

ปัจจัยที่มีอิทธิพลต่อการพัฒนาสื่อการเรียนรู้ภาษาอังกฤษ เพื่อนำที่ยังก่อต้นของวง

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บทคัดย่อ

วัตถุประสงค์ของการศึกษาในครั้งนี้คือ เพื่อเป็นการวางแผนโครงร่างการออกแบบ
และการพัฒนาแบบเรียนรู้ภาษาอังกฤษเพื่อการท่องเที่ยว งานวิจัยเรื่องนี้อาศัยทฤษฎี
การวิเคราะห์ความต้องการ (Needs analysis) ซึ่งเป็นการระบุประเด็นที่ผู้เรียนจำเป็นต้อง¹
ศึกษาเพื่อที่จะส่งผลให้ประสบผลสำเร็จต่อการปฏิบัติหน้าที่ในสถานการณ์ต่าง ๆ หรือ
เพื่อให้บรรลุเป้าหมายที่ต้องการ (Target Needs) (Hutchison & Waters, 1987) ผู้วิจัย²
ได้เลือกวัดหนองแรงเพื่อเป็นกรณีศึกษาของงานวิจัยชิ้นนี้ และมีผู้เข้าร่วมงานวิจัยทั้งหมด
4 ท่าน ซึ่งประกอบอาชีพมัคคุเทศก์และนำเที่ยวที่วัดหนองแรงอยู่บ่อยครั้ง เครื่องมือ³
ที่ใช้ในงานวิจัยมีทั้งหมด 3 ชิ้น ดังต่อไปนี้ (1) แบบสอบถาม มีไว้เพื่อค้นหาคำตอบ
เกี่ยวกับลักษณะที่จำเป็นต่อการเป็นมัคคุเทศก์ (2) การบันทึกเสียง ใช้ในการวิเคราะห์
หาคำศัพท์เฉพาะที่มัคคุเทศก์ควรทราบในการนำเที่ยวที่วัดหนองแรง (3) การสัมภาษณ์
แบบโครงสร้าง ใช้ในการพิจารณาถึงข้อมูลที่จำเป็นต้องแจ้งให้นักท่องเที่ยวทราบช่วงก่อน
และระหว่างการนำเที่ยว ผลของการวิจัยแสดงให้เห็นถึงลักษณะและประเด็นที่มัคคุเทศก์
จำเป็นต้องศึกษาเพื่อที่จะบรรลุเป้าหมายในการนำเที่ยว

คำสำคัญ : การวิเคราะห์ความต้องการ, ภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ,
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Influential Factors for Developing English Learning Material for Tour Guides at Wat Nong Wang

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Abstract

The purpose of this study was to provide an appropriate framework for designing and constructing English for tourism learning material. This study is based on the needs analysis which determined what learners need to do in order to achieve the success in a target situation; in other words, target needs (Hutchison & Waters, 1987). Wat Nong Wang tourist place was chosen as the case study of this study. The participants of this study were four tour guides who work regularly in Wat Nong Wang. Three instruments were used in this study. The first one was a questionnaire which was to find out the necessary aspects of being tour guides. Second, voice recording was used to investigate the specific vocabulary that tour guides must know when they are working at Wat Nong Wang. Last, structured interviews were used to examine information that must be given to tourists before and during the tour. The results of this study present some necessary aspects that tour guides need to learn in order to archive their career goals.

Keywords; Needs analysis, English for specific purposes, tourism, material development

Introduction

In recent times, English has been recognized as an international language especially as economic globalization has necessitated a common tool of communication among people in several countries. English is used for different purposes: academic and specific. People can develop their English proficiency by both taking an English course or self-study, with the intention that they could understand and use English better when it is time to use it. In the present day, as communities become more multicultural, English is the major key for people to communicate with each other. That is to say, people should learn English as a foreign language or a second language for enhancing higher language skills.

In Thailand, people tend to pay more attention in learning English which makes it easier for them to communicate with foreigners who come along with a strong growth of tourism, economy, and education. Moreover, English language is included in Thailand's education curriculum. The curriculum regards English as a foreign language which is studied at all levels until graduation. According to the Ministry of Education in Thailand, they had launched an "English Speaking Year 2012" to promote English speaking for Thai students and people, and for the reason of growing tourism in Thailand. Boisseler (2014) stated that tourism has become one of the global economic sectors which highly impact on the development of a country. In recent years, people around the world tend to travel abroad in order to explore other cultures in different ways. People travel to visit historical sites and museums, as well as experience the diverse lifestyle of those countries.

Interestingly, the Northeastern part of Thailand, or Isan does not sound very familiar for many foreigners since this area is considered as a remote part of the country. This region is also called “Isan”. However, inside this unknown land there are many interesting activities waiting for tourists to explore. Also, Isan has many cultural places for people to experience. Thus, Isan tourism must be promoted for the reasons above.

Khon Kaen is located in Isan. This province has existed for only about 100 years. It can be said that it is not a very old city. In fact, this area has a very long history which includes ancient civilization, dinosaur fossils, prehistoric ancient communities, and Khmer sites. From the prehistoric to the present, those places in Khon Kaen reflect the fascinating history of the province. Additionally, Khon Kaen is not only the center of the region by its geography, but also the center of education and technology. This province provides convenient transportation, luxury accommodations, and excellent services that are waiting for everyone to try. For all of these reasons, Khon Kaen is destined to be another attractive tourist province in Isan.

In recent times, many research studies have been conducted on the needs of English language and the construction of English courses in order to develop an appropriate English language function for learners. Saengmahachai (1996) designed an English lesson to promote Eco-Tourism and to maintain culture. The participants were all local people in Ban Sra, Amphoe Kamthawichai, Mahasarakarm. The finding illustrated that the English lesson effectively improved their English skills and enhanced their attitudes towards learning English. In this study, the researcher aimed to promote Eco-tourism with English and focused on improving learner's English-speaking skill. Similarly, Seechinda (2015) developed an English package for home stay hosts in Phu Thai Khog Kong cultural village, Kuchinarai district, Kalasin province.

In this study, the researcher would like to investigate the influential factors of English for tourism learning material: a case Study of Wat Nong Wang. The temple was selected for this study because it keeps a lot of history and local knowledge of Khon Kaen province. This study focused mainly on three issues as follows: (1) the necessity aspects that tour guides must have when they are giving tours in Wat Nong Wang, (2) specific vocabulary used, and (3) important information that must be given to tourists before and during the tour.

1. Purpose

The purpose of this study is to provide an appropriate framework for designing and constructing English for Tourism Learning Material for tour guides at Wat Nong Wang.

2. Research Question

What should be included in the English for Tourism Learning Material for tour guides at Wat Nong Wang.

Literature Reviews

1. English for Specific Purposes

The term English for Specific Purpose (ESP) has long appeared in the literature relating to English teaching. It is commonly used to refer to teaching for a clear purpose. The purpose is defined with reference to some occupational requirements, e.g. vocational training for telephone operators or civil airline pilots, or training programs for hotel staff. All these occupations require English as a tool of furthering their specialists' education or to develop their performance in the workplace (Hutchinson & Water, 1987).

Hutchinson & Waters (1987) view that ESP is significantly closely related to learners' needs in the world of information. Furthermore, the varieties of today's career operation have enforced English learners to select their favorite ways of learning English successfully.

2. Needs Analysis

Needs analysis has a strong impact on the development of ESP, the focus of this research project, and general English courses. Several researchers (e.g. Munby, 1978; Hutchinson & Waters, 1987; Mackay & Mountford, 1978; Iwai et al, 1999) acknowledged this theory. This present study focuses on the job needs. Some jobs such as tour guides require a strong knowledge of English to accomplish

the job. Hutchison & Water (1987) stated that there are three areas to analyze: necessity, lack, and want. Necessity is a thing or a treatment that is needed for learners to be better in using English. Lack is what the learners are lacking, hindering them from advancing their uses of English. Want is basically what the learners desire to do in order to improve their proficiencies.

Necessity is the focus of this study. This research study tried to find out what is necessary for learners to acquire in order to be able to guide at Wat Nong Wang. Without receiving necessary knowledge, the material developers are not able to produce productive learning material. Finding out the necessity is a guideline for researchers and material developers to follow during their stages of material development.

Methodology

1. Participants

The target population was fifteen tour guides from the association of Khon Kaen Province tour guides, all of whom have experiences of being a tour guide for more than two years. All of whom have at least two years experiences working as tour guides. Among there, four volunteered to be part of this study because of their interests in this topic. The participants are Thai and both male and female. According to the English score of their course exit test, there are mixed levels of English language.

2. Instruments

Three instruments were used in this research study including questionnaire, voice recording, and structured interview.

2.1 Voice Recording: This was used to examine the specific vocabulary used during the tour at Wat Nong Wang. The voice recording was administered by the researcher when the tour guides were giving tours at Wat Nong Wang. Later the voice recordings were transcribed and then analyzed.

2.2 Questionnaire: This was used in order to find out the necessity aspects that tour guides must have when they are giving tours in Wat Nong Wang. The questionnaire consists of two parts. The first part is to find out the participant's background information such as *year of experience as tour guide* and *number of times guiding at Wat Nong Wang*. The second part was to find out five aspects as follows: (1) Basic knowledge of being tour guide, (2) Professional knowledge about Wat Nong Wang, (3) Knowledge of English, (4) General skills, and (5) Personal attributes. After the questionnaire is developed by the researcher, it was piloted.

2.3 Structured Interview: This instrument was used to gather the important information of Wat Nong Wang that must be given to tourists before and during the tour. It was in written form. There were two guided questions: “*What should be informed to the tourists before visiting Wat Nong Wang?*” and “*What should be informed to the tourists while visiting Wat Nong Wang?*” The interview was carried out after the tour guides finished their works.

3. Data Collection

There are three main steps, which are collecting voice record, answer from questionnaire, and answer from structured interview.

3.1 Voice Recording: When the participants were giving tours at Wat Nong Wang, the researcher was allowed to accompany and record their voice. The duration of the recording was unlimited. Later, the recordings were transcribed into text file.

3.2 Questionnaire: A rating scale questionnaire was given to all participant. They were asked to complete the questionnaire after finishing the tour at Wat Nong Wang.

3.3 Structured Interview: The participants answered two questions by writing them into a form. They were required to complete both questions on the form.

4. Data Analysis

After receiving all the data from three instruments, the data were analyzed qualitatively and quantitatively in order to get information from three angles.

4.1 The Data from Voice Recording: Once the records were transcribed into text files, they were sent back to the four participants. Then the participants circled specific vocabulary that they think were the most important words in giving tour at Wat Nong Wang. They could circle an unlimited number of words. Later, the researcher collected all the circled words and found out whether there were repeated words. The words were run alphabetically and counted to determine frequency.

4.2 The Data from Questionnaire: The participants were asked to express their agreements in a numerical value from one to four. The first part of questionnaire was analyzed by tallying into a form. The second part of the questionnaire was analyzed by using statistics including, mean (\bar{X}). The Statistical Package for the Social Science (SPSS) program was used and interpreted according to the following adapted ranges (Mueller, 1986):

Very essential	=	4 (between 3.28-4.00)
Essential	=	3 (between 2.52-3.27)
Inessential	=	2 (between 1.76-2.51)
Very inessential	=	1 (between 1.00-1.75)

4.3 The Data from Structured Interview: The data from interview was used to investigate the necessary information that must be given to the tourists. There were two questions in this structured interview. The data received from interview was analyzed and categorized into groups of the same and similar ideas.

Results and Discussion

1. The Results from Voice Recording

The voice record was used for gathering specific vocabulary used when participants were working at Wat Nong Wang. The vocabulary was identified by the participants themselves. All four participants submitted the video records. The results of this part are presented in Table 1.

Table 1 Specific Vocabulary Selected by Tour Guides

Number	Specific Vocabulary	Frequency
1	Buddha	4
2	Buddha images	4
3	Buddha relic	4
4	celebrate	4
5	cocoon	4
6	dinosaur fossil	4
7	establish	4
8	fish trap	4
9	governor	4
10	gratitude	4
11	history	4
12	Kalam	4
13	Khmer	4
14	loom	4
15	mural painting	4
16	Naga	4

Number	Specific Vocabulary	Frequency
17	pagoda	4
18	Plara	4
19	pottery	4
20	reclining Buddha	4
21	rocket festival	4
22	sacred	4

The total number of all specific words that the participants circled were 116 words. Table 1 shows only the words that are repeated or the words that are circled by all four participants. These words are the most necessary for tour guides at Wat Nong Wang. The findings are directly in line with previous finding of Seechinda (2015) which is about developed an English package for home stay hosts in Phu Thai Khog Kong cultural village, Kuchinarai district, Kalasin province, specific vocabulary is one of important factors that students must learn. These 22 words in table 1 were selected from the highest frequency found in the study. They are obviously words that are necessary for tour guides to used when giving tours in Wat Nong Wang. When tour guides acquire plenty words for their work, they can speak confidently. The highest frequency words acquired from this study were then categorized into groups such as words about Religion, Living, Belief, Art, and Other.

1.1 Religion

The words were categorized into a group of religious words which are mainly related to Buddhism. These words reflect how important it is to mention about religion since the tour guides are at a Buddhist temple. It cannot neglect talking about the Buddha or anything related to him when we are at Buddhist temples. Words about religion that were selected are *Buddha*, *Buddha image*, *Buddha relic*, *Reclining Buddha*, and *Pagoda*.

1.2 Living

As the temple was built for storing stories of Isan, words about Isan living tools and the way of life were found. The second floor of the temple contains lot of things about Isan living equipment, so the words like *cocoon*, *fish trap*, and *loom* were found in the analysis. However, from personal observation, there is still a lot more equipment shown in this floor than were found in the analyzed list.

1.3 Belief

Every time visiting temples in Thailand, there is one thing that has always been there that is *Naga*. It is one of the words about belief that was found in the analysis. *Naga* is believed to be a spiritual snake that can be found in great rivers and important lakes. Another interesting word that was found in the analysis is *kalam* or the prohibitions of Isan people. The pictures of stories about the prohibitions are displayed in the wall of the second floor. It is quite interesting to see because you can learn lot of Isan traditions from the pictures such as *Kalam* number 23 which depicts that “*It is not ok to be too beautiful when the husband is away from home*”. Some other words such as *celebrate*, *sacred*, and *rocket festival* were also found.

1.4 Art

The only one word about art that was found in the analysis was mural painting. This word was used many times because obviously there are mural painting everywhere in this temple.

2. The Results from Questionnaire

The questionnaire was used to find out the necessary aspects that tour guides must have when they are giving a tour in Wat Nong Wang. The results illustrated the participants’ background knowledge. The questionnaire was divided into three parts as follows: gender, years of experience, and number of tours given at Wat Nong Wang, respectively.

One tour guide has been working as a tour guide for more than one year while the rest have been working in this career for two years. This shows that all the participants have some experiences in guiding tour. Working full time in Khon Kaen Province, the tour guides have been giving tours at Wat Nong Wang to international tourists for more than two times.

The second part of the questionnaire was to find out the necessary aspects that tour guides must have when they are giving tours in Wat Nong Wang. The participants were asked to rate essential levels of each ability aspect. There were five main aspects as follows: (1) Basic Knowledge, (2) Professional Knowledge about Wat Nong Wang, (3) Knowledge of English, (4) General Skills, and (5) Personal Attributes.

Table 2 Results of Basic Knowledge

Topics	Mean	Interpretation
Current News	3.25	Essential
Tour Management	3.75	Very essential
Morality	3.25	Essential
International Culture	3.00	Essential

Basic knowledge basically are topics that tour guides could possibly talk about during the tour, for examples, trending news and the tourists' culture. Also, this kind of knowledge refers to the ability that tour guides know how to do tour management and the ability that they know how to treat people in a good and appropriate ways.

Table 3 Results of Professional Knowledge about Wat Nong Wang

Topics	Interpretation
Isan Temple	Essential
Isan Mural Painting	Essential
Isan Culture	Very essential
Isan Agriculture	Very essential
Isan Cuisine	Essential
Isan Tradition	Very essential
Prohibitions of Isan	Essential
Isan Handicraft	Essential
Isan Architectural	Essential
Buddhism	Very essential
Buddha Images	Essential
Superstition	Essential
Silk weaving	Essential

The results shown in table 3 are for Professional Knowledge about Wat Nong Wang. It was evident that all four tour guides were that they agreed that knowledge of Isan Culture, Isan Agriculture, Isan Tradition (Hit Sib Song Kong Sib Si), and Buddhism are very essential for being tour guides at Wat Nong Wang. The remaining topics were rated as essential as well. Since Wat Nong Wang is like a museum collecting all sorts of things related to Isan cultures and living, every aspect in table 3 are chosen as necessary knowledge that tour guides should have. The results demonstrated in this section match a study of the Solunda (2007) that visiting Wat Nong Wang the Isan culture is the core. Tourists would learn many important aspects about Isan culture by visiting this temple.

Table 4 Results of Knowledge of English

Topics	Interpretation
Specific Vocabulary	Essential
Listening	Essential
Speaking	Very essential
Writing	Essential
Reading	Essential

Results in table 4 show that there is one very essential topic about knowledge of English in which tour guides must be proficient. The most essential skill is speaking because they need to successfully converse with foreigners, so the result of this part is obvious. However, the participants also rated other topics as essential.

Table 5 Results of Knowledge of General Skills

Topics	Interpretation
Isan Language	Essential
Self-adjustment	Essential
Creativity	Essential
Problem Solving and Decision	Essential
Teamwork	Very essential

Knowledge of General Skills are aspects that are not directly related to the tourist attraction. Such knowledge is as important as knowledge of specific tourist attraction because tour guides can use that knowledge to perform their job responsibilities better. The participants rated knowledge of *Thai*, *English*, and *Teamwork* as very essential skill for the career as shown is table 5.

Table 6 Results of Personal Attributes

Topics	Interpretation
Self-discipline	Very Essential
Honesty	Essential
Punctuality	Very Essential
Responsibility	Very Essential
Understanding other	Very Essential
Job Devotion	Essential
Social Responsibility	Very Essential
Having Pride of Nation	Essential

The last results are for *Personal Attributes*. The participants rated almost all the topics as *very essential*. Being a good tour guide, it is necessary to have good knowledge and personal attributes like *self-discipline*, *punctuality*, *responsibility*, *understanding others*, and *social responsibility* as shown in table 6. The overall findings of this section are in accordance with findings reported by Narongrit (2007) who stated that in addition to be an expert in giving tour at the tourist attractions, it is essential for tour guides to be punctual, honest, and responsible. In brief, besides knowledge of tourist attractions, tour guides must know some of these aspects above to be able to perform good work.

3. The Results of Structured Interview

The results of this part come from the answers of two questions from the interview. The questions were (1) “*What should be informed to the tourists before visiting Wat Nong Wang?*”, and (2) “*What should be informed to the tourists while visiting Wat Nong Wang?*”. The results of this part are presented in table 7 and table 8. These two questions were to find out what tourists need to be informed before and during the trip to Wat Nong Wang.

Table 7 Results of Question 1

Question 1	Answers	Number of Participants
	Briefly history	3
	Rules of temple	3
	Time allocation	1
	Activities at temple	1
	Open-close time	1
	Buddhism practice	1
	Dressing	1
	What to see in the temple	1

Question 1 meant to find out what is necessary to tell tourist before starting the trip. Sometimes, tourists must know the way of practices of local people, so tour guides are responsible for informing the tourists of those things. The results in table 7 show that most participants agreed to tell the tourists about *history* and *rules* of Wat Nong Wang. Before the tour, tour guides must tell tourists about history of Wat Nong Wang and rules of the temple.

Table 8 Results of Question 2

Question 2	Answers	Number of Participants
History of Khon Kaen	4	
Fortune items	4	
Isan living tools	4	
The prohibition of Isan (Kalam)	4	
Traditions of Isan (Hit Sib Song Kong Sib Si)	4	
Gestures of Buddha images	3	
Offering dedicated to Buddhist monks	3	
History of The Buddha	2	
Sin Sai Story	2	
View of Khon Kaen	2	

Question 2 was to find out what the tour guides should tell tourists during the tour at Wat Nong Wang. It was found that they must inform specific information or knowledge about the tourist attraction encompassing *the history of Khon Kaen*, *fortune items*, *Isan living tools*, *the prohibition of Isan (kalam)*, and *traditions of Isan (Hit Sib Song Kong Sib Si)* (see table 8). The tour guides must tell this specific information to tourists during the tour. If tour guides have no knowledge about the site, the tourists might miss important information about which they should know.

The results presented in this section suggest that there are numerous aspects of learning that tour guides must acknowledge in order to perform best in their careers. Avermaet & Gysen (2006) stated that analysis of needs is the first step for material developers to understand “why” the learners should learn that thing. As mentioned

in the introduction part about “necessity”, it is clearly shown on the results about what kind of topics that learners should be taught so that they are able to give tours at Wat Nong Wang. Once all these results are combined, a meaningful framework for constructing material will be made.

Conclusions

The outcome of this study has two advantages which can be concluded as: (1) This study promotes a framework for developing specific learning materials for English for Tour Guides subject and (2) This study targets 22 specific vocabulary that is benefiting tour guides in their occupations.

Recommendations

From the findings of this current study, further studies should be concluded: (1) To use this framework in modifying existing tour guides training curriculum to be more effective and (2) To use this framework in developing a learning material for tour guides in Wat Nong Wang.

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