by tracing the responsibilities or duties or job description of the professional workers in the real situation.

It was interesting to pay special attention to the knowledge of customs, geography or heritage of other countries and relate it to language using. That is incorporating historical, social, cultural and artistic aspects surrounding the outstanding regions and cities of each country. Consequently, the English for homestay business owners must require English skills and language functions. Homestay business owners in Nan province who involve in the ecotourism industry have to be able to communicate in English. English communication skills and language functions were required. These requirements should help homestay business owners in Nan province as they will give them the exposure and practice on how to communicate effectively. However, many homestay business owners in Nan province find this situation stressful as some of them have not even sure of the communication skills that should be used in the interaction.

Therefore, Nan Vocational Education Colleges (NVEC) as local institutes ought to respond to the national education policies by providing opportunities for the poor and people with limited education, such as the villagers and HBOs to develop themselves. One of the NVEC's missions is short course training for local people in recognition of communities' right and responsibilities in controlling their development. The NVEC should be resources for learning and promoting both community and individual development. Last but not least, research about the needs of English for ecotourism communication: case study of HBOs in Nan has not yet been conducted, and common challenges that occur with English communication have not been identified or implemented. Therefore it was necessary to survey and study the needs of English communication that takes place in the ecotourism industry.

1.2 Objectives

The objectives are the followings:

1.2.1 To investigate the English language communication skills needed for ecotourism industry of homestay business owners in Nan province.

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1.2.2 To investigate the language functions used in the field of homestay business for ecotourism industry in Nan province.

1.2.3 To propose a guideline of English Communication course for Ecotourism of homestay business owners in Nan province.

1.3 Research Questions

This study was designed to answer the following research questions.

1.3.1 What English communication skills are required most for ecotourism industry in Nan province?

1.3.2 What language functions do the homestay business owners in Nan province need?

1.3.3 What kind of English Communication guideline should be designed for Ecotourism industry of homestay business owners in Nan province?

1.4 Scope of the Study

This study was conducted to investigate on 68 homestay business owners at Muang district, Phupiang district, Thawangpha district, and Pua district in Nan Province. The research combined valuable of the needs of language skills, functions and propose guideline into an analysis and empirical presentation throughout the study.

1.5 Definition of Terms Used

In this study, definitions of terms used will be presented as follows:

Districts in Nan: Muang district, Thawangpha district, Phupiang district, Pau district

Ecotourism industry: The form of environmentally responsible tourism that involves travel and visitation to relatively undisturbed natural areas with the object of enjoying, admiring, and studying the nature, as well as any cultural aspect found in these areas, through a process which promotes conservation, has a love impact on the environment and on culture and favors the active and socioeconomically beneficial involvement of local communities.

English Needs:	The need of homestay business owners in Nan province on using English for their work.
English Skills:	The ability to communicate English. The skills in listening, speaking, reading and writing English.
Homestay business owners:	The villagers who do business as the owners of homestay in Nan Province
Homestay:	One type of accommodation that allows the visitor to rent a room from a local family to better learn the local lifestyle.
Language Functions:	The English language functions and topics like welcoming customers, greeting, saying goodbye that the homestay business owners need for their work.



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CHAPTER 2

LITERATURE REVIEW

This study surveyed the need of English communication for ecotourism industry of homestay business owners in Nan province. This chapter presented need analysis, language skills, language functions, English for specific purposes (ESP), matters of tourism, and a review of literature related to the study and it was divided as follows:

2.1 Needs Analysis

As Harding (2007) pointed that finding out about analyzing the needs of the learners is vital in ESP teaching. In fact one of the main contributions of SP to the wider world of English Language Teaching (ELT) has been the development of thorough needs analysis. The teacher has got the needs points clear, teacher can start to work on particular needs of the ESP students. Bear in mind that needs analysis is not just an initial one-off activity – it should be an ongoing process.

In addition, Hutchinson and Waters (1987) stressed that any courses, general English or English for Specific Purposes, should be based on an analysis of learner needs. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in language course. Dudley-Evans and St. John (1998) stated that needs analysis is a key stage in ESP course design. For ESP course design, needs analysis is the awareness or a target situation that distinguishes the ESP learner from the learner of general English. Therefore, needs analysis should be the starting point for designing courses, syllabuses, materials and the activities for teaching and learning.

2.1.1 Definitions of Needs Analysis

The practitioners define ‘Needs Analysis’ in various ways and different viewpoints as follows:

Brumfit and Robert (1983: 199) defined the term ‘Needs Analysis’ as: “An investigation on the specification of the tasks a learner or a group of learners will be requested to perform in target language, of what particular aspects of the target language needs to be learned in order to bring about proficiency in these particular tasks. The result can be used to determine a syllabus and suitable teaching techniques”.

Richards and Roger (1986: 156) defined the term ‘Needs Analysis’ as: “The identifying of general and specific language needs that can be addressed in เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

developing goals, objectives, and contents in a language program. It may focus either on the general parameters of a language programme or on the specific needs.

Nunan (1988: 45) defined the term ‘Needs Analysis’ as: “A set of procedures for specifying the parameters of a course of study. Such parameters include the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, and course length, intensity and duration”.

Brindley (1989 : 66) defined the term ‘Needs Analysis’ as: “A process of finding out as much as possible before language begins about the learners’ current and future language use as well as their current language proficiency and language difficulties”.

Ellis and Johnson (1994: 222) defined the term ‘Needs Analysis’ as: “A method of obtaining description of a learner’s needs (of group of learner’s needs). It will take into account the specific purposes for which the learner will use the language, the kind of language to be used, the starting level, and the target level, which is to be achieved. The information could be obtained from a range of different people: company staff, trainers, and the learner themselves. It will have implication for the approach to training that will be taken”.

There are the definitions of the needs which are open to contextual interpretations and contain value judgments. It is essential in the field of language development to examine the needs since it provides information which can be used to form the syllabus and other implementation factors of the course. Moreover, if deficiencies of the course appear, needs can be established to remedy, improve or evaluate the course.

2.1.2 Types of Needs

There are different types of needs from many practitioners which should be taken into consideration. The type and scope of each approach pertaining to the needs is as follows:

Brindley (1989) says that if the needs are derived by outsiders from the facts, from what is known and can be verified, then they are objective and perceived needs. For instance, if students learn English to fulfill their requirements for graduation, then their needs to study English are be objective and perceived. On the other hand, if the needs are derived by insiders and correspond to cognitive and affective factors such as "to become confident" or "to help oneself to become more capable in one’s school or workplace" then the needs are subjective or felt needs. Product – oriented needs are compatible with the target situation or goal – oriented needs correspond to learning situation. In other words, product – oriented needs derive from the leaning situation. Dudley – Evan and St. John (1998) stress that objective, perceived, and product – oriented needs correspond to a target

situation analysis (TSA) and subjective, felt, and process – oriented needs correspond to a learning situation analysis (LSA). They suggest one more analysis that is a present situation analysis (PSA). A present situation analysis is intended to suggest what learners already know. Thus the analysis can be used to find out what they lack. A TSA deals with objective, perceived and product – oriented needs of learners; and LSA discusses subjective, felt, and process – oriented needs; and a PSA estimates strengths and weaknesses of learners in language, skills, and leaning experiences.

Hutchinson and Waters (1987: 55 – 58) divided needs into: target needs and learning needs. They suggest similar yet different definitions and classifications concerning ‘need’. They use three terms to explain "needs" such as "necessities", ‘wants,’ and "lack of". They defined "necessities" as the type of need determined by the demands of target situation, that is, what the learner should know in order to work effectively and efficiently in the target situation. Moreover they discuss that to identify necessities alone is not enough to understand the "needs". An ESP major variable that should be considered is particular learners. We also need to know what learners want and what they lack. We need to find out how learners actually view their needs. Hutchinson and Waters refer to learning needs as what the learner needs to do in order to learn.

Additionally, Ellis and Johnson (1994) say that the learners themselves need to know what their capabilities are if they are going to be using English in the context. They need to know how their English compares to other non-native speakers around the world. How will others see them? Will they give the impression of being accomplished speakers, or will they appear stupid? How much and how long will they need to study to reach an acceptable level?

Based on two types of needs, Hutchinson & Waters suggest that both the analysis of target situation and the learning situation should be taken into account when designing a course since they influence the nature of the syllabus, materials, methodology, and evaluation procedures.

In this study, the learning needs and the target needs based on Hutchinson and Waters (1987) can be modified for English needs analysis of the HBOs. The initial collection perceived from objective needs was usually factual information about the learners such as current language proficiency level. This information helped establish broad parameters for setting up the course and syllabus.

2.2 Matters of Tourism

2.2.1 The Tourism Authority of Thailand (TAT)

As TAT plays a crucial role in tourism industry in Thailand, ecotourism industry needs to follow TAT's policy. With the 5 year Corporate Plan (2012 – 2017), The Tourism Authority of Thailand (TAT) aims at 'being a center of excellence in promoting and developing sustainable tourism, upholding the Thai dignity, and creating equilibrium of economy, society and environment, with a mission of "push" for the policy and a master plan on the development and promotion of tourism, including coordinating, managing and translating the policy plan into action of TAT and sharing it with other concerned government and private agencies (Corporate Plan 2012 – 2017, 2011 : 14a). Moreover, the policy aims to support the employment of more Thai manpower in the industry.

2.2.2 Ecotourism

Ecotourism is a form of tourism involving visiting fragile, pristine, and relatively undisturbed natural areas, intended as a low-impact and often small scale alternative to standard commercial (mass) tourism. Its purpose may be to educate the traveler, to provide funds for ecological conservation, to directly benefit the economic development and political empowerment of local communities, or to foster respect for different cultures and for human rights. Since the 1980s ecotourism has been considered a critical endeavor by environmentalists, future generations may experience destinations relatively untouched by human intervention. Several university programs use this description as the working definition of ecotourism (Leksakundilok, 2006).

Generally, ecotourism focuses on socially responsible travel, personal growth, and environmental sustainability. Ecotourism typically involves travel to destinations where flora, fauna, and cultural heritage are the primary attractions. Ecotourism is intended to offer tourists insight into the impact of human beings on the environment, and to foster a greater appreciation of our natural habitats. Additionally, ecotourism involves visiting natural areas with the objectives of learning, studying or participating in activities that do not bring negative effects to the environment; whilst protecting and empowering the local community socially and economically.

Responsible ecotourism includes programs that minimize the negative aspects of conventional tourism on the environment and enhance the cultural integrity of local people. Therefore, in addition to evaluating environmental and cultural factors, an integral part of ecotourism is the promotion of recycling, energy efficiency,

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water conservation, and creation of economic opportunities for local communities. For these reasons, ecotourism often appeals to advocates of environmental and social responsibility.

Geldenhuis (2003) claimed that ecotourism is one of the fastest – growing sectors of the tourism industry worldwide. Sustained development and success of the industry depends on the availability of suitable trained manpower. Formal educational programmes to service the ecotourism industry are, like the term ecotourism, a relatively new phenomenon and higher education programmes to educate and train human resources for this important sector are relatively rare. Leksakundilok (2006) stressed that ecotourism emerged as an alternative form of tourism in the 1990s to mitigate the faults of conventional (mass) tourism in meeting the needs of sustainable development. It has since become widespread in Thailand and is adopted not only in natural areas but also in rural communities.

According to the definitions and principles of ecotourism established by the International Ecotourism Society (TIES) in 1990, ecotourism is responsible travel to natural areas that conserves the environment and improves the well-being of local people. Honey (2003), expands on the TIES definition by describing the seven characteristics of ecotourism, which are:

- 1) Involves travel to natural destinations
- 2) Minimizes impact
- 3) Builds environmental awareness
- 4) Provides direct financial benefits for conservation
- 5) Provides financial benefits and empowerment for local people
- 6) Respects local culture
- 7) Supports human rights and democratic movements

Furthermore, Ecotourism Society Pakistan (2003) explains ecotourism as a travel activity that ensures direct financial support to local people where tourism activities are being generated and enjoyed. It teaches travelers to respect local cultures of destinations where travelers are visiting. It supports small stakeholders to ensure that money must not go out from the local economies. It discourages mass tourism, mass constructions of hotels, tourism resorts and mass activities in fragile areas. For many countries, ecotourism is not simply a marginal activity to finance protection of the environment, but a major industry of the national economy. Ecotourism is often misinterpreted as any form of tourism that involves nature. In reality, the latter activities often consist of placing a hotel in a splendid landscape, to the detriment of the ecosystem. According to them ecotourism must above all sensitize people to the beauty and the fragility of nature. They condemn some operators as greenwashing their operations, while behaving in environmentally irresponsible ways.

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2.2.3 Homestay

As Jitungwattana (2005) stresses that tourism business consists of 5 important business sectors. They are transportation, accommodation, food and entertainment, tour operation and tour guide, and souvenir business. A homestay is one type of accommodation. Homestay is a form of tourism and /or study abroad program that allows the visitor to rent a room from a local family to better learn the local lifestyle as well as to improve their language ability. While homestays can occur in any destination worldwide, some countries do more to encourage homestay than others as a means of developing their tourism industry. Hosting a homestay participant also allows the local family to earn some additional needed income. Having low profitability, homestay cannot be regarded as strictly commercial activity, but more of cross cultural exchange. Students generally arrange a homestay with their school or educational institution, but can also informally arrange to stay with a family through social connections, and through a variety of private agencies. There are number of online homestay agencies that connect students with hosts all over the world. Homestay scenarios can range from a completely immersive family experience to a very basic room rental. In the immersive family experience, a homestay student lives, eats, and shares the majority of their time in the host country with the hosts and their family.

Moreover, there are not only students spending their time on homestay but also general tourists. Currently, ecotourism has been increasingly popular for tourists worldwide including Thai tourists. Homestay businesses provide various activities for tourists. They learn about the local culture, crafts and festivals. Moreover, homestay is more meaningful than an accommodation because it is based on the culture model. A simple lifestyle is marketed to a different group of tourists other than the large scale tourism. It is the important for tourists to pay attention to the cultural activities of the community. Homestay is as an alternative to the local market which is not a rival to the commercial hotels or resorts. A homestay means that the traveler lives with a family for at least part of his or her trip. This enables a traveler to experience life as it is lived day to day in the host country. A homestay can often be arranged through a travel agent, or through web sites that specialize in matching families and travelers.

2.3 English for Specific Purposes (ESP)

2.3.1 Definitions of ESP

English for Specific Purposes (ESP) is a branch of applied linguistics that focuses on relating the teaching and learning process to learners' needs. As Widdowson, เอกสารนี้เป็นเอกสารทบทวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

1981 (cited in Alharby, 2005 : 10) a linguist and early pioneer of the approach, explained the general concept of ESP by stating that “if a group of learners’ needs for a language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these needs.”

Harding (2007) mentions that the purpose for learning the language is paramount and relates directly to what the learner needs to do in their vocation or job. One definition states that ESP is designed to meet specific needs of the learner, it makes use of the underlying methodology and activities of the discipline it serves, and it is centered on the language, skills, discourse and genres appropriate to these activities. Perhaps a simple definition is that ESP teaches the language for getting things done. ESP has created more than most: English for Academic Purposes (EAP), English for Business Purposes (EBP), English for Medical Purposes (EMP), English for Occupational Purposes (EOP), English for Professional Purposes (EPP), English for Science and Technology (EST), and English for Vocational Purposes (EVP).

A child at a school might have a simple need to pass an exam. However, what influences the content of a language course is the awareness of a need. Hutchinson and Waters discuss that if learners, sponsors, and teachers know why learners need English, that awareness will have an influence on what will be accepted as reasonable content in the language course and what potential can be reached. The ESP approach uses the need analysis framework as the main tool to define learners’ needs in a specific field because the awareness is more recognizable in a specific target situation representing a “real – life – situation”.

Additionally, Dudley – Evans and St. John 1998 (cited in Thompson, 2011) discuss that ESP became more common, its own methodologies began to influence general ELT. ESP was influential in developing a communicative language curriculum based on students’ needs; this influence led to the development of functional – notional and task based syllabi. ESP continues its influences on the ELT field with the continued development of a vast order of ESP textbook covering specific topics under the headings of English for occupational purposes (EOP) and English for academic purposes (EAP).

Development of ESP is widely recognized as a separate operation within ELT. The ability of ESP to draw on other research from different subject areas, most remarkably applied linguistics, highlights a significant difference between ESP and ELT. Even though ESP is influenced from other study areas, it still has developed its own strategies that are applied in ESP classroom.

The underlying theory for ESP is in developing practical outcomes for the learners. ESP’s main components include: needs analysis, text analysis, and enabling the learners to communicate successfully in their future academic or occupational

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careers. Antagonists of ESP believe that it lacks theoretical practices, but the theory of ESP consists in the development of curriculum based on learner needs, or the nature of texts that are prescribed to learners. Much of the research concerning ESP tends to reflect the process of designing language courses for ESP teaching.

Additionally, Hutchinson and Waters (1987: 19) stressed that ESP should properly be seen as an approach not as a product. ESP is not a particular kind of language or methodology, or does it consists of a particular type of teaching material. It is an approach to language learning and teaching in which all decisions as to content and method are based on learners' needs and reasons for learning.

The given definitions provide a working definition for ESP while distinguishing it from general English language teaching. One common theme in all the definitions is the use of a needs analysis to determine the learners' future goals and needs.

2.3.2 ESP Course

Hutchinson and Waters (1987: 8) pointed out that ESP focuses on the learner. That is, different learners have different needs and interests which have an important influence on their motivation to learn, and therefore on the effectiveness of their learning.

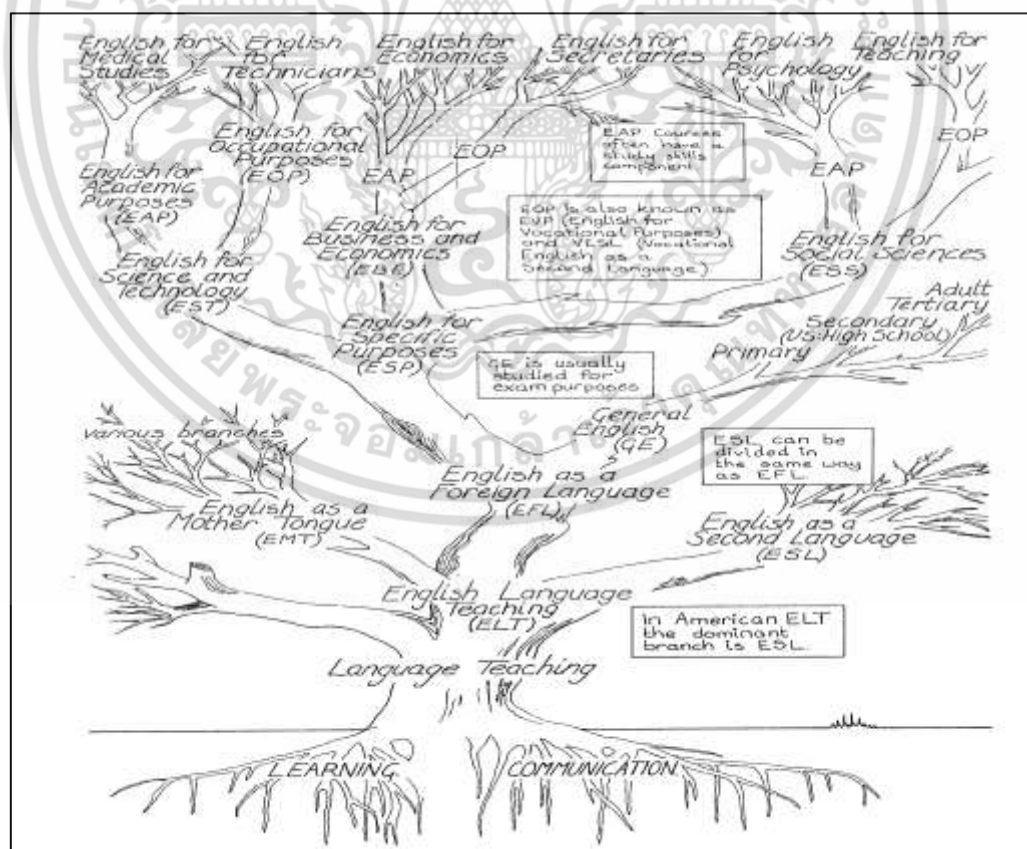


Figure 2.1 The Tree of ELT (Hutchinson & Waters, 1987)

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The tree of ESP presents the relationship between ELT and ESP (see figure 2.1). ESP is shown at the topmost branches. It shows the level at which individual ESP courses occur. The branches below this level indicate that these may conveniently be divided into two main types of ESP, differentiated according to whether the learner requires English for academic study (ESP: English for Specific Purposes) or for work/training (EOP/EVP/VESL: English for Occupational Purposes/ English for Vocational Purposes/ Vocational English as a Second Language). The next level down it is possible to distinguish ESP courses by the general nature of the learners' specialism. Three large categories are usually identified here: EST (English for Science and Technology), EBE (English Business and Economic) and ESS (English for the Social Sciences).

ESP allows the teacher to have a more narrow focus on the language taught during the course, as opposed to general English classes where the ultimate goal tends to focus on speaking English in a variety of contexts. However, in order to develop an ESP program, an appropriately designed needs analysis is viewed as crucial to ensure that the needs of the learners are met. As John and Dudley – Evans, 1991 (cited in Ting, 2010) stress that ESP implies meticulous research undertaken to produce pedagogically suitable material and exercises for mostly adult learners defined in a specific context. Extensive efforts have been made in different aspects for example, analyzing linguistic features of English used by business men and hospital staff, assessing the needs of learners working in the textile and clothing fields, and hotel service. In the tourism industry, the most prevalent training are for students of tourism (Coskun, 2009; Afazali & Fakharzadeh, 2009; Stapa & Mohd Jais, 2005). In contrast, homestay business owner working in tourism industry relies on language and communicative skills to tend to all sorts of inquiries and requests of traveler, and yet very little literature can be found on English courses tailored for HBO. Thus this study will address how to design an English communication course for HBO, from examining the environment, analyzing English for communication needs, as well as planning the assessment of the learners and evaluation of the course.

According to Hutchinson and Waters (1987: 17), EOP is the sub-branch of EST and EBE which are the sub-branches of ESP (see figure 2). English for ecotourism industry, therefore, can be considered as a sub-branch of EOP.

2.4 Language Functions

2.4.1 Language Functions

Language functions refer to the purposes in which people use language to

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communicate. A numerous of what people say is for a specific purpose. Whether people are apologizing, expressing a wish or asking permission, people use language in order to fulfill that purposes. Each purpose can be known a language function. Language functions focuses on what people want to do or what they want to accomplish through speech. Do they want to introduce people to each other? Do they want to invite someone to their home? Do they want to direct someone to do or not to do something? Do they want to talk about a picture, a book, a film, or something in the room they are in? The above are simple examples of the functions of language which all human beings wish to express at one time or other; in other words, to let others know their purpose or aim in speaking in the first place. Moreover, Finocchiaro and Brumfit (1983) articulate any act of speech is functionally organized for particular situation in relation to a particular topic. The language that we actually produce changes when these elements change, because we have learned to adjust our language use to be appropriate for the conditions in which we use it.

Additionally, Hutchinson and Water (1987) mention that function is concerned with social behavior and represent the intention of the speaker or writer, for example, advising, warning, threatening, describing, etc. They can be approximately equated with the communicative acts that and carry out through language.

Moreover, from 1970 onwards, Halliday, 1985 (cited in Sui and Wang, 2005) worked on the functional aspect of grammar. He mentioned the language as a form of “doing” rather than a form of “knowing”. He believes that language is what it is because it has served certain function. In other words, social demands on language have helped to shape its structure. This theory distinguishes linguistic behavior potential from actual linguistic behavior. That means the speaker can do many things in certain language: making an invitation, expressing hope, inquiry, agreement, refuse and etc. Therefore EFL teaching is to develop the abilities to communicate with others, that is, listening, speaking, reading, writing and translating.

Halliday (cited in Finocchiaro and Brumfit: 1985) mentioned three levels of analysis and the relationship between them. Each level is characterized as containing a set of options-a set of choices that the individual can make. At the level of behavior, in any given context, the individual has various choices of action. The individual can choose to say or write something. If he elects to do this, he is faced with a further set of choices on the level of semantics. This set of the choices is what the individual ‘can mean’. Then, once he has selected what to mean, there are more choices he has to make at the grammatical level.

In this study, language function is a function that homestay business owners use to communicate with others especially with tourists. The writer needs to collect เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

data about language function that homestay business owners often use in ecotourism industry for developing of an appropriate English syllabus for homestay business owners in Nan Province, Thailand.

2.4.2 English for Communication

Kluver, 2000 (cited in Bobanovic and Grzinic (2011) stressed that in today's world of near-instant communication and global travel, communication between individuals from different cultures is a daily occurrence. The ability to communicate and do business with one another is essential, a necessity in the everyday lives of many people. Many businesses need to communicate effectively with individuals from other cultures in order for the business to grow and prosper. As a result, being able to communicate across language barriers is extremely important for many people worldwide. Additionally, Bobanovic and Grzinic (2011) stressed that in today's postindustrial society services have the greatest importance in meeting human needs. It is necessary to find common language between supply and demand sides. Since English has become an international language, it has become increasingly necessary for employees working in the tourism to develop the language skills to be able to fulfill the requirements of tourists.

The dictionary and other sources list several different meanings for communication (cited in Donalson L. and Scannell, E. (1986: 86-87):

“The art of fact of imparting or transmitting fact or information communicated a letter, note, or other instance of written information interchange of thoughts or opinions: a process by which meanings are exchanged between individuals through a common system of symbols (as language, signs, or gestures) an art that deals with expressing and exchanging ideas effectively in speech or writing. Communication is the mutual exchange of information and understanding by any effective means. In other words, it includes body language or kinesis.”

Wood (2008) defined the term ‘communication’ as: “A systemic process which people interpret meanings. The communication process is complex. It requires sensitivity, coordination, cooperation, and the desire to establish common ground with other. But communication competence enhances every aspect of our life - from our family relationships to our friendships to our careers”.

Communication is important for more that solving problems or making disclosures. Thomas, 1999 (cited in Wood, 2008) remarked that in professional life, the costs of poor communication are great. Executives in large companies report that 14% if each work week is wasted because of poor communication. In the workplace, poor communication means that errors and misunderstandings occur; messages must be repeated productivity suffers, and – sometimes - people lose jobs.

No matter what your career goals are, developing strong communication skills will

enhance your professional success. In addition, Lane, 2000 (cited in Bowen et.al: 2009) mentions that communication is not just transferring information, but also “how people use message to generate meaning within and across various contexts, cultures, channels, and media”.

The English language is a bridge for people to communicate, cooperate and develop their global village. In addition, Trenholm and Jensen (2007) stress that one of the reasons that communicating well is not easy is that it is so hard to see. For most of people, most of time, communication is an invisible process. Although people have communicated all their life, they have probably done so automatically.

Moreover, Bobanovic and Grzinic (2011), discuss that communication skills are an important element of hospitality industry. Understanding performance expectations are keys to the achievement of tourist satisfaction. Good oral and written communication skills are the top skills important to hospitality practitioners at different position levels. Good English communication during their study added value to student’s education. In the tourism industry, the supply and demand side must communicate perfectly in order to ensure quality and needed performance standards.

Furthermore, although the learners were claimed to be intermediate, a proficiency test before entry is still needed as part of the needs analysis process to make an accurate measurement of the learners’ English proficiency so that some refining work could be done on the material. Finally, the aim of an ESP program is not just presenting the learners with authentic materials prevalent in certain domain, but to teach the target learners the effective language use of a discourse community in which they are or will be involved for further professional or occupational purposes, and more importantly to raise their awareness of the updated communication conventions shared by the target discourse community. In the case of this course design, some research is worth doing on the analysis of the text features of e-mail writing and other communicating conventions of the target airport discourse community to benefit the on going course development.

2.4.3 Syllabus Design

2.4.3.1 Functional-Notional Approach

As Mohseni (2008), claims that the chief emphasis of this syllabus is upon the communicative purpose and conceptual meaning of language i.e. notions and functions. In other words, the content of the language teaching is a number of the functions that are performed on using the language, or of the notions that language is utilized to express. Functions can be exemplified by instances such as inviting, requesting, agreeing, apologizing; and notions embrace age, color, size, comparison, time, etc. An important point regarding the notional-functional syllabus is that the

needs of the students have to be explored and analyzed by different types of interactions and communication a learner may be involved in. Accordingly, needs analysis is central to the design of notional-functional syllabi. Need analysis should be taken into account so as to establish the necessary objectives. Apart from needs analysis that has an implicit focus on the learner, this type of syllabus proposes a new list consisting of notions and functions that become the main focus in a syllabus

As Karter (2012) states that the Notional-Functional Approach is an approach to communication in the classroom. It is an approach in which educators recognize that any student's attempt to communicate comes from a need to express three different meanings. The functional meaning is the social purpose of what they said. The functional meaning is the meaning at the most basic level. This might be as simple as someone asking you to hand them a piece of paper, or it might be an abstract statement such as "I am hungry". Look at the functional first, so you have a baseline concept of what the student or staff member is saying.

Additionally, Power (2012) remarks that the term "notional syllabus" embrace any strategy of language teaching that derives the content of learning from an initial analysis of the learner's need to express three different kinds of meaning:

- a) Functional (i.e. the social purpose of the utterance)
- b) Modal (the degree of likelihood)
- c) Conceptual-the meaning relations expressed by forms within the sentence (categories of communicative function)

According to Finocchiaro and Brumfit (1983) stress that the vast merit of the function notional approach to learning is that it emphasizes the fact that the students and their communicative purposes are at the very core of the teaching program. The learner's actual and foreseeable academic, social, and vocational needs will underlie all aspects of the program's linguistic and cultural content. While due attention is given to certain aspects of selection and grading of linguistic – cultural content, the primary consideration is those functions that persons of a particular age level, in a particular situation, would wish or need to express.

A functional –notional approach to language places major emphasis on the communicative purpose(s) of a speech act. According to Halliday's functional approach, it views language as a form of "doing" rather than "knowing". Therefore the teacher's task is to develop the competence to use language, not to let the students know the language knowledge. The functional approach is a model of performance. It is concerned with meaning, function, and language in use. It is an important tool for interpreting texts. According to Halliday, 1985 (cited in Sui and Wang, 2005), the functional approach has the following three characteristic features (see figure 2.3).

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a) It is based on systemic theory: systemic theory is a theory of meaning as choice. It means starting with the most general features and proceeding step by step so as to become even more specific.

b) It is functional in three distinct: First, it is concerned with the way language is organized to fulfill communicative functions. Second, it aims to account for three basic kinds of meaning, the ideational, the interpersonal and the textual. Third, each element in a language is explained by reference to its function in the total linguistic system.

c) It is discourse approach. It aims to provide to level of discourse analysis: the first is the understanding of the text. The second is the evaluation of the text.

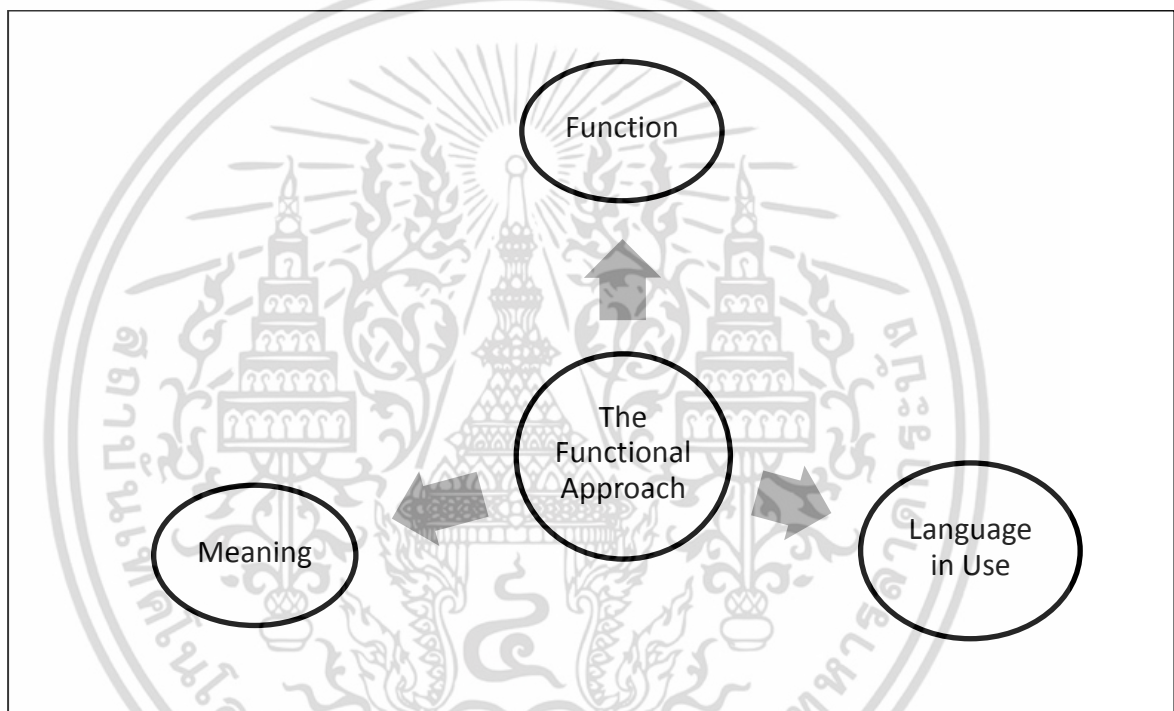


Figure 2.2 The Functional Approach: Adapted from Halliday Theory (1964).

Additionally, Holliday's theory is concerned over in EFL teaching are as follows:

a) Use, not just study. Modern methods give priority to classroom activities that encourage students to use the language rather than merely study it.

b) Exchange of information. Communicative activity also necessitates a focus not just on the forms of language, but on the information that is accessed through it.

c) Skill integration. Language learning, listening, speaking, reading, writing and translating are seen as mutually supportive.

d) Grammar is only a tool to use language well, no need spending much time on actual explanation. Of course, people communicate with one another not only in language, but also with their body and mind.

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Last but not least, the functional approach (See figure 2.2), as a linguistic theory to account for the complexity of language through one perspective, has a contribution to make to the teaching of language, but it has its own limitations.

2.4.3.2 Informal Education

The definition of informal education (Coombs, Prosser and Ahmed, 1974) as UNESCO 2002, (cited in Yuwadee Wongthon and Supavadee Sriwanthana (2007) mentioned the lifelong learning for all. It also emphasizes the equality of people in access to higher education with the merit of the Universal Declaration on Human Rights which was accepted by all participating nations including Thailand. Focusing on UNESCO, ‘no discrimination can be accepted in granting access to higher education on the grounds of race, gender, language, religion or economic, cultural or social distinctions, or physical disabilities’; to educate, to train, to undertake research and to provide services to the community’.

According to the Faure Report, UNESCO, 1972 (cited in Yuwadee Wongthon and Supavadee Sriwanthana, 2007) culminated in ‘learning to be’, lifelong learning was said to be the master concept that forms educational systems with the emerging of three types of learning systems: formal education, non-formal and informal education.

There are also differences between formal educations; non-formal education and informal education involve matters of administration methods, curricula, duration assessment, and evaluation. They inferred that formal education refers to schools, educational and training institutions; non-formal education to individual groups of learners and organizations; and informal education to learners learning by themselves from family, friends, society, work colleagues, environment, media or sources of knowledge. There may be some overlap between non-formal and informal education as according to Fordham, 1993 (cited in Wongthon and Sriwanthana, 2007) people often shape educational events as part of their everyday experience (Wongthon & Sriwanthana, 2007).

Furthermore, informal education suits adult learners. It enables learners to learn by themselves in accordance with their interests, potentialities, readiness and opportunities available from persons, society, environment, media, or other sources of knowledge. Adult learners have different learning styles. As McKay and Tom, 1999 (cited in Wongthon and Sriwanthana, 2007) claim that some adult learners feel comfortable when learning by watching and listening, while others learn by taking down notes and analyzing rules. Their preferences for learning may occur through a different sense of modalities such as tasting, smelling, hearing, touching and seeing.

Adult learners are required to neither attend classes nor take any assessment.

They have motivation within themselves and realize that what they are learning

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comes from their interest and their realization of the value of the things being learned. Therefore their motivation can be enhanced by providing interesting activities, and making clear the value of what is being taught. The lessons should be relevant to their goals. As USAID (2008) mentioned that adult education and lifelong learning concepts actually target all age groups but fail in the category of continuous life training. It is meant to enhance the competencies of those already working in industry or planning to shift from the industry to another. Continuous learning has the advantage of being used to support rapidly changing circumstances, since it adapts more to new “soft” skills requirements of today’s industries. It also adapts more quickly to new technical skills requirements.

Additionally, informal education will play a great role in this study. The teaching and learning process should be aimed at allowing learners to develop at their own pace and to the best of their abilities. Adult learners have capacity and talent, and the reason they have only primary or secondary is not that they do not have the “brains” but rather because they did not have the opportunity (Wongthong & Sriwanthana, 2007). If appropriate means can be found to help this vast number of people find ways to improve their productivity and utilize all the talent that they have, then their contribution to the future development of the province will far outweigh the investment cost require. For this reason, HBO should have access to the knowledge and skills need in pursuing their career, particularly the knowledge and skills in using a foreign language to communicate with their customers. Non-formal and/or information education approaches are appropriate for them.

2.5 Related Research

2.5.1 Related Research Conducted in Thailand

Opasruttanakorn et al. (2006) investigated the numbers of people who want to attend an English training program, the type of language skills and functions necessary for the Kiriwong people in their real situations. The results revealed that most of Kiriwong people (86.8 %) want to learn general English related to their village contexts. The listening and speaking skills are most needed (86.8 %) while the most needed functions are greeting (86.1 %). Regarding reading and writing skills (74.2 %), the people preferred to read and write the social do’s and don’ts in the community (69.5 %). The results from the Chi-square test showed that 18 – to 40 – year olds (93.8 %) and people who have experience in using English (92.4 %) are more enthusiastic to learn English than other groups. In conclusion, most of the Kiriwong people wanted to learn general English particularly in listening and speaking skills in order to express international courtesy.

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Wongthon and Sriwanthana (2007) investigated the educational needs of tuk-tuk drivers using English to communicate with tourists in Phranakorn Si Ayuttaya, the old capital of Thailand. The results show that the tuk-tuk drivers did not have very high levels of English listening skills. They were not able to understand the tourists' English. Equally important, they could not even summarize the gist of what they heard. This affected the number of foreign tourists they served per day. Similarly, the speaking skills, of the tuk-tuk drivers were very poor, foreign tourists could not understand them when they tried to utter English words; they could not make words into sentences to communicate with the foreigners. Misunderstandings occurred frequently between them and the foreigners. Furthermore, they could not make polite requests. These results also show that the tuk-tuk drivers did not have competence in English speaking and listening skills. They also did not have competence in English reading skills, they could not read words involving their career. Furthermore, they were not able to read any documents such as passages, brochures, or letters that the tourists showed them. This is a problem if foreign tourists show them the name of their destination, the names of the roads, hotels, guest houses, restaurants or other interesting places, they are unable to read them and help the foreign tourists get to where they need to get. Writing was also a great problem for the tuk-tuk drivers. The results show they could not write English in words or sentences. Overall, they were unable to communicate well in English.

Visankarun (2004) did a survey research entitled "Needs Survey on the English Language of the Department of Agricultural Business Administration, Faculty of Agricultural Technology, King Mongkut's Institute of Technology Ladkrabang", in terms of English skills, functions and topic areas of each skills for the purpose of students' study. The result of the study indicated that the first group of respondents, students, specified that speaking was the highest needed skill followed by listening, writing, and reading respectively. Nevertheless, when considering language functions and topic areas of speaking skills: daily conversation was needed most. However, the second group of respondents, English teachers, specified that reading and writing respectively were the most important. Moreover, when considering language functions and topic areas of reading: academic summary or abstracts were needed the most.

Wanthanasin (2004) studied the English needs of the marketing staff in the companies at Ladkrabang industrial estate. When English skills were considered: reading was the highest needed skill followed by writing, listening, translation, and speaking. Reading orders and invoices were needed at the highest degree of need.

Lerdrattanasirikul (2009) studied the English needs of the employees and the opinions of the department heads at Hexa Color (Thailand) Ltd. The study was เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

focused on the needs of English skills, language functions and topic areas of each skill that the employees need for their work including the needs for English training course for their employees. The results of this study can be summarized as followed:

a) The English skill most needed by the official staff was speaking followed by listening, reading and writing. The language functions and topic areas that the official staff need for their work at the highest level of each skill were communication in general topics. The need to listen to the instructions or explanations from the Japanese executives in the company; listen to general information; read letters or emails from customers.

b) The factory staff needed reading skills at the highest level followed by writing, speaking and listening. The language functions and topic areas that the factory staff needed for their work at the highest level of each skill were reading production documents, filling out forms, asking questions and giving replies.

c) The results from the study indicated that the employees and their heads agreed to set up an English training course at the company. This course would be general English and English for careers.

Khamkaew (2009) explored needs and problems in English listening and speaking skills of the Metropolitan Police Officers (MPOs) working at counter at Chana Songkram Police station. The findings revealed that: The MPOs needed to improve their English listening and speaking skills in main functions as follows: 1) greeting and offering help 2) asking personal details and problems and wants 3) giving information about accommodation, tourist information, transportation, and emergency calls 4) giving directions 5) giving advice and instruction in safety, travel, and shopping.

Thompson, (2011) studied an evaluation of a university level English for tourism program at Northern Thai University. The results revealed that the learners responded positively to in class listening and speaking tasks that they felt were manageable and relevant to their future ambitions. However, there were negative responses towards textbook and outside readings; the learners viewed these as non – essential towards their goals. In addition, the stakeholders viewed the program as a vital part of the curriculum, but felt that the learners' backgrounds were hindering the overall program development.

An addition, a study by Brunton (2009) focused on students' attitudes toward general English curriculum and hotel curriculum in Chiang Mai, Thailand. Before the course, a needs analysis questionnaire was administered to the learners to determine the participants' attitudes towards the course and the two sections: ESP and general English. In addition, it focused on the perceived wants of the learners. The needs analysis included 13 statements using a Likert scale: the results were compared to

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questionnaire given at the end of the course. The initial needs assessment determined that the majority of learners desire a general English curriculum, but realized the benefits from the Hotel English Curriculum.

Moreover, Kaewpet (2009) studied the communication needs of a group of Thai civil engineering students. Communication events that should be incorporated into ESP courses are real life situation. In addition, the finding of this study have highlighted the increasing demand for English in engineering in Thailand, and the diversity of English required in various locations. It has been suggested that engineering programs should consist of more than one or two ESP courses. More research should be conducted to identify the communication needs in the engineering field and to address those needs within ESP courses as much as possible. In the Thai EFL environment, English classes are likely to be the only opportunity for the majority of students to become acquainted with professional English.

2.5.2 Related Research Conducted in foreign countries

Al-Khatib (2005) examined the communicative needs of tourism and banking personnel by shedding lights on their perceptions of needs, wants, lacks and attitudes toward English in order to include what is needed and excluded, and what is deemed less important to them. It has been observed that the type of work plays a significant role in evaluating and using English. The most common reasons for communicating as a travel agency worker were found to be offering destination guides, writing and sending e-mail and faxes, making on – line ticketing, browsing the internet, making on line hotel booking, etc. The travel agencies were found to be heavier users of English than their banking counterparts. The results of the study indicated that the most important skill for tourism personnel is writing.

Additionally, Choi (2005) explained the results of needs analysis of freshman students who study tourism English. A number of ESP researcher have agreed that as language in different context varies, methods and contents of second language teaching should vary to meet the needs of learners in specific (Gatehouse, 2001; Hutchinson & Waters, 1987 (cited in Choi, 2005)). The main purpose of the study is to find out what tourism major students of a two-year college want to learn in their tourism conversation classes and what ways can help them to achieve better results in acquiring their degree. It suggests what content areas should be included, what should be taught in the tourist English course and how it should be taught. This paper discusses such details as: what the student wants to do after graduation; What should be taught during the next two years in accordance with their aims of getting a job; how much they are motivated to learn English; what they think their levels of English proficiency are; what English skills think they need to improve; and whether what the teacher plans to teach matches what they want to learn.

As Trirumalai, (2004) studied the implementation of the course English for Communication In Business. First of all, most of the business functions and activities included in the aims of the course seem well substantiated in light of the responses to the questionnaire. Yet there is some fine tuning to be done. For example, the replied indicated that it is more common for the present business executives to react orally to complaints than to write them. Similarly, hosting visitors is more important than being a guest abroad. The most important revelation produced by the study was, however, the range of different business writings on one hand and the drafting of various types of contracts on the other. Although intercultural competence was not highlighted in the importance rating responses, the open-ended answers suggested quite the opposite and gave workable ideas concerning the most needed skills, such as deciphering the meanings of particularly Asian speakers at both conceptual and linguistic levels. Moreover, a better understanding of a variety of native and non-native English accents may provide access to success in the present-day global market.

Additionally, Syah (2008) reported the recommendation for improving tourism in Malaysia. Based on the problem faced by both tourists and the industry players, it was recommended that some rectification measures need to be taken now. This was to ensure that both parties involved in the tourism industry will be facing very minimal problems since this industry does offer a lot of benefits for a country especially like Malaysia. The popular problem faced by tourists that come to Malaysia was respecting the language and communication. The difficulties arose especially when a tourist was a backpackers and when they are traveling to suburban area. Although English language is being taught in all secondary and primary school, however, the usage of English language is still poor among the Malaysian. Not only the locals who live in suburban do not speak and understand English but some taxi drivers also had difficulties to speak and understand English.

Moreover, Bowen, (2009) studied the communication within the tourism industry in Hong Kong. Results showed that the price range of the hotels influenced the level of English spoken and also found the staff's position had an effect on English level. Once all interactions were evaluated for level of English and level of Formality, statistical analysis was used to identify trends in the interactions. Significant relationships were discovered between the English level and the price range of hotels and between English level and the position of the tourism staff. Employees at more expensive hotels were more likely to have a higher level of English. Concierges, museum tour guides and front desk workers were found to speak with higher levels of English, while restaurant staff and direction assistants were found to speak with the lower levels of English.

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Additionally, Jing, (2010) investigated the communicative English activities for teaching English to college students planning to work in the tourism business in the Greater Mekong Sub-region area (GMS). The researcher found that the samples of this study were limited and college instructors and teacher had different knowledge background. The teachers of educational English group had no background of tourism knowledge. The English teachers that assigned to make presentation and encouraged students to ask and answer questions were most important activities for college tourism students to improve English speaking ability. But the instructors of tourism English group with tourism knowledge background and English background focused on both English speaking skill and tourism knowledge.

As Guota, (2011) studied the tourism as communication: the role of language in tourism. The researcher concluded that language is a vital indicator of the level of any civilization. The level of the proficiency in language highlights the culture of the people. Skills in the local, regional, national and an international language is the Brahmastra that will provide the cutting edge to successful tourism. People associated with the tourism industry must understand the vital role of language. Language is one of the most important tools in their work-kit. The attitude of the industry towards the language-ability of their policy-makers, executives and field-level workers should not be indifferent. Training in language must be stringent. Special hubs must be created for teaching language skills.

Additionally, Bobanovic, and Grzinic, (2011) studied the importance of English language skills in the tourism sector: a comparative study of students/employees perceptions in Croatia. The research has shown some predictable similarities among the two groups, such as the Internet being the most used media in communicating in English language. It is not a surprising fact, since the Internet has become such a huge source of easily accessible information. Students use it for finding demanding data that is sometimes not available in Croatian language or in libraries. Tourist agency employees use it for a quick, cheap and easy communication with business partners all over the world, as well as a handy source of information.

The obstacles in using English language are not very different among the two sample groups since most of the interviewed people see the idiomatic phrases and slang as the biggest problem in their communication. Public media such as TV, broadcasting, and widely spread mass culture has had a significant influence on both sample groups. The main differences noticed in this research are the motives for using English language. The tourist agency employees mostly use English language for fun and entertainment. It seems that a great deal of students' knowledge of the English language is due to fun and entertainment, which is a valuable support to the formal education. However, there is a potential danger that could undermine the

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academic knowledge which is crucial for the future young entrepreneurs, bankers, accounts, i.e. business generation of the present and future global economy.

Another conclusion can be derived from the valuation of the knowledge of the English language which shows that the student population value their own knowledge better than tourist agents and are more critical towards the knowledge of English language of public figures in Croatia. These facts have several explanations: students either have a high level of knowledge of English language and a high level of self-confidence, or they lack experience in the business world. People working in tourism are more often faced with the complex terminology of financing. On the other hand, students showed more criticism towards the knowledge of English among public figures, which raises the possible question of criteria, which is a good theme for some other research.

As Kaur, and Clarke, (2009) explored the possible differences between the expected English language skill and the actual performance of the HR staff at the workplace. The findings showed that communicative events such as chairing and speaking in meetings, writing reports, and editing written materials were deemed very important by the respondents. The findings revealed that the HR staff from both companies perceived that they did not perform well in speaking, reading and writing skills. The implications of this study indicate that the HR personnel need to improve their English language skills and abilities if they wish to function more effectively in their daily tasks at their workplaces. Additionally, private and government institutions offering education courses in HR should form collaborations with HR departments to note the English language skills and repertoires that are essential for HR staff.

However, English for Specific Purposes (ESP) course has become an important issue for Foreign Language Education in recent years since the world has become more globalised resulting in requirement of teaching the jargon and terminology of the profession. According to Oliva, 2004 (cited in Ulucay, and Demirel, 2011) stated that up to 20th century, curriculum was defined as the list of subjects in a course and various comments have been made on the definition, Cater V. Good, for instance, defines curriculum as a list of systematic courses or subjects to be accomplished so as to obtain a certificate of a diploma as the product of the process on the contrary Caswell and Campbell define curriculum as being composed of all of the experiences children have under the guidance of the teacher. Though they have suggested different definitions for curriculum, all of the methodologists and researchers agree on the necessity of conducting “a need analysis survey” before designing the curriculum since all the components of a course program should be

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determined by analyzing and assessing the needs of the industry, the academicians and the students.

According to Ulucay, and Demirel, (2011) they concluded that the most important finding of the research was, that all parties agreed that “University a Vocational School” needed a new curriculum for the Logistics department. The most notable finding was that perceptions of the students on the objectives and the content of the syllabus were in line with the professionals who show that students are well-aware of the needs and expectations of their field of work. This study may constitute a good example for Vocational Schools in Turkey and in other EFL settings. Further studies might be done as follow-up steps, considering material development, adaptation of problem-based learning and its effectiveness in ESP classes. In addition, since needs analysis is an on-going process, future studies should be conducted during or after the implementation of a new curriculum at “University A Vocational School” to better assess the students’ possible changing needs and their satisfaction or dissatisfaction with the changes made.

In addition, Ting, (2010) studied an ESP course design for airport information desk staff. The researcher summed up, ESP course design is an integrated, systematic and flexible process, in which consistent review ought to be made on individual sub-processes in terms of the core elements of language use, language learning and learners specific needs in a target context. It is not a one – off production but an on-going process of planning, implementation, negotiations, reflection and refinement. In this final section, it is necessary to discuss the limitations and future research directions of this course. First of all, the material needs to be piloted before the course starts on a group of subjects similar to the target learners in terms of age, proficiency and profession so as to check whether the syllabus and material are pitched on the suitable level and to allow time for some necessary shifts and supplements. Certainly, the pilot materials and questionnaires should be prepared in advance.

As Coskun, (2009) investigated the needs of the second-grade tourism students at a vocational school in Turkey. This study was found that the average level of English in the classroom is A2 according to Common European Framework standards and listening – speaking skills are perceived as the most needed skills at work. It was also revealed that most likely setting to use English. In link with their future career, the sub-theme of “food” was chosen as the cultural content of the course. Finally, doing pair-work in the classroom was marked as useful by most students. Considering these findings, a fifteen-week one-term course, each unit of which was developed around different sub-themes of culture was developed and one of the

lessons developed around the sub-theme of food was presented with the related lesson plan and materials at the end of the study.

To address learners' specific needs, it might also be necessary to design a new set of instructional materials. The learners should be personally exposed to professional English that is specifically useful for their context. Other considerations are also significant for addressing communications needs in ESP courses. Firstly, learning needs and communication needs should be undertaken simultaneously. Focusing on communication needs alone might not provide sufficient understanding of learner needs. For example, some target levels required in communication might not be suitable in real teaching and learning contexts. Teaching and learning are also influenced by learning needs such as learners' background knowledge of the specialized contents, knowledge of the English language, preferred teaching and learning styles. Secondly, communication needs and learning needs should be incorporated in ESP course through the process of curriculum development. A curriculum should be designed based on identified needs. It should then be implemented and evaluated to determine whether or not it has met the learner's needs in real teaching and learning. Allwright, 1988 and Holliday, 1994 (cited in Chamnong Kaewpet, 2009) recommend studying what actually happens in real classrooms, as knowledge about real classrooms is not only insufficient, but also lacking.

In short, the field of ESP includes a number of needs analyses conducted on language programs in many different areas. Needs analysis has been conducted in ESL setting and EFL setting representing academic and professional ESP programs. However, no study to date has looked specifically at the needs of English communication for HBOs in ecotourism industry. Thus the ESP course for the HBOs in Nan will survey many organizations to find out the English language skills and English language functions needed for their work. In this study, the researcher will provide the suggestions for syllabus design for HBOs and other people who are involved in ecotourism industry.

CHAPTER 3

METHODOLOGY

The purpose of the study was to investigate the English needs of the homestay business owners. This chapter described the methodology and procedures of the study. It presented population, research instrument, data collection, and data analysis.

3.1 Population

The population of this study was 68 homestay business owners at 4 districts who registered commercially under Subdistrict Administrative Organization at each district in August 2012: Muang district, Phupiang district, Thawangpha district, and Pau district in Nan province. The subject of this study was the whole population: 68 HBOs from 4 villages in 4 districts in Nan province as described in table 3.1.

Table 3.1 The Total Number of Homestay Business Owners in Nan

No.	Villages	Sub-District	District	Total
1	Pha Singha	Pha Singha	Muang	10
2	Hard Phaknon	Muang Jang	Phupiang	14
3	Don Moon	Sri Phoomi	Thawangpha	27
4	Don Moon	Silapect	Pua	17
Grand Total				68

3.2 Research Instrument

In This study, the researcher surveyed and collected data by using 68 questionnaires: personal information, questions about English needs for HBOs, and questions for suggestions. A Needs Analysis was based on this (Hutchinson & Waters, 1987). A survey of English skills and language functions based on Halliday's Theory was used. The questionnaire, as well as the preliminary interviewed with the head of homestay business owners in Nan, was constructed and developed based on the variety of language functions and language skills for ecotourism-homestay business owners. The questionnaire was given to homestay business owners at 4 districts in Nan. The questionnaire was comprised of 41 closed questions (check-list and rating scales).

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The questionnaires were divided into three parts as follow:

Part 1: Personal Information

Part 2: Questions about English needs for HBOs

Part 3: Questions for suggestions on the purpose guideline for the course of English communication for homestay business owners in Nan province.

Part 1: Personal Information

This part surveyed personal information of the subject. It concluded 8 items: gender, age, village, education level, work status, duration of running homestay business, and level of English ability.

Part 2: Questions about English needs for HBOs.

The question on the English needs of homestay business owners consisted of 25 items of language functions in English communication. The subjects were asked to identify their needs in both skills and functions according to the five-points Likert Scale as shown in table 3.2

Table 3.2 The Five-points Likert Scale (1932)

Scale	Needs
5	the greatest needs
4	great needs
3	moderate needs
2	slightly needs
1	the least needs

Table 3.2 showed that there were 5 ranks of needs indicated by the Five Points Likert Scale (1932), as follow:

4.50 – 5.00 = The greatest needs

3.50 – 4.49 = Great needs

2.50 – 3.49 = Moderate needs

1.50 – 2.49 = Slightly needs

1.00 – 1.49 = The least needs

Part 3: Questions for suggestions on the purpose guideline for the course of English communication for homestay business owners in Nan province.

In this part, the subjects were asked to propose suggestions on the purpose guideline for the course of English communication for homestay business owners in Nan province. There were 8 items of suggestion for course design: 3 items which the subject could choose more than one choices, and 5 items which the subjects could choose only one choice.

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3.3 Construction of the Questionnaire

Since, the questionnaire was used as the research instrument to gather data about the English language needs of homestay business owners in Nan province, the questionnaire was conducted as follows:

Firstly, a variety of related researches and literature were reviewed to construct the questionnaire in order to collect the relevant information and provide guidelines for drafting the questionnaires.

Secondly, the draft questionnaire was designed and it was examined by the specialists in related field before conducting the pilot study. Based on the Item-Objective Congruence (IOC) Index, each item was rated on the three-point scale: Congruent=1, Questionable=0 and Incongruent=-1. The scores rated by the experts were calculated; items with index lower than 0.5 were revised (Tirakanon, 2003). The value of IOC for each test item was presented in Appendix B on page 55. The validity was between 0.67-1.00. The reliability results indicated 0.97 of the IOC index, meaning that all item were acceptably congruent with the objectives of the questionnaire. After the consultation with the experts, some items were adjusted as follows:

Item 8: The question was not appropriated and not cleared, so it was changed.

8. How do you rate your overall English skills?

It was changed to: 8. Where is the most relevant English skill to your need?

Item 25: Wording was not appropriated so it was changed.

25. Farewell party

It was changed to 25. Saying Goodbye

The, the questionnaire was tried out in a pilot study for its reliability in July 2013, with 15 homestay business owners who were not included in the sample of the study. The final version of the questionnaire was revised and reorganized, and was sent out to the subjects by the researcher.

3.4 Data Collection

Sixty-eight copies of questionnaire were sent out to sixty-eight HBOs at 4 Districts in Nan province in August–September, 2013. However, three copies of questionnaire were not completed. Therefore, 65 copies of questionnaire were analyzed for this study.

3.5 Data Analysis

The sequence applied to analyze the data was as follows:

The results of the questionnaire were interpreted, categorized and tabulated on computer sheets and calculated for statistical values as follows:

(a) The data concerning the personal information and the English level of competency were presented in *Percentage*. The formula of the percentage (cited in Boonchom Srisa-ard, 2002) is as follows:

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

P = Percent value

F = frequency

N = the number of the population

(b) The criteria of Likert's scale was used to score the levels of the English needs and English functions of HBOs. It is a scale used in questionnaires to specify the level of agreement.

Scale	Need	Mean Range
5	Most Important	4.50 – 5.00
4	Important	3.50 – 4.49
3	Moderate	2.50 – 3.49
2	Slightly Important	1.50 – 2.49
1	Least Important	1.00 – 1.49

(a) Population Mean (μ) was used to interpret the average level of English functions and English Skills of English communication for homestay business owners in Nan province. The results and findings were presented with full explanations. The formula was as follows:

$$\mu = \frac{\sum x}{N} \quad (3.2)$$

$\sum x$ = summation of points

N = the number of the population

(b) Standard Deviation (σ) will use to measure the degree of difference among a set of values from the mean. The result and findings were presented in tables and figures together with full explanations. The formula as follows:

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$$\sigma = \frac{\sqrt{\sum(x-\bar{x})^2}}{N} \quad (3.3)$$

- σ = standard deviation value
 X = number of each points
 \bar{X} = mean value
 N = the number of the population
 Σ = the summation of the point



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CHAPTER 4

RESULTS

The purpose of this study was to investigate the needs of language skills, language functions for ecotourism and to propose guidelines for designing the course of English Communication for Ecotourism of homestay business owners in Nan province. This chapter presents the results of the data analysis to answer three research questions. It was organized as follows:

- 4.1 Personal Information of HBOs
- 4.2 Results of Research Questions
- 4.3 Results of the subjects' Suggestions

4.1 Personal Information of HBOs

The results of homestay business owners at 4 districts who registered commercial under Sub-district Administrative Organization at each districts in Nan province were shown in table 4.1

Table 4.1 Personal Information of HBOs

Personal Information (N=65)		No. of persons	Percentage (%)
Gender	Male	31	47.7
	Female	34	52.3
Age	20-30	9	13.8
	31-40	12	18.5
	41-50	24	36.9
	51-60	20	30.8
Village	Phasingha, Phasingha Sub-District, Muang District	10	15.4
	Hardphakhon, Muang Jang Sub-District, Phupiang District	14	21.5
	Donmoon, Sripoomi Sub-District, Thawangpha District	26	40.0
	Donmoon, Silapech Sub-District, Pua District	15	23.1

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Table 4.1 (CONTINUED)

Personal Information (N=65)		No. of persons	Percentage (%)	
Education level	Elementary	15	23.1	
	Lower Secondary	18	27.7	
	Upper Secondary	11	16.9	
	Lower than Diploma	1	1.5	
	Diploma in Education or Equivalent	5	7.7	
	Bachelor's Degree	10	15.4	
	Master's Degree	4	6.2	
	Ph.D.	1	1.5	
Work Status	Employer	10	15.4	
	Government Employee	16	24.6	
	Private Employee	14	21.5	
	Own account worker	10	15.4	
	Agriculture and fishery workers	14	21.5	
	Others	1	1.5	
Duration of Running Homestay Business	Less than 1 year	17	26.15	
	1-5 years	27	41.54	
	6-10 years	20	30.77	
	11-15 years	1	1.54	
Learning English on their own	Yes		56	86.2
	Yes	- Songs	27	41.5
	Yes	- Books	6	9.2
	Yes	- Television	18	27.7
	Yes	- Movies/Videos	31	47.7
	Yes	- Games	6	9.2
	Yes	- Internet	16	24.6
	Yes	- Others; tourist, tourist guide, friends	4	6.2
No		9	13.8	

Table 4.1 shows the personal information for the population of all HBOs in Nan province. The subject consisted of 65 people. The majority of the subjects were female (52.3%). The average age was 41-50 years old. The most HBOs were at Donmoon village, Srip homi subdistrict in Thawangpha district. The majority of their เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

education was lower secondary. Most of them worked as government employees. The average duration for running homestay business was 1-5 years.

The table revealed that the subject comprised 34 females (52.3%) and 31 males (47.7%). 20 subjects (30.8%) were in the 51-60 age group. Most of them (36.9%) fell into the 41-50 age group. The remaining 21% were distributed among the others two age groups. In term of village, most of them (N=25, 40.0%) were at Donmoon village, Sriphomi sub-district in Thawangpha district, while the rest of them (N=10, 15.4%) at Phasingha village, Phasingha sub-district in Muang district.

The majority of the subjects' education level obtained lower secondary (27.7%), elementary (23.1%), upper secondary (16.9%), bachelor's degree (15.4%), diploma in educations or equivalent (7.7%). The remaining 9.2% were distributed among the others three education levels where 6.2% of them completed Master's degree while the rest of them were Ph.D. (1.5%), and lower than diploma (1.5%) respectively.

In term of work status, most subjects (24.6%) worked as government employees, while private employees and agriculture fishery workers seemed to share the same level (21.5%). Moreover, employers and own account workers were also the same level (15.4%). The rest of them were others (1.5%). However, the majority duration of running business was 1-5 years (41.5%) and 6-10 years (30.7%), respectively. Seventeen (36.2%) of them had run business less than 1 year while the rest of them (1.5%) had been running business for about 11-15 years.

In addition, the subjects who had learned English on their own was 86.2% while the rest of them (13.8%) had never learned on their own at all. The majority of the learning media were movies/videos (47.7%), songs (41.5%), television (27.7%), and the Internet (24.6%). The remaining 24.6% were distributed among the others three leaning medias where books and games were stated the same valued (9.2%). The rest of them were others (6.2%), respectively.

4.2 Results of Research Questions

4.2.1 Results of Research Question one: What English communication skills are required most for ecotourism industry in Nan province?

Table 4.2.1 English Communication Skills Needs for Ecotourism Industry of HBOs in Nan Province

English Skill Needs	μ	S.D.	Level of Needs
Listening	4.72	0.63	The Greatest
Speaking	4.68	0.62	The Greatest
Reading	4.11	0.94	Great

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Table 4.2.1 (CONTINUED)

English Skill Needs	μ	S.D.	Level of Needs
Writing	3.78	1.19	Great
Total	4.32	0.85	Great

The result in table 4.2.1 showed that the total needs of population mean score of the HBOs' need of English communication skills needs rated by the HBOs was at great level ($\mu = 4.32$), while the two most relevant English skills to their needs were listening and speaking skill respectively. It was interesting to note the highest needs was Listening skill ($\mu = 4.72$). The second greatest to four ranges was speaking skill ($\mu = 4.68$). All of them used English at work and admitted that English was important to their work. They thought that Listening and speaking skills were the most important skills, whereas reading ($\mu = 4.11$) and writing skills ($\mu = 3.78$) were at great level.

In summary, it was found that the majority of subjects required listening and speaking skills of English communication in their work at the greatest level while reading and writing skills were just at great level.

4.2.2 Results of Research Question Two: What language functions do the homestay business owners in Nan province need?

Table 4.2.2 Language Functions Needs

Language Function	μ	S.D.	Level
1. Welcoming a customer	4.89	0.31	Most Important
2. Greeting	4.83	0.38	Most Important
3. Offering help	4.85	0.36	Most Important
4. Introducing Yourself	4.80	0.40	Most Important
5. Introducing other people	4.72	0.45	Most Important
6. Asking for information	4.57	0.50	Most Important
7. Giving information	4.71	0.46	Most Important
8. Giving directions	4.77	0.42	Most Important
9. Explaining a location	4.77	0.42	Most Important
10. Giving advice and recommendations	4.62	0.49	Most Important
11. Describing people	4.37	0.49	Important
12. Expressing politely and correctly	4.85	0.36	Most Important
13. Explaining cultural norms	4.75	0.47	Most Important
14. Describing local festivals	4.85	0.40	Most Important
15. Exchanging culture information	4.62	0.55	Most Important
16. Expressing your feelings	4.77	0.46	Most Important

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Table 4.2.2 (CONTINUED)

Language Function	μ	S.D.	Level
17. Explaining souvenirs' material and price	4.77	0.42	Most Important
18. Bargaining	4.71	0.49	Most Important
19. Saying thank you, giving compliment, or apologizing	4.88	0.33	Most Important
20. Saying goodbye	4.83	0.48	Most Important
21. Receiving an incoming call	4.68	0.50	Most Important
22. Dealing with a request	4.77	0.46	Most Important
23. Reading a complaint form	4.78	0.41	Most Important
24. Reading instructions	4.60	0.55	Most Important
25. Writing instructions	4.66	0.51	Most Important
Total	4.73	0.44	Most Important

The results showed the average populations mean scores that the HBOs need language functions and topic areas on four skills as summarized in Table 4.2.2. Interestingly, the most important needs were indicated in most of the topic areas of language function needs ($\mu=4.73$). When considering each function, It was greatly to note that the highest need of language function was welcoming a customer ($\mu=4.89$), followed by saying thank you, giving compliment, or apologizing ($\mu=4.88$), describing local festivals ($\mu=4.85$), offering help ($\mu=4.85$), expressing politely ($\mu=4.85$), farewell party ($\mu=4.83$), greeting ($\mu=4.83$), and introducing oneself ($\mu=4.80$), respectively.

4.2.3 Result of Question Three: What kind of English communication guideline should be proposed for ecotourism industry of homestay business owners in Nan province?

In this part, the subjects were asked to propose suggestions on the purpose guideline for the course of English communication for homestay business owners in Nan province. There were 8 items of suggestion for course design: 3 items; item number 1 to 3, which the subject could choose more than one choices. The last 5 items; item number 4 to 8, which the subjects could choose only one choice for each item.

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Table 4.2.3 The Suggestions for Syllabus Design for Ecotourism Industry of HBOs in Nan Province

The Suggestions	Frequency N = 65	Percentage (%)
1. What do you want more English training in?		
- Basic English Conversation	46	70.8
- Pronunciation	42	64.6
- Technical Terms	37	56.9
2. How would you like to learn English?		
- DVDs	41	63.1
- On-line Materials	29	44.6
- Newspapers	26	40.0
3. What kind of learning activities would you prefer in order to improve your English communication skills?		
- Group work	43	66.2
- Pair work	37	56.9
- Dialogue practice	36	55.4
4. What would be the most suitable time of day for the English training course?		
- Saturday or Sunday	42	64.6
5. How often would you like the English training course to take place?		
- Once a week and 3 hours a day	37	56.9
6. Would you like the total number of hours for each training course to be?		
- 30 hours	37	56.9
7. How long would you like the training course to last?		
- 1 month	37	56.9
8. In English training course, I would like the teachers to be ...		
- Both Thai teachers and Native English speakers	37	56.9

Table 4.2.3 showed the subjects' suggestions about syllabus design for ecotourism industry of HBOs in Nan province. The English training course for HBOs should consist of basic English conversation (70.8%), pronunciation (64.6%), and

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technical terms (56.9%), respectively. In addition, the teaching materials should be DVDs (63.1%), on-line materials (44.6%), and newspapers (40.0%), while the learning activities should be group work (66.2%), including pair work (56.9%), and dialogue practice (55.4%), respectively. Moreover, the suitable time to learn should be on Saturday or Sunday (64.6%), once a week and 3 hours a day (56.9%), 30 hours for the total number of hours to training course (56.9%) and the training course to last should be 1 month (56.9%). Besides, they prefer a mixture of both Thai teachers and Native English speaker trainers (56.9%).

4.3 Results of the Subjects' Suggestions

4.3.1 A Guideline for Organizing English Communication for Ecotourism Industry of HBOs in Nan Province.

From the needs of HBOs in Nan province, a guideline for organizing on English communication for Ecotourism Industry of HBOs in Nan province can be summarized as follows:

Course Title	: English Communication for Ecotourism Industry
Course Duration	: 30 hours
Lecture Time	: Saturday or Sunday, Once a week/ 3 hours a day
Learners	: Homestay business owners in Nan province
General objective	: To enable the HBOs to use English in ecotourism industry for their career.

4.3.2 A Purpose Guideline for Designing the English Communication Course, Corresponding to the English Communication Needs for Ecotourism Industry of HBOs in Nan Province.

According to the results of this study, it was found that the course should be a kind of functional course. That is its contents should focus on listening and speaking skills with an emphasis on English functions by HBOs in Nan province. The priority focuses on English language and language functions to be selected for the syllabus contents (see also Table 4.3.2 on page 52-53). The selected functions were grouped as follows:

Unit 1: Greeting and introducing oneself

Topic one would focus on listening and speaking skills on how to greet and introduce. This topic would consist of four sub-functions: welcoming customers, greeting, introducing yourself and introducing other people.

Unit 2: Offering help

Topic two would focus on listening, speaking, reading and writing skills for offering help. This topic would contain nine sub-functions: asking and giving information, giving directions, giving advice and recommendations, dealing with a request, reading a complaint form, receiving an incoming call, reading instructions and writing instructions.

Unit 3: Giving Information while touring

Topic three would focus on listening and speaking skills for giving information while touring. This topic would contain of seven sub-functions: describing people, explaining cultural norms, describing local festivals, exchanging cultural information, expressing feelings, souvenirs and bargaining.

Unit 4: Saying Goodbye

Topic four would focus on speaking and listening. This topic would contain five sub-functions: expressing politely, saying thank you, giving compliment or apologizing and saying goodbye.

The details of the course design were shown in Table 4.3.2

Table 4.3.2 A Sample of Syllabus Design of English Communication for Ecotourism Industry of HBOs in Nan Province

Topic	Language Focus	Activities	Teaching Aids	Performance Objectives
Introduction Unit 1: Greeting and Introducing Oneself 1.1 Welcoming Customers 1.2 Greeting 1.3 Introducing yourself 1.4 Introducing other people	-Welcoming customers formally -Greeting tourists formally -Introducing someone formally -Responding greeting and introducing formally Pronunciation practice: Word stress and sentence intonations	-Interviewing personal information -Simulation welcoming, greeting and introducing	-CD / DVD -Handouts	-The HBOs will be able to welcome and greet tourists politely and to introduce themselves and others to the tourists.
Unit 2: Offering Help 2.1 Asking for Information 2.2 Giving Information 2.3 Giving Directions 2.4 Giving Advice and Recommendations	-Asking for and giving information -Offering to do services for tourists -Understanding the complaint of tourists -Telephoning Pronunciations practice: Word stress and sentence	-Discussing about services for tourists -Role playing on situations requiring first aid or treatment	-Handouts -A video or film or offering help	-The HBOs will be able to comprehend requests for service and offer to help.

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Table 4.3.2 (CONTINUED)

Topic	Language Focus	Activities	Teaching Aids	Performance Objectives
2.5 Dealing with a request 2.6 Receiving an Incoming Call 2.7 Writing Instructions	intonations			
Unit 3: Giving Information while touring 3.1 Describing people 3.2 Explaining cultural norms 3.3 Describing local festivals 3.4 Exchanging culture information 3.5 Expressing your feelings 3.6 Explaining souvenirs 3.7 Bargaining	-Discussing places, festivals and cultural norms. -Vocabulary: Noun, verbs, adverbs, adjectives Pronunciations practice: Word stress and sentence intonations	-Discussing places, festival and cultural norms -Role playing on explaining culture, festival, souvenirs and bargaining	-Handouts -Pictures of cultures, festival, food, occupation, activities, equipment and souvenir.	The HBOs will be able to comprehend inquiry on information and to give updated information about festivals and souvenirs.
Unit 4: Saying Goodbye 4.1 Expressing politely 4.2 Saying thank you 4.3 Giving compliment 4.4 Apologizing 4.5 Saying goodbye	-Discussing farewell language Pronunciations practice: Word stress and sentence intonations	-Role playing on farewell party	-Handouts -A video or film of a conversation on farewell party	The HBOs will be able to comprehend inquiry on farewell party.

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CHAPTER 5

CONCLUSIONS, DISCUSSIONS AND SUGGESTIONS

This chapter presents 1) conclusions, 2) discussions and 3) suggestions. The suggestions are for syllabus design as well as further study. The goal and objectives of this study were: 1) to investigate the language skills of English language communication for ecotourism industry of homestay business owners in Nan province. 2) To investigate the language functions used in the field of homestay business for ecotourism industry in Nan province, and 3) to propose a guideline of the English Communication course for ecotourism of homestay business owners in Nan province.

The subject of this study was the whole population: 65 HBOs from 4 villages in 4 districts: Phasingha, Hardphakhon, Donmoon (Sri Phoomi) and Donmoon (Silapech), who have registered commercial under Sub-district Administrative Organization at each district in Nan province in August 2012. The instrument used was the 41 items closed-ended questionnaire. The questionnaire was sent out to the homestay business owners at 4 districts in Nan by the researcher.

5.1 Conclusion

The results from this study were divided into three parts; the first part was about personal information. The majority of the subject was female, the minority was male. The average age was 41-50 years old. The majority of their education was lower secondary. The average duration for running homestay business was 1-5 years. The second part was the needs in English communication for ecotourism industry. With reference to language skills, listening and speaking skills were at the highest level of the greatest need, followed by reading and writing.

The results of the opinion and suggestions about course syllabus also indicated the other detailed information for Basic English conversation on the English course. The course length should be 30 hours and should be learned once a week and 3 hours a day; the suitable time to learn should be on Saturday or Sunday; and the instructor should be both Thai teachers and Native English speakers.

In summary, it was found that the majority of subjects required listening and speaking skills of English communication in their work at the greatest level while reading and writing skills were just at great level. For English functions, it was greatly to note that the highest need of language function was welcoming a customer, followed by saying thank you, giving compliment, or apologizing, describing local

festivals, offering help, expressing politely, saying goodbye, greeting, and introducing oneself, respectively.

5.2 Discussion

5.2.1 What skills in English communication are required most for ecotourism industry in Nan province?

The results showed that the HBOs needed English for their work at great level. This may interpreted the HBOs in Nan province deal much with English. They have to contact directly with the foreigner tourists. In terms of English communication skills; listening, speaking, reading, and writing skills were needed at great level. When considering each skill, listening and speaking skills were at the greatest level respectively as shown in table 4.2.1.

Consequently, the English for HBOs, like that of any foreign language for tourism industry, should have to require English skills and language functions. HBOs in Nan province who involve in the ecotourism industry have to be able to communicate in English. English communication skill and language functions are required. These requirements should be the great help to HBOs in Nan province as they will give them the exposure and practice on how to communicate effectively.

In summary, it was found that the majority of participants required mostly on listening and speaking skills of English communication in their work. While reading and writing skills were just slightly required. The details are as follow:

5.2.1.1 Listening Skills

It was noticeable that the participants in this research need to improve listening skill at the greatest need. Howatt and Dakin (1974) stated that listening skill is the important ability to make sense of what others are saying. In this study the HBOs discussed what their customers required in about a simple lifestyle and the cultural activities of the community. As their conversations with customers were mostly face to face conversation, they needed the listening skill to interact directly with their customers.

5.2.1.2 Speaking Skills

Speaking skill was considered as the second greatest needs among the HBOs. In fact, speaking and listening skills were needed to be considered together, HBOs spoke to foreign customers as much as they listened to them. For informal interview, HBOs gave idea about speaking skill. The instated should integrate English course and touring course together. If they practice speaking while they work with tourists they will obtain in speaking skill. The other reason is in many ecotourism

industry business owners often communicate with customers about the instructions, festivals, cultural norms and lifestyles.

5.2.2 What kind of English communication guideline should be proposed for ecotourism industry of homestay business owners in Nan province?

According to the questionnaire, the subjects commented that they needed more English training in Basic English conversation, pronunciation and technical terms, respectively. They would like to learn English by DVDS and On-line materials. However, they prefer to improve their English communication skills by group work, pair work and dialogue practice. The lessons should be held on Saturday or Sunday, taught by both Thai teacher and Native speakers. On course duration, they indicated the length of the course should be 30 hours, once a week and 3 hours a day.

This can be interpreted that all of the participants realize the importance of English language skills especially in their work. They need listening and speaking skill for their work. Therefore, they would like to attend an English course because they need to improve their English language proficiency and to improve their work performance.

5.3 Suggestions

5.3.1 Suggestions for Ecotourism industry of homestay business owners (HBOs)

According to the percentages in questionnaire the subjects commented that they needed more English training in Basic English Conversation, pronunciation and technical terms, respectively. They would like to learn English by DVDS and On-line materials. However, they prefer to improve their English communication skills by group work, pair work and dialogue practice. The lessons should be held on Saturday or Sunday, taught by both Thai teacher and Native speakers. On course duration, they indicated the length of the course should be 30 hours, once a week and 3 hours a day. The details were shown in Table 4.2.3.

Therefore, this guideline:

1. Will be used with 65 HBOs from 4 villages in 4 districts in Nan province to find the effectiveness of the guideline proposes.
2. Will be used with the whole HBOs in Nan province.
3. Will be developed the course and make the material as a whole and evaluate the results of the guideline.

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5.3.2 Suggestions for further Study

Suggestions for further study recommended on the basis of this study include the followings:

1. The study was already carried out on the homestay business owners in Nan province. However, the homestay business owners' needs may change during their course of study. Consequently, this kind of the study should be conducted again from time to time and from other workplaces concerning with ecotourism.
2. Further research should be used with the whole homestay business owners in Nan province to develop the English communication course for ecotourism industry in Nan province.
3. The future research should study in different fields of tourism industry, such as restaurant, souvenir shop, national park's staff, and tourist center, to find out their exact needs. They may be in the position that has to deal with the foreigners as much as homestay business owners.



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APPENDIX A
แบบสอบถามเพื่อการวิจัย
Questionnaire

เรื่อง ความต้องการภาษาอังกฤษเพื่อการสื่อสารในอุตสาหกรรมการท่องเที่ยวเชิงนิเวศ
สำหรับผู้ประกอบการเคหะพำนักในจังหวัดน่าน

NEEDS OF ENGLISH COMMUNICATION FOR ECOTOURISM INDUSTRY:
A CASE STUDY OF HOMESTAY BUSINESS OWNERS IN NAN

คำชี้แจง Explanation

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อการวิจัย เรื่อง ความต้องการภาษาอังกฤษเพื่อการสื่อสารในอุตสาหกรรมการท่องเที่ยวเชิงนิเวศ กรณีศึกษาสำหรับผู้ประกอบการเคหะพำนักในจังหวัดน่าน ในหลักสูตรศิลปศาสตรมหาบัณฑิต (สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี) สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง วัตถุประสงค์หลักของแบบสอบถามนี้เพื่อ สืบหาความต้องการด้านหน้าที่และทักษะการใช้ภาษาอังกฤษเพื่อการสื่อสารของผู้ประกอบการเคหะพำนักในจังหวัดน่าน.

This questionnaire is designed to research on Needs of English for Ecotourism Communication: A Case Study of Homestay Business Owners in Nan in the degree of Master of Art in Applied Linguistics (English for Science and Technology) at King Mongkut's Institute of Technology Ladkrabang. The main objective of this questionnaire is to identify the needs of language functions and English communication skills for homestay business owners in Nan province.

แบบสอบถามนี้แบ่งออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 1: ข้อมูลส่วนตัว

ส่วนที่ 2: ความต้องการภาษาอังกฤษเพื่อการสื่อสารในอุตสาหกรรมการท่องเที่ยวเชิงนิเวศ

ส่วนที่ 3: ข้อเสนอแนะ

The questionnaire is divided into 3 parts as the following:

Part 1: Personal information

Part 2: The needs in English communication for Ecotourism Industry

Part 3: Suggestions

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ส่วนที่ 1: ข้อมูลส่วนตัว

Part I: Personal information

คำชี้แจง: โปรดทำเครื่องหมาย / ใน () และ/หรือเขียนคำตอบลงในช่องว่าง

Direction: Please give information by putting a check in the () and/or write your answer in the blanks.

1. เพศ Sex: () ชาย Male () หญิง Female
2. อายุ Age () 20 – 30 ปี years old () 31 – 40 ปี years old
() 41 – 50 ปี years old () 51 – 60 ปี years old
() อื่นๆ (โปรดระบุ) Others (please specify)
3. ท่านอาศัยอยู่หมู่บ้านใด What is the name of your village in Nan?

หัวข้อ Item	หมู่บ้าน Village	ตำบล Sub-District	อำเภอ District
a. ()	ผาสิงห์ Phasingha	ผาสิงห์ Phasingha	เมือง Muang
b. ()	หาดผาขน Hard hakhon	เมืองจั้ง Muang Jang	ภูเพียง Phupiang
c. ()	ดอนมด Don Moon	ศรีภูมิ Sri Phoomi	ท่าวังผา Thawangpha
d. ()	ดอนมด Don Moon	ศิลาเพชร Silapech	บัว Pua

4. ระดับการศึกษา Level of Education
 - a. () ประถมศึกษา Elementary
 - b. () มัธยมต้น Lower Secondary
 - c. () มัธยมปลาย Upper Secondary
 - d. () ต่ำกว่าระดับ ปวส. Lower than Diploma
 - e. () ระดับ ปวส. หรือ เทียบเท่า diploma in Education Or Equivalent
 - f. () ปริญญาตรี Bachelor's Degree
 - g. () ปริญญาโท Master's Degree
 - h. () ปริญญาเอก Ph.D. (Doctor's Degree)
5. สถานะทางการงาน/อาชีพ Work status/Occupation
 - a. () นายจ้าง Employer
 - b. () ลูกจ้างรัฐบาล Government employee
 - c. () รับจ้างอิสระ Private employee
 - d. () เจ้าของกิจการ Own account worker
 - e. () เกษตรกรและการประมง Agricultural and fishery workers
 - f. () อื่นๆ (โปรดระบุ) Others (please specify).....

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6. ระยะเวลาที่ทำธุรกิจเคหะพำนัก นานเท่าไร

How long have you been running homestay business?

- a. น้อยกว่า 1 ปี less than 1 year
 b. 1 – 5 ปี years
 c. 6 – 10 ปี years
 d. 11 – 15 ปี years
 e. อื่นๆ (โปรดระบุ) others (please specify)

7. ท่านได้ฝึกทักษะการใช้ภาษาอังกฤษด้วยตัวท่านเองบ้างหรือไม่

Have you learned English on your own?

- a. ใช่ (โปรดระบุสื่อที่ใช้) Yes (please specify the learning media)
 เพลง Songs
 หนังสือ Books
 โทรทัศน์ television
 ภาพยนตร์/วีดีทัศน์ Movies/Videos
 เกม Games
 อินเทอร์เน็ต Internet
 อื่นๆ (โปรดระบุ) Others (please specify)

- b. ไม่ No

8. โปรดระบุทักษะทางภาษาอังกฤษที่ท่านต้องการใช้ในการสื่อสารในการทำธุรกิจเคหะพำนัก

Where is the most relevant English skills to your need?

ทักษะ Skills	มากที่สุด The greatest needs (5)	มาก Great needs (4)	พอใช้ Moderate needs (3)	น้อย Slightly needs (2)	น้อยที่สุด The least needs (1)
การฟัง Listening					
การพูด Speaking					
การอ่าน Reading					
การเขียน Writing					

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ส่วนที่ 2: ความต้องการทักษะและหน้าที่ของภาษาอังกฤษในการสื่อสาร

Part 2: The needs in skills and functions in English communication

คำชี้แจง: โปรดระบุความต้องการด้านทักษะและหน้าที่ของภาษาอังกฤษและทักษะเพื่อการสื่อสาร โดยทำเครื่องหมาย (/) ลงในช่องว่างที่ตรงกับความคิดเห็นของท่าน

Direction: Please indicate the importance of English Function and competency in English communication skills by putting a check (/) in the appropriate box.

สถานการณ์: เมื่อท่านปฏิบัติหน้าที่ ท่านต้องสื่อสารกับนักท่องเที่ยวชาวต่างชาติ ดังต่อไปนี้

Situation: You are on duty and need to you communicate with a foreign tourist who comes to you for help.

มากที่สุด The greatest needs (5)	มาก Great needs (4)	พอใช้ Moderate needs (3)	น้อย Slightly needs (2)	น้อยที่สุด The least needs (1)
()	()	()	()	()

หน้าที่ของภาษา Language Functions	MI (5)	I (4)	M (3)	SI (2)	LI (1)
1. การต้อนรับแขก Welcoming a customer					
2. การทักทาย Greetings					
3. การเสนอให้ความช่วยเหลือ Offering help					
4. การแนะนำตัวเอง Introducing yourself					
5. การแนะนำบุคคลอื่น Introducing other people					
6. การสอบถามข้อมูล Asking for information					
7. การให้ข้อมูล Giving information					
8. การบอกทิศทาง Giving directions					
9. การอธิบายสถานที่ตั้ง Explaining a location					
10. การให้คำปรึกษาและคำแนะนำ Giving advice and recommendations					
11. การพรรณนาบุคคล Describing people					
12. การรับและการตอบโทรศัพท์ Receiving an incoming call					
13. การพูดอย่างสุภาพ Expressing politely					
14. การจัดการกับการร้องขอ Dealing with a request					
15. การบรรยายวิถีชีวิต Explaining cultural norms					
16. การบรรยายวัฒนธรรมท้องถิ่น Describing local festivals					

เอกสารนี้เป็นเอกสารสำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้ทำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

หน้าที่ของภาษา Language Functions	MI (5)	I (4)	M (3)	SI (2)	LI (1)
17. การแลกเปลี่ยนวัฒนธรรม Exchanging culture information					
18. การอ่านแบบฟอร์มการร้องเรียน Reading a complaint form					
19. การอ่านคำแนะนำ Reading instructions					
20. การเขียนคำแนะนำ Writing instructions					
21. การบอกอารมณ์ความรู้สึก Expressing your feelings					
22. การอธิบายของที่ระลึก Explaining souvenirs					
23. การต่อรองราคา Bargaining					
24. การกล่าวขอบคุณ คำชมเชย คำขอโทษ Saying thank you, giving compliment, or apologizing					
25. การกล่าวเปิดและปิดงานเลี้ยงรับรอง Saying Goodbye					

ส่วนที่ 3: ข้อเสนอแนะเพื่อใช้ในการออกแบบหลักสูตร

Part 3: Suggestions for course design

คำชี้แจง: โปรดทำเครื่องหมาย “/” ลงในช่องว่างที่ตรงกับความคิดเห็นของท่าน

Direction: Please indicate your choices with a check mark “/” and fill in the blank required.

- หัวข้อใดที่ท่านต้องการฝึกอบรมภาษาอังกฤษตามหลักสูตรใด เพื่อให้สอดคล้องกับความต้องการของท่าน (ท่านสามารถเลือกได้มากกว่า 1 หัวข้อ)
What do you want more English training in? (You can choose more than one.)
 - () ศัพท์เฉพาะ Technical terms
 - () บทสนทนาภาษาอังกฤษเบื้องต้น Basic English Conversation
 - () การออกเสียงภาษาอังกฤษ Pronunciation
 - () หลักไวยากรณ์ภาษาอังกฤษ English Grammar
 - () ทักษะการอ่าน Reading Skills
 - () ทักษะการเขียน Writing Skills
 - () อื่นๆ (โปรดระบุ) Others (please specify)
- สื่อการสอนแบบใดที่ท่านคิดว่าสามารถช่วยในการพัฒนาทักษะและหน้าที่ของภาษาอังกฤษเพื่อการสื่อสาร (ท่านสามารถเลือกได้มากกว่า 1 หัวข้อ)
How would you like to learn English? (You can choose more than one.)
 - () ตำราเรียนภาษาอังกฤษเฉพาะทาง English for specific Purposes textbooks
 - () ตำราเรียนภาษาอังกฤษ English textbooks

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

- () หนังสือพิมพ์ Newspapers
 () สื่อวีดิทัศน์ DVDs
 () สื่ออิเล็กทรอนิกส์ On-line materials
 () แผ่นพับ ใบปลิว Brochures
 () คู่มือปฏิบัติงาน Technical manuals
 () อื่นๆ (โปรดระบุ) Others (please specify)
3. กิจกรรมการเรียนการสอนแบบใดที่ท่านคิดว่าสามารถช่วยในการพัฒนาทักษะการสื่อสารภาษาอังกฤษ (ท่านสามารถเลือกได้มากกว่า 1 หัวข้อ)
 What kind of learning activities would you prefer in order to improve your English communication skills? (You can choose more than one.)
- () กิจกรรมการทำงานเป็นคู่ Pair work
 () กิจกรรมการทำงานเป็นกลุ่ม Group work
 () กิจกรรมการแสดงบทบาทสมมติ Role-play
 () กิจกรรมเกมภาษาอังกฤษ Language games
 () กิจกรรมการอภิปรายเป็นกลุ่ม Group discussion
 () สถานการณ์จำลอง Simulation
 () กิจกรรมการฝึกบทสนทนา Dialogue practice
 () กิจกรรมการนำเสนอผลงาน Presentation
 () อื่นๆ (โปรดระบุ) Others (please specify)
4. ท่านคิดว่าการจัดอบรมภาษาอังกฤษ เวลาใดที่เหมาะสมที่สุด
 What would be the most suitable time of day for the English training course?
- () ช่วงเช้า In the morning () ช่วงบ่าย At noon
 () วันเสาร์หรือวันอาทิตย์ Saturday or Sunday () หลังเลิกงาน After work
 () อื่นๆ (โปรดระบุ) Others (please specify)
5. ท่านคิดว่าระยะเวลาที่เหมาะสมในการจัดอบรมภาษาอังกฤษ ควรใช้เวลาเท่าใด
 How often would you like the English training course to take place?
- () สัปดาห์ละ 5 วัน วันละ 1 ชั่วโมง 5 days a week, 1 hour a day
 () สัปดาห์ละ 3 วัน วันละ 1.30 ชั่วโมง 3 days a week, 1 hour 30 minutes a day
 () สัปดาห์ละ 1 วัน วันละ 3 ชั่วโมง Once a week and 3 hours a day
 () วันเสาร์เต็มวัน หรือ วันอาทิตย์เต็มวัน All Saturday or Sunday
 () อื่นๆ โปรดระบุ Others (please specify)

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 ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

6. ระยะเวลาที่เหมาะสมในการจัดอบรมภาษาอังกฤษ ต่อ 1 หลักสูตร ควรใช้เวลากี่ชั่วโมง
 Would you like the total number of hours for each training course to be?
 30 ชั่วโมง 30 hours 40 ชั่วโมง 40 hours
 50 ชั่วโมง 50 hours อื่นๆ โปรดระบุ Others (please specify)

7. ระยะเวลาในการจัดอบรมภาษาอังกฤษ ควรใช้เวลาเท่าใด
 How long would you like the training course to last?
 1 เดือน 1 month 3 เดือน 3 months
 6 เดือน 6 months 1 ปี Over a period of one year
 อื่นๆ โปรดระบุ Others (please specify)
8. ท่านต้องการผู้สอนภาษาอังกฤษ เป็นบุคคลประเภทใด
 In English training course, I would like the teachers to be
- ครูไทย Thai teachers
 ครูซึ่งเป็นเจ้าของภาษา Native English speakers
 ครูไทยและครูซึ่งเป็นเจ้าของภาษา
 Both Thai teachers and Native English speakers
 อื่นๆ โปรดระบุ Others (please specify)

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
 ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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APPENDIX B

Item-Objective Congruence Index (IOC) Check of the Questionnaire

Needs of English Communication for Ecotourism Industry:

A Case Study of Homestay Business Owners In Nan

Part	Items	Expert NO.1	Expert No.2	Expert No.3	Total	IOC	Result
1	1	1	1	1	3	1	✓
	2	1	1	1	3	1	✓
	3	1	1	1	3	1	✓
	4	1	1	1	3	1	✓
	5	1	1	1	3	1	✓
	6	1	1	1	3	1	✓
	7	1	1	1	3	1	✓
	8	1	1	1	3	1	✓
2	1	1	1	1	3	1	✓
	2	1	1	1	3	1	✓
	3	1	1	1	3	1	✓
	4	-1	1	1	2	0.67	✓
	5	1	1	1	3	1	✓
	6	1	1	1	3	1	✓
	7	1	1	1	3	1	✓
	8	1	1	1	3	1	✓
	9	1	1	1	3	1	✓
	10	1	1	1	3	1	✓
	11	1	1	1	3	1	✓
	12	1	1	1	3	1	✓
	13	1	1	1	3	1	✓
	14	1	1	1	3	1	✓
	15	-1	1	1	2	0.67	✓
	16	1	1	1	3	1	✓
	17	1	1	1	3	1	✓
	18	1	1	1	3	1	✓
	19	1	1	1	3	1	✓
	20	1	1	1	3	1	✓
	21	1	1	1	3	1	✓
	22	1	1	1	3	1	✓
	23	1	1	1	3	1	✓

เอกสารนี้เป็นเอกสารที่สงวนลิขสิทธิ์ไว้สำหรับใช้ในการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ในนโยบายด้านการค้า

ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

	24	1	1	1	3	1	✓
	25	1	1	1	3	1	✓
3	1	1	1	1	3	1	✓
	2	1	1	1	3	1	✓
	3	1	1	1	3	1	✓
	4	1	1	1	3	1	✓
	5	-1	1	1	2	0.67	✓
	6	1	1	1	3	1	✓
	7	1	1	1	3	1	✓
	8	1	1	1	3	1	✓
Total	41	38	41	41	120	40.67	

- Notes: 1. "1" that the item is congruent with the objective
 2. "2" that the item is not congruent with the objective
 3. "3" unsure if the item is congruent with the item

Result of IOC : $(IOC = \sum R/N)$

Item number: 41

$R = 37+41+41=120$

$N = (\text{Numbers of Expert})$

$IOC = 120/3=40.00$

Percentage: $40.00/41 \times 100 = 97.56\%$

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เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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