

# การบูรณาการภาษาอังกฤษและเนื้อหาวิชาในการจัดการการท่องเที่ยวเชิงวัฒนธรรม เชิงวัฒนธรรมสำหรับนักเรียนชั้นมัธยมศึกษาตอนปลาย อำเภอเชียงดาว จังหวัดเชียงใหม่

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## บทคัดย่อ

งานวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อพัฒนาบทเรียนภาษาอังกฤษที่มีการบูรณาการภาษาอังกฤษและเนื้อหาวิชาในการจัดการการท่องเที่ยวเชิงวัฒนธรรม และ 2) เพื่อเปรียบเทียบความสามารถทางการฟัง-พูดภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนปลายก่อนและหลังการเรียนโดยใช้บทเรียนที่มีการบูรณาการภาษาอังกฤษและเนื้อหาวิชาในการจัดการการท่องเที่ยวเชิงวัฒนธรรม โดยกลุ่มตัวอย่างในการวิจัยครั้งนี้ คือ นักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนเชียงดาววิทยาคม อำเภอเชียงดาว จังหวัดเชียงใหม่ ที่ลงทะเบียนเรียนวิชาภาษาอังกฤษพื้นฐาน (อ 41101) ในภาคเรียนที่ 2 ปีการศึกษา 2560 จำนวน 68 คน เครื่องมือที่ใช้ในการรวบรวมข้อมูลประกอบไปด้วย แบบสอบถามความต้องการและความสนใจของนักเรียนในการเรียนวิชาภาษาอังกฤษ แบบประเมินประสิทธิภาพของบทเรียนภาษาอังกฤษที่เน้นเนื้อหาการท่องเที่ยวเชิงวัฒนธรรม และแบบประเมินความสามารถทางการฟัง-พูดภาษาอังกฤษ และเครื่องมือที่ใช้ในการทดลองได้แก่ หลักสูตรแม่แบบ (Proto-Syllabus) และแผนการสอนที่เน้นเนื้อหาการท่องเที่ยวเชิงวัฒนธรรมจำนวน 8 แผน

รับต้นฉบับ 29 ตุลาคม 2561 แก้ไขตามผู้ทรงคุณวุฒิ 5 มีนาคม 2562 รับลงตีพิมพ์ 27 มีนาคม 2562

ผลการวิจัยพบว่าบทเรียนภาษาอังกฤษที่เน้นเนื้อหาวิชาในการจัดการการท่องเที่ยวเชิงวัฒนธรรมที่มีแผนการสอนเกี่ยวกับไทใหญ่ อีโก้และกะเหรี่ยงมีความเหมาะสมอยู่ในระดับมากที่สุด และบทเรียนภาษาอังกฤษที่เน้นเนื้อหาวิชาในการจัดการการท่องเที่ยวเชิงวัฒนธรรมที่มีแผนการสอนเกี่ยวกับอำเภอเชียงดาว สถานที่ท่องเที่ยว ลีซอ มูเซอ และคะฉิ่นมีความเหมาะสมอยู่ในระดับมาก ซึ่งส่งผลให้ความสามารถในการฟังและพูดของนักเรียนผ่านเกณฑ์ร้อยละ 50 ขึ้นไป หลังจากที่ได้นำบทเรียนภาษาอังกฤษดังกล่าวมาใช้เป็นเครื่องมือในการทดลอง พบว่า นักเรียนทุกคนสอบผ่านเกณฑ์ขั้นต่ำที่กำหนดคือร้อยละ 50 นักเรียนที่ได้คะแนนรวมร้อยละ 70 ขึ้นไปมีจำนวน 10 คน คิดเป็นร้อยละ 14.71 ของนักเรียนทั้งหมด นักเรียนที่ได้คะแนนรวมร้อยละ 80 ขึ้นไปมีจำนวนทั้งหมด 50 คน คิดเป็นร้อยละ 73.53 ของนักเรียนทั้งหมด และนักเรียนที่ได้คะแนนรวมร้อยละ 90 ขึ้นไปมีจำนวนทั้งหมด 8 คน คิดเป็นร้อยละ 11.76 สำหรับความสามารถทางด้านทักษะการฟัง ส่วนความสามารถทางด้านทักษะการพูด นักเรียนทุกคนสอบผ่านเกณฑ์ขั้นต่ำที่กำหนดคือร้อยละ 50 เช่นกันโดยนักเรียนที่ได้คะแนนรวมร้อยละ 60 ขึ้นไปมีจำนวน 2 คน คิดเป็นร้อยละ 2.94 ของนักเรียนทั้งหมด นักเรียนที่ได้คะแนนรวมร้อยละ 70 ขึ้นไปมีจำนวน 52 คนคิดเป็นร้อยละ 76.47 ของนักเรียนทั้งหมด และนักเรียนที่ได้คะแนนรวมร้อยละ 80 ขึ้นไปมีจำนวน 14 คน คิดเป็นร้อยละ 20.59 ของนักเรียนทั้งหมด นอกจากนั้นผลการเปรียบเทียบคะแนนความสามารถทักษะด้านการฟัง-พูดภาษาอังกฤษของนักเรียนก่อนและหลังการใช้บทเรียนที่เนื้อหาวิชาในการจัดการการท่องเที่ยวเชิงวัฒนธรรม พบว่าความสามารถด้านการฟังภาษาอังกฤษของนักเรียนหลังเรียนสูงกว่าก่อนเรียนอยู่ในระดับดีมาก และความสามารถด้านการพูดภาษาอังกฤษของนักเรียนหลังเรียนสูงกว่าก่อนเรียนอยู่ในระดับดี

**คำสำคัญ:** การท่องเที่ยวเชิงวัฒนธรรม, ภาษาอังกฤษเพื่อการท่องเที่ยว, การสอนภาษา โดยใช้เนื้อหาเพื่อนำไปสู่การเรียนรู้ภาษา

# Integrating English with Content in Teaching Cultural Tourism Management to Secondary School Students in Amphur Chiang Dao, Chiangmai

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## Abstract

The objectives of this research were to construct the English lessons with the integration of English and cultural tourism management content and to compare speaking and listening abilities of the students before and after the implementation of the lessons. The sample group consisted of 68 tenth grade students at Chiang Dao Withayakhom School, Chiang Mai, who enrolled in the Basic English Course (E 41101) in the second semester of the 2017 academic year. The research instruments included a questionnaire on needs and interests in studying English of the students, an assessment on the efficiency of the lessons, and an assessment on speaking and listening abilities of the students. The experiment instruments were the proto-syllabus and eight lesson plans.

The research findings revealed that the lesson plans of the lessons about Shan, Akha, and Karen were appropriate at the highest level, while the lessons about Chiang Dao district, Tourist attractions, Lisu, Lahu and Kachin were appropriate at the high level. The suitability of the lesson plans enabled the students to pass the 50-percent criterion on their listening and speaking abilities. After the implementation of the lessons, it is found that all students passed the minimum criterion of 50 percent. Ten of them, or 14.71%, received the total scores of over 70%, 50 of them, or 73.53%

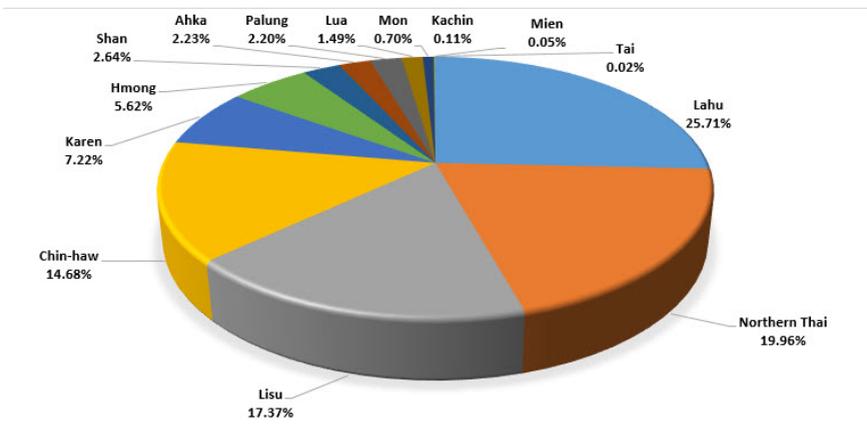
received the total scores of over 80%, and eight of them, or 11.76%, received the total scores of over 90%. For their listening and speaking abilities, all of them passed the minimum criterion of 50%. Two students, or 2.94%, received the total scores of over 60%, 52 of them, or 76.47%, received the total scores of over 70%, and 14 of them, or 20.59%, received the total scores of over 80%. When the pre- and posttest scores on their listening and speaking abilities were compared, it is found that their listening posttest scores were at the highest level, and their speaking posttest scores were at the high level.

**Keywords;** Cultural Attraction, English for Tourism, Content-Based Instruction

**Introduction**

Thailand was ranked ninth amongst world’s most visited countries by the United Nation’s World Tourism Organization (UNWTO) with 35.4 million foreign visitors in 2017 (<https://www.e-unwto.org/doi/pdf/10.18111/9789284419876>). Due to the large number of tourists visiting Thailand, different forms of industries have therefore emerged to serve their various purposes. One of the most popular forms of tourism in Thailand is cultural tourism.

Chiang Mai is the largest city in northern Thailand with richness in culture and traditions. With the city’s culture flourishing for over 700 years and with its ethnic diversity, the presence of both the northern Thai culture and its ethnic cultural complexity, Chiang Mai is considered the highlight and strength of tourism for the upper northern region. According to the Highland Research and Development Institute (2008), Chiang Dao is the only district in Thailand that has all fourteen ethnic groups in residence. Figure 1 shows the percentage of each ethnic group living in Chiang Dao district.



**Figure 1:** The percentage of each ethnic group living in Chiang Dao district

**Source:** Highland Research and Development Institute Report (2008)

Due to the cultural diversity in Chiang Dao, a large number of foreign tourists come to visit the district in order to experience local cultures, traditions and lifestyles, to participate in arts-related activities, and to visit unique heritage sites. Consequently, English plays a crucial role as a mean of communication between the residents and foreign tourists.

According to “English First” latest English proficiency index (<https://www.ef.co.th/epi/regions/asia/>), it is evident that Thailand, as a whole, experiences problems with the English language, the sixth lowest country in Asia. Unsurprisingly, many Thai scholars (for example: Dhanasobhon, 2006; Wiriyaichitra, 2002; ONEC, 2003) pointed to the five factors contributing to the failure of English-language teaching: teachers, students, curricula and textbooks, assessment and other factors. This is why the Thailand Education Reform has attempted to improve this shortcoming in the country. Although a slight sign of improvement of Mathayom 6 students’ O-Net scores could be observed (from 27.76 in 2016 to 28.31 in 2017). students’ English proficiency is considered at a low level. For instance, in Chiang Dao Wittayakom School, the mean score of English for Mathayom 6 students was at 19.83, which is lower than the average of O-Net score in English.

In order to address the aforementioned problem, the present study aimed at creating English lessons with contents regarding Cultural Tourism Management for the secondary school students in Chiang Dao’s Wittayakom School in order to respond to their needs and those challenges in the community. Since cultural tourism is booming in Chiang Dao, English speaking and listening skills are needed so that the region can become a competent host for the tourism industry. As Brinton (2003) mentioned, the content-based instruction is an approach using the subject matter which may consist of contents for its relevance to students’ lives, interests, and/or academic goals. As a result, this study chose cultural tourism in Chiang Dao, which is closely related to the students’ everyday lives.

Building upon the above-mentioned statement by Brinton, this study attempted to integrate the English language and the content of Cultural Tourism Management in order to enhance English communicative skills of the students and to strengthen their socio-cultural knowledge so to enable them to use English correctly and appropriately according to various situations. The focus of this research was on communicative functions with an emphasis on speaking and listening skills, which would result in job creation and income generation among participating students. Furthermore, this endeavor was intended to bring about an experience-creating process relating to tourism amongst the participants, which could lead to a reduction in drug abuse in their communities. It is also an application of background or fundamental knowledge by connecting personal experiences with new knowledge. As the participating students are local residents, they are more familiar with their local tourism resources, customs, traditions and lifestyles compared to outsiders, enabling them to provide in-depth knowledge and information about each context. This English learning program was customized to suite their levels of proficiency with a focus on diverse learning activities, virtual or simulated learning situations and actual practice at local tourist attractions. Additionally, their involvement promoted pre-emptive problem solving skills and motivation in learning relevant English contents inside and outside the classroom setting. Uppaphong (2010) indicated that content-based instruction could be integrated with various classroom activities to enhance speaking skills of the passive and low proficiency students.

### **Objectives of the study**

1. To assess the effectiveness of the constructed English lessons integrating English and Cultural Tourism Management contents on students' speaking and listening abilities; and

2. To compare speaking and listening abilities of the participating high school students before and after the implementation of the integrated lessons.

### **Research Methodology**

This semi-experimental research is a one-group pre-test and post-test design (Fitz-Gibbon & Morris, 1987: 113). The simple random sampling method was utilized to select 68 high school students, classes 4/1 and 4/2, of Chiang Dao's Withayakhom School in Chiang Dao District, Chiang Mai Province, who were enrolled in the "Fundamental English Course" (E 41101) in the second semester of the 2017 academic year. The method was used due to the fact that all Mathayom 4 students had relatively rudimentary knowledge background about the district and the ethnic groups. Therefore, 68 students were selected to represent the entire population according to sampling technique by Cochran (1953).

### **The Research Instruments**

The research instruments are categorized into three types:

1. The instruments for constructing and utilizing the lessons.

1.1 The survey for the needs and interests to study English. The survey focused on the opinions of the students on fundamental English contents, instructional media and learning activities. The survey was validated and verified by three experts following their input and recommendations. This survey was conducted on 620 high school students, divided into 225 Mathayom 4 students, 210 Mathayom 5 students, and 209 Mathayom 6 students, respectively.

1.2 The integrated lessons were based on the course description, contents and learning standards outlined in the syllabus, which were adjusted according to the survey results on the needs and interests of the students.

1.3 Eight instructional management plans containing local cultural tourism contents. Each plan lasted 50 minutes over three periods each week with a total of 24 periods.

## 2. Assessment instruments for the lesson development

2.1 The assessment of the integrated lessons was composed of learning objectives, contents, teaching steps, characteristics of the lessons and speaking abilities of the students after the implementation of the lessons. The assessment was utilized throughout the 24 periods of the instructions by using the 5-point rating scale for the congruence of learning objectives, contents, and teaching steps.

2.2 The listening ability assessment evaluated English listening abilities of the students in each lesson by observing their skills in answering the questions and responding to the instructions. This assessment was divided into five parts. The first part was the ability to listen and understand, and to evaluate their grasp of main ideas of the exercises. The second part was the ability to listen and identify details, and to assess the details they were able to recognize. The third part focused on their ability to listen and express their opinions, and to determine their skills in regard to expressing ideas about the content in the respective exercises. The fourth part assessed the students' ability to transfer information on their own, which would showcase their abilities to summarize and paraphrase correctly and completely. The last part concentrated on their lexical knowledge, their ability to identify and use vocabulary items correctly. This listening ability assessment was adapted from Kanthila (2005), because this model was based on the similar context focusing on local knowledge that was in line with the interest of learners.

2.3 The speaking ability assessment evaluated the required skill to speak cultural tourism contents. The assessment was constructed as such to evaluate the students' speaking abilities after the implementation of each plan, which was based on observations regarding their speaking abilities while doing role-plays and

on fieldtrips to local tourist attractions. The assessment criteria were adapted from the Schulz Communicative Scale, the Foreign Service Institute Scale, and the Bartz Scale (Phutthachuchat, 2006). The criteria were improved and further approved by the experts with the full scores of 30. The assessment evaluated five aspects of English speaking abilities: vocabulary items, grammatical appropriateness, fluency, understandability and the desire to communicate, respectively.

### 3. Instruments for Data Collection

3.1 The pre- and post- listening tests measured the knowledge about cultural tourism in Chiang Dao. The students listened to and answered questions about important attractions in the district. The tests were verified and validated by three experts, and the scoring criteria were the same as those for the post-test.

3.2 The pre- and post- speaking tests measured speaking abilities of the students about cultural tourism. The students participated in role-plays as local tour guides speaking about local tourist attractions and the minority ethnic groups in the district. The researchers and tourists assessed their speaking abilities. The tests were verified and validated by three experts, and the scoring criteria were the same as those for the post-test.

### **The experimentation and Data Collection**

This research was conducted following these steps:

1. Field surveys were conducted to investigate local tourist attractions, traditions, lifestyles, as well as cultural performances, products, minority ethnic groups, their languages and traditional clothing. A needs survey was also conducted with local teachers, school directors, village heads, local youths, and local residents in respect to the contents and integrated learning management so that these individuals could be involved in planning and developing the lessons. One other needs survey was conducted with the students regarding English integrated lessons with the cultural

tourism contents in order to obtain fundamental data for the construction of the lessons and lesson plans appropriate to local contexts.

2. The basic Educational Curriculum was examined for its principles, objectives, structure, number of periods, implementation guidelines, and evaluation as well as follow-ups. The English subject strand for high school students was explored for its expected results and course descriptions.

3. An investigation was conducted on the concepts, instructional guidelines, major principles and steps of learning activities, as well as the organization of texts, research reports and relevant documents.

4. An examination of the syllabus and learning objectives of natural Tourism Management in order to obtain information for developing English lessons, lesson plans and learning activities.

5. Tests were constructed to evaluate content knowledge, English abilities and local cultural knowledge of the students.

6. The constructed English lessons were validated for their accuracy and appropriateness by the experts before improvement was carried out in an attempt to construct the lesson plans.

7. The lesson plans with the integration of English and natural Tourism Management contents were constructed with the contents being in line with the local context. The lesson plans were based on the results of the needs analysis and the contents were adjusted to be appropriate to students' English proficiencies.

8. Classroom activities were conducted with English being used as the medium of instruction. The classroom language was made simple to facilitate the understanding and suitable for diverse proficiency levels of the students. Learning atmosphere was fun and relaxing in order to facilitate their understanding and to cultivate their positive attitude toward English. Moreover, videos, multimedia and online social media were used to motivate their interest and to facilitate their learning

and skills from actual practices. Additionally, a variety of instructional activities were utilized, including: lecture, simulation and onsite exercises

9. After the lesson plans and instructional activities were constructed, they were validated by the experts for appropriateness, and recommendations were provided for improvement before the experiment and data collection.

10. After improvement, the lessons and lesson plans were used for training the English teachers at Chiang Dao's Withayakhom School, with the post-training evaluation regarding the contents.

11. The tests in item 5 were administered as the pre-test assessment concerning the contents, English abilities and local cultural knowledge.

12. The lesson plans were used in the classroom situation with the English teachers for a period of 24 weeks. During the classroom implementation, an assessment for efficiency of plans was conducted by three experts and improvement was carried out accordingly. Moreover, relevant data and drawbacks were recorded in order to improve the lesson plan to follow in the next period.

13. After the instruction was complete, the listening and speaking posttest was administered. The posttest was the same as the pre-test with its alternatives being jumbled.

14. The pre- and posttest scores were compared and statistically analyzed for mean and percentage.

## **The Study Results**

The following tables together with explanations show the results of the lesson development as well as the pre- and-post test analysis results on the Cultural Tourism Management contents.

**Table 1:** Mean and standard deviation of the scores from the lesson efficiency assessment (N=8)

Lesson plans	Learning objectives	Contents	Warm up	Presentat-ion	Practice	Product-ion	Assess-ment	Mean	S.D.	Efficiency
1	4.67	5	4.11	4.38	4.33	4.67	4	4.45	0.32	high
2	4.33	5	4	4.44	5	4.11	4	4.41	0.40	high
3	4	5	4.78	4.67	4.67	4.38	4.33	4.55	0.31	highest
4	4.67	5	4.67	4	4.12	4.12	4.33	4.42	0.34	high
5	5	4.67	4.38	4.67	4.53	4.33	4.33	4.56	0.23	highest
6	4.67	5	4.60	4.44	4.6	4.67	4.67	4.66	0.16	highest
7	4.33	4.67	4	4.53	5	4.6	4	4.45	0.34	high
8	4.67	4.44	4.11	4.53	4.33	4	4.67	4.39	0.24	high
mean	4.54	4.85	4.33	4.46	4.57	4.36	4.29	4.49	0.18	high
S.D.	0.29	0.26	0.30	0.20	0.30	0.25	0.21	0.09		

Table1 shows the score mean and efficiency of the lesson plans. The overall mean of the lesson plans was 4.49, which was regarded as suitable at a high level. When each item was taken into consideration, it was found that the highest mean of the contents was 4.85, which was regarded as suitable at the highest level, followed by practice, learning objective, presentation, application, preparation, and evaluation with the means of 4.57, 4.54, 4.64, 4.36, 4.33 and 4.29, respectively. When the appropriateness of each lesson plan was considered, it was revealed that the mean of the sixth lesson plan was highest at 4.46, followed by the 5<sup>th</sup>, 3<sup>rd</sup>, 1<sup>st</sup>, 7<sup>th</sup>, 4<sup>th</sup>, 2<sup>nd</sup> and 8<sup>th</sup> lesson plans with the means of 4.56, 4.55, 4.45, 4.45, 4.42, 4.41 and 4.39, respectively. It could be summarized that the appropriateness of the third, fifth and sixth lesson plans was at the highest level, whereas those of the first, second, forth, seventh and eighth lesson plans was at a high level. The appropriateness enabled the listening and speaking abilities of the students to pass the 50- percent criterion.

### **Comparison of the English listening and speaking test scores before and after the implementation of the lessons**

**Table 2:** Mean and standard deviation of the English listening test scores before and after the implementation of the lessons

<b>Listening test</b>	<b>Total scores</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Quality</b>
Pre-test	50	5.51	1.88	Poor
Post-test	50	40.01	2.08	Very good

Table 2 shows that the mean of the listening abilities of the students before implementing the lessons was 5.51 with a standard deviation of 1.88. After the implementation of the lessons, the mean was 40.01 with a standard deviation of 2.08. It could be concluded that the listening abilities of the students increased to the highest level.

**Table 3:** Mean and standard deviation of the English speaking test scores before and after the implementation of the lessons

<b>Speaking test</b>	<b>Total scores</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Quality</b>
Pre-test	50	2.93	1.59	Poor
Post-test	50	37.06	2.38	good

Table 3 shows that the mean of the speaking abilities of the students before implementing the lessons was 2.93 with a standard deviation of 1.59. After the implementation of the lessons, the mean was 37.06 with a standard deviation of 2.38. It could be concluded that the speaking abilities of the students increased to a high level.

The substantial increase of the pre-and-post test results is due to the fact that the students had no previous exposure to cultural tourism contents. However, after gradual and systematic introduction and instruction of the contents together with actual participation and practice of the students, they became more familiar with the contents, particularly necessary technical terms and expressions in cultural tourism.

### **Conclusion**

The appropriateness of the lessons about Shan, Akha, and Karen was at the highest level and those about Chiang Dao district, Tourist attractions, Lisu, Lahu and Kachin were at a high level.

The listening and speaking abilities of the students increased significantly after the implementation of the lesson plans.

### **Discussion**

The results of this investigation are discussed as follows.

1. The efficiency of the eight lesson plans was found to be at the highest level due to having been validated and revised on a regular basis. Furthermore, the contents were in line with the knowledge and abilities of the students, which can be elaborated as follows:

Firstly, the lessons were constructed systematically and step-by-step with the contents suitable for students’ proficiencies. The lessons were based on English language curricula for high school students, the Core Educational Curriculum, Cultural Tourism Management, course description of Basic English courses for Mathayom 4, as well as the concept of the content-based instruction, and relevant documents about English listening and speaking skills. The contents, teaching guidelines and learning activities were based on the results of the needs analysis of the students. The lessons and lesson plans contained clear and practical objectives with learning activities in line

with the students' needs and interests. During the implementation, improvements and revisions were carried out in order to facilitate understanding and skill formation of the students. After the implementation of each lesson plan, improvement or addition to the contents and teaching techniques were carried out, based on the records on weaknesses of students, so that the following lesson plans could be more effective. After the completion of each lesson plan, listening and speaking abilities were assessed in order to improve the following plans. This finding confirmed the study of Kiratikroekrai (2009), revealing that the students had learned from the instructional management plans which were constructed and validated systematically. The contents were based on the results of the questionnaire, which was interesting and relevant to the students. Furthermore, the contents and media were authentic without any adaptation, motivating the students to learn more. Additionally, needs of the students was the main focus, enabling them to develop at their fullest potential in terms of contents, instructional media and pedagogical techniques. The goal was to develop their learning potential to a higher level.

Secondly, the English contents in the lessons were related to Chiang Dao District and the ethnic groups residing in the district. They included the district history, important tourist attractions, Lahu, Lisu, Shan, Karen, Akha and Kachin ethnic groups. For each ethnic group, the contents included festivals, arts and culture, beliefs, ways of life, as well as clothing, ethnic wisdom and music/plays. The contents were designed in accordance with the interest and needs of the students based on the needs analysis survey. The contents were closest to the knowledge background of the students, which facilitated learning activity management related to local contents that the students were most familiar with. The familiarity with the contents generated interest and motivated the students to study English. They were also determined to express what they knew well, resulting in an improvement of their English listening and speaking abilities. This finding confirms what Suwanpracha (2013) had discovered, where she stated

that using local contents that were relevant to students' knowledge and background enabled them to transfer their knowledge easily and furthermore, challenged them to gain new knowledge in order to fulfill what they did not have. The finding also supports the concept of Richard & Rogers (2014) in that learning would be more effective when the contents are relevant to the needs and direct experience of learners. Khongcharoen (2008) also revealed that teaching methods, which focus on linguistic contents understandable to learners, would help them succeed in learning a language. Using local contents as language materials could help learners perceive the language, since the language input was understandable and learners were familiar with their local contents. Furthermore, learning activities did not focus on memorizing grammatical rules but were based on English speaking and listening practices. This opportunity could develop and enhance the efficiency of their English listening and speaking skills.

Thirdly, the learning activities and instructional steps facilitated learning via the process of content-based language learning, where the focus of the activities was on enhancing listening and speaking abilities. The instructional steps started from the warm-up activities by using video clips, tales or games. The activities were based on the needs and interests extracted from the survey results in an attempt to motivate them. Activities promoting their speaking and listening skills included role-play and field trips so that they were able to express their skills in both simulated and real situations. Taylor (1978) pointed out that instructors should present meaningful and motivating activities in order to encourage students to communicate. Furthermore, learning activities should be diverse, for instance, using videos or clips to present cultural tourism contents in the district. In the practice step, a group practice was conducted to make group members feel at ease and to reduce stress when they had to speak in English. After that, a pair work was implemented with one as a foreign tourist and the other as a local guide providing him/her tourist information. Famous tourist attractions in the district were assigned to motivate their interests and to attempt communicating

in English. This practice is in line with Brinton, Snow & Wesch (2003) stating that, in a content-based language learning, instructors should use contents to specify language patterns and skills necessary for students to know and understand in order to carry out learning activities. This method would enable instructors to construct lessons closest to real situations. It is a language instruction for communication based on the principle that language learning occurs when learners use language in a simulated or real situation. After the students were fluent in the classroom situation, they were brought to the actual tourist attractions so that they were able to use English in the real-world situation. Khaemane (2009, 133-137) summarizes real-life learning management claiming that the learning must be related and relevant to a particular context and must be practical in daily life. Learning is meaningful because it is beneficial to learners, motivating their inquisitiveness in order to encounter and solve real-life problems. Learners would be equipped with skills necessary for their lives. Cordon and Herrera (1998, 390-393) stated that, in real-life learning, learners usually encounter problems and must make a decision and act accordingly. There are decisions to be made, and their consequences associated to those decisions following by appropriate actions. When a problem occurs, a decision must be made and the most suitable action must be performed in accordance with the situation. An individual would choose to perceive and learn what is meaningful to him/her. It is generally something that is vital to his/her daily life. Receiving feedback regarding one's actions is considered real-life standards of quality.

The speaking and listening skills of the students significantly increased after the implementation of the lessons. The students were involved in the pre-listening and speaking test. After the implementation of the eight lesson plans, the post-test was administered. The result was that the scores of their post-test increased significantly due to the following reasons:

The overall efficiency of the content-based English lessons on Cultural Tourism Management was at the highest level with learning activities and instructional steps toward language learning. Phuaphansakul (2011: 64-66) pointed out that the content-based instruction approach enables learners to have a full language experience while learning the contents. In this case, language learning unconsciously took place at the same time as learning contents. It also promotes a context-based learning with learners observing a practical use of the language that is embedded in suitable and reciprocal interaction contexts. Moreover, the approach motivates language learning and practice what is required, leading to a better speaking ability. Chamot & O' Malley (1994) stated that context-based learning approach enables learners to practice language used according to its functions, skills and needs for understanding. Conversation, reading and writing about the constructed contents provide learners an opportunity to associate their background knowledge with the new one and to practice more effectively. Grabe and Stoller (1997) pointed out that this approach focuses on contents rather than grammatical rules and correctness, enabling learners to have a positive attitude toward language learning.

In summary, these content-based lessons on Cultural Tourism Management were suitable for the level of knowledge, needs and interests of the students in developing their English listening and speaking abilities. This is because the contents were in line with their needs and interests. Furthermore, they were familiar with and had some background knowledge about the contents to some extent. They were also involved in various learning activities and their English language abilities could be put into actual practice by interacting with foreign tourists. Additionally, they were provided more opportunities to use and communicate in English until they were confident in delivering messages and information that could be well understood.

## **Recommendations**

### **Pedagogical Recommendations**

1. Time for classroom instruction should be flexible to help students to achieve the objectives and build up their confidence in speaking English.

2. Learning atmosphere should be relaxing, friendly and stress-free. Every student should be encouraged to participate in all learning activities, which could contribute to more pleasing learning process and formation of effective learning habits.

3. Multimedia and real-life situations should be used as often as possible, because these media and situations can motivate learning interest and attention, resulting in better development of their listening and speaking skills.

4. There should be a variety of learning activities with a focus on those in line with students' needs and interests. For instance, learning from real situations would enable students to learn what is related to real life, to solve problems and to develop their interaction skills.

5. Students should be encouraged to fully use their thinking skills. This approach motivates learners to think, analyze and criticize constructively in order to expand their communication contents. Learners are free to speak about their topics of interest, leading to improved language skills necessary for conveying their ideas or opinions. Furthermore, learners are encouraged to memorize the language forms and practice what they can speak best. They must be reminded not to copy dialogues but to create dialogues similar to what is presented in the lessons.

### **Recommendations for Further Studies**

1. Other variables besides English listening and speaking abilities should be investigated, for instance, reading & writing abilities, critical thinking skills, problem-solving skills and interpretative skills using English content-based lessons on Cultural Tourism Management.

2. A language learning research and development using content-based instructional approach with other contents should be conducted, for instance, Sports Tourism, Recreational Tourism, or Medical Tourism.

3. There should be an experimental research to develop content-based lessons on Cultural Tourism Management with lower secondary school or high school students.

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