



Curriculum Development and Evaluation: An English Training Module for Promoting Sustainable Tourism for Local Tour Guides

การพัฒนาและประเมินหลักสูตรการฝึกอบรมภาษาอังกฤษเพื่อส่งเสริมการท่องเที่ยวแบบยั่งยืนสำหรับผู้นำเที่ยวท้องถิ่น

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Abstract

This study aims to develop and evaluate an English training module for promoting sustainable tourism for local tour guides in Tha Sa La subdistrict municipality, Chiang Mai province. Participants were 18 trainees. Research instruments included the evaluation form of the content validity of the curriculum, the pre- and post-tests of oral English proficiency, a simulation test of oral English proficiency at an actual worksite, a questionnaire of tourists' satisfaction towards trainees' use of English, and a questionnaire of trainees' satisfaction with the training. The study revealed that four out of five pre-established criteria were achieved.

Keywords: Curriculum Development and Evaluation, English for Local Tour Guides, English for Specific Purposes

บทคัดย่อ

งานวิจัยฉบับนี้มีวัตถุประสงค์เพื่อพัฒนาและประเมินหลักสูตรอบรมภาษาอังกฤษเพื่อส่งเสริมการท่องเที่ยวแบบยั่งยืนสำหรับผู้นำเที่ยวท้องถิ่นในเขตเทศบาลตำบลท่าศาลา จังหวัดเชียงใหม่ ผู้เข้าร่วมวิจัยมีจำนวน 18 คน เครื่องมือการเก็บข้อมูลมีดังต่อไปนี้ แบบฟอร์มการประเมินความเที่ยงตรงเชิงเนื้อหาของหลักสูตร การทดสอบการพูดภาษาอังกฤษก่อนและหลังการอบรม การทดสอบบทบาทสมมุติ ณ สถานที่จริง แบบสอบถามความพึงพอใจของนักท่องเที่ยวต่อการใช้ภาษาอังกฤษของผู้เข้าอบรม และแบบสอบถามความพึงพอใจของผู้เข้าอบรมต่อหลักสูตรการอบรม ผลการวิจัยพบว่าจากจำนวนเกณฑ์ประเมินประสิทธิผลของหลักสูตรที่ตั้งไว้จำนวนห้าข้อมีการบรรลุผลจำนวนสี่ข้อ

คำสำคัญ: การพัฒนาและประเมินหลักสูตร ภาษาอังกฤษสำหรับผู้นำเที่ยวท้องถิ่น ภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ

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Introduction

Sustainable tourism which gives importance to the preservation of the environment and cultural heritage has been used recently as an important strategy to accelerate the Thai economy (Office of the National Economic and Social Development Board, 2017). The Thai government expects that sustainable tourism will help preserve Thai culture and traditions and generate more income for local people, which will eventually strengthen the community. Therefore, local administrative organizations are required to operate sustainable tourism that fits local lifestyles, traditions and culture, as well as natural resources (Wirudchawong, 2012). Tha Sa La subdistrict municipality (hereafter referred to as Tha Sa La) is a local organization that actively promotes sustainable tourism within their community. Since Chiang Mai is a popular tourist destination among foreign tourists indicated by the increasing percentage of foreign tourists to 43.80% within three years (2009-2012) (The Tourism Authority of Thailand, 2015), Tha Sa La created an important project in early 2015 entitled, *the development of Tha Sa La community in promoting sustainable tourism* to renovate local tourist attractions and to preserve local culture, traditions, and wisdom. However, the study on the readiness and potential in promoting Tha Sa La as a new cultural tourist attraction (Wongpinetch, Sakuntanaklap, Wongchan, Mueangrung, & Saelee, 2015) suggested that Tha Sa La should offer training on using English to relay traditions and local wisdom to foreign tourists, and such training would enable Tha Sa La to become a new tourist attraction in Chiang Mai. Responding to such local needs, this study aims to develop an English training module to prepare Tha Sa La villagers to be English local tour guides and expected that they would help disseminate local traditions and culture to visitors.

Research Objectives

To develop an English training module for preparing Tha Sa La villagers to be English local tour guides and evaluate the effectiveness of the English training module.

Literature Review

This section includes the literature review of theories and previous studies which have been used to develop the conceptual framework for the present study. The following topics are delineated respectively: English for Specific Purposes (ESP), the Task-Based Language Teaching (TBLT) approach, and Tyler's curriculum evaluation model.



First, the concepts of ESP curriculum development were used to outline overall steps and procedures in the development of the English training curriculum. ESP is a language teaching approach that perceives English as “a tool for communication” (Nunan, 2004, p.7). The term “selective” (Holme, 1996, p.3) was later added to emphasize learners’ specific needs that must be considered when an ESP curriculum is designed. However, ESP places importance on language topics and skills as other approaches of English language teaching (Barnard & Zemach, 2003). Hutchinson and Waters (1987) have proposed the learner-centered ESP course design approach with four major steps: a) conducting needs analysis to identify target language and skills as well as learners’ learning process, b) designing syllabus, c) determining content in accordance with the results of needs analysis, and d) developing classroom materials that match the syllabus and course evaluation. Second, the TBLT approach was used to guide the decision-making on teaching methodology and teaching material development in the present study. Richards and Rodgers (2001, p. 223) defined TBLT as “an approach based on the use of tasks as the core unit of planning and instruction in language teaching”. Therefore, tasks become an important element in the TBLT in designing syllabus, teaching, and assessing learners’ academic achievement (Nunan, 2004), and the design of TBLT task is to determine the kind of language use and learning opportunities. Long (2015, p. 108) clarified tasks as “the non-technical, everyday, real-world use” of the language, and tasks should be determined according to an analysis of the target discourse, not a text-based analysis. Tasks in TBLT are considered as the core component of curriculum planning because learners will develop their English abilities through these tasks. If tasks are not designed to serve learners’ specific needs, learners might not be well-prepared for their future use of English. Finally, Tyler’s model of curriculum evaluation was used to frame the evaluation of the effectiveness of the English training in the present study. Curriculum evaluation is the process to determine the effectiveness of a curriculum (Kelly, 2009) which can be examined by considering whether the curriculum can effectively facilitate learners to achieve learning objectives (Tyler, 1949). Thus, the method of curriculum evaluation must be designed in accordance with learning objectives informed in the curriculum (Kelly, 2009). Tyler (1949) proposed a model of curriculum evaluation which includes four key steps for curriculum planning and curriculum evaluation. The first three steps focus on curriculum planning including specifying learning objectives (1st step), designing learning experiences that respond to the specified learning objectives (2nd step), and organizing

the designed learning experiences so they can facilitate students' learning processes (3rd step). The fourth step which is to test whether the learning objectives specified in the first step are achieved focuses on the curriculum evaluation.

Research Methodology

This section discusses the research design, sampling and sample group, as well as data collection instruments and data analysis.

1. The Research Design, Sampling, and Sample Group

The present study is a mixed-research design adopting both qualitative and quantitative methods to develop and evaluate the English training module for English local tour guides. The purposive sampling where samples are selected by conforming to certain criteria (Adams, Khan, & Raeside, 2014) was applied to recruit villagers to participate in the English training. The criteria were as follows: a) the selected trainees must have completed compulsory education (Mattayom 3) to make sure that they have some basic English knowledge; b) the selected trainees must live in Tha Sa La subdistrict municipality to affirm their background knowledge about local traditions and historical sites; and c) the training must be on a voluntary basis. Eighteen villagers were recruited.

2. Data Collection Instruments and Data Analysis

Two sets of data collection instruments were used in this study. Data collection instruments in the first set aimed to obtain necessary information for developing the English training curriculum while those in the second set were employed to evaluate the effectiveness of the curriculum.

First, the data collection instruments employed during the needs analysis are as follows: a) interview, b) observational forms, c) questionnaires on foreign tourists' expectations towards tasks of English tour guides and d) an English oral proficiency test. First, the interviews were conducted with villagers and local administrators aiming at attaining a better understanding of their attitudes, opinions, and needs of the English training. The interviews were conducted in Thai with questions such as "Could you please explain why the community needs local English tour guides?" and "What is a long-term plan to promote your community to be a new tourist destination?." Questions used in the interview had been piloted with people living in another village and revised before they were used with participants. Second, observation of professional English tour guides was employed to validate tasks of English tour guides as well as forms and functions of the English language attained



from the interviews. The observation was taken at Sri Su Phan temple in Chiang Mai with a focus on tasks performed by professional English tour guides while assisting tourists. The data attained from the interview and the observation was analyzed by the process of data coding where “coding categories” (Bogdan & Biklen, 2007, p.173) are assigned to similar content throughout the data before being recategorized and conceptualized in corresponding with the research questions. In this present study, the researcher assigned specific codes in congruence with sub-tasks of English local tour guides, preferable teaching and learning methods, necessary forms and functions of language, and appropriate content areas. Third, a questionnaire on foreign tourists’ expectations towards tasks of English tour guides were administered with 50 foreign tourists in Chiang Mai. The questionnaire consisted of 16 tasks of English tour guides attained from the interview and the observations which were previously conducted in this study. Foreign tourists were asked to rate the importance of these 16 tasks based on their expectation towards English tour guides. Since the questionnaire contained many tasks, the 3-point rating scale was used to save tourists’ time and encourage their genuine responses. Fourth, an English oral proficiency pre-test was used to identify the discrepancies between the targeted language and existing levels of English proficiency of trainees. The test consists of seven questions. These questions require trainees to perform seven different tasks: a) presenting a local product; b) presenting local culture; c) presenting Buak Krok Lhuang temple; d) explaining tourist etiquette; e) making small talk; f) presenting local food; and g) giving directions. The English oral proficiency test was examined by three experts on English curriculum development whether the test accurately assesses expected English oral proficiency. For the reliability of the test, the Cronbach’s coefficient alpha (.91) reveals that the correlations among all seven questions are relatively high. In addition, a holistic rating-scaled rubric of 1 to 4 (*Excellent* = 4 and *Need Improvement* = 1) which focuses on overall achievements (i.e. content, fluency, and accuracy) of trainees in performing tasks in the English proficiency test was employed. The intra-class correlation coefficient (0.92) shows a high degree of reliability within the same rater. Also, the Cohen’s Kappa value of agreement between the two raters (0.78) shows that both raters had mutual understanding of the rubrics.

Second, data collection instruments used to evaluate the effectiveness of the English training are as follows: a) English oral proficiency pre- and post-test, b) the on-site oral proficiency test, c) a questionnaire on foreign tourists’ satisfaction towards trainees’ use of English, and d) a

questionnaire on trainees' satisfaction towards the English training. First, the English oral proficiency pre- and post-tests were conducted during the needs analysis and after the English training was completed respectively. The test consists of seven situations reflecting different tasks of English tour guides such as presenting local products, presenting local culture and tradition, and presenting Lanna food. A holistic rating-scaled rubric which focuses on the overall performance (i.e. content, accuracy, and fluency) in each task was used to assess trainees' English oral proficiency. Scores obtained from the pre- and post-test were analyzed using the paired samples t-test. Second, the on-site oral proficiency test was conducted after the training to evaluate whether participants could use English in an authentic context. For the on-site oral proficiency test, participants performed as a local tour guide at Buak Krok Lhuang temple and presented the temple in the following aspects to foreign tourists: the history and the unique architecture, a mural painting, and tourist etiquette. The scoring rubric which was used with the pre-and post-test was also adapted for this on-site English oral proficiency test. Third, foreign visitors who received tourist assistance from the trainees were asked to complete a questionnaire on foreign tourists' satisfaction towards trainees' use of English. The questionnaire consists of six items with a 3-point rating scale where 3 represents *very satisfied* and 1 represents *unsatisfied*. Questionnaires were piloted with five tourists in Chiang Mai for its clarity and language use. Fourth, a questionnaire on trainees' satisfaction towards the English training was used to evaluate the effectiveness of the English training. The questionnaire consists of five items: a) topics and content, b) teaching methods and classroom activities, c) teaching materials, d) time spent in the training module, and e) overall quality of the English training. Trainees were asked to evaluate these items with a 5-point rating scale where 5 represents *very satisfied* and 1 represents *unsatisfied*.

Findings and Discussion

1. Curriculum development

The needs analysis reveals four important aspects for the development of the curriculum for the English training module: a set of tasks for local tour guides, contents of the curriculum, existing level of trainees' English oral proficiency, and trainees' motivations to study English (Boonteerarak & Wongnang, 2017). Conforming with these four aspects, the English training module (see Appendix A) consists of the following chapters: Greeting and Saying Farewell; b) Talking about



Weather; c) Talking about Local Food and Fruit; d) Giving Directions; e) Explaining Important Local Culture and Traditions; f) Presenting Buak Krok Lhuang Temple; g) Presenting Local Products; h) Dos and Don'ts. In respect to these chapters, learning objectives were designed in accordance with tasks of local tour guides. Teaching and learning activities include: a warming-up activity; a presentation of new vocabulary, expressions, and necessary grammar; listening practice through a task-related conversation; and speaking practice through both paper-and performance-based tasks.

2. The evaluation of the English training module

This section reveals the results of the evaluation of the effectiveness of the English training. The evaluation of the module was framed under the Tyler Model which puts an emphasis on the relations among purposes of the training program, provided educational experiences, and learners' achievements (Tyler, 1940). Five predetermined-criteria were set upon the mutual agreement among all stakeholders and experts on English curriculum development.

2.1. Criterion I: The result of the evaluation of the content validity of the training curriculum must reach a satisfactory level ($\bar{x} \geq 3$, out of 5). According to Goldstein (1987, p.139), content validity which refers to "the degrees to which the content of the training program reflects the critical knowledge, skills, and abilities required for performance of the job" is an important tool for examining training programs. In this study, expert judgements were employed to examine the content validity by rating the relevance among the key aspects of the curriculum and trainees' expected learning outcomes. The findings are as follows. First, the relevance among the goals of the English training curriculum, objectives of lesson plans, and expected learning outcomes is highly related as evidenced by the high mean score ($\bar{x}=3$) based on a rating scale of 1 to 3, where 3 represents the highest relevance. In addition, the mean scores of the relevance of objectives of eight lesson plans and their teaching and learning activities as well as teaching materials are: 4.33, 4, 4, 5, 3.66, 3.33, 3.66, and 4 respectively based on the rating scale of 1 to 5, where 5 represents the highest relevance. The average mean score of all chapters was 4. However, the mean scores of Chapter 5 (Explaining important local culture and tradition), Chapter 6 (Presenting Buak Krok Lhuang temple), and Chapter 7 (Presenting local products) are lower than others. This can be interpreted to mean that with provided teaching and learning activities and materials provided in the three lesson plans, trainees might have some difficulties to achieve the lesson objectives. Therefore, the lesson plans and teaching materials were revised according to suggestions from the

experts. Based on the average mean score of all chapters ($\bar{x} = 4$, out of 5) which informs the high relevance among the objectives of lesson plans, teaching and learning activities, and teaching materials, this criterion is achieved.

2.2. Criterion II: At least 80% of trainees have improved oral English proficiency when test scores of pre- and post-oral English proficiency tests are compared. The criterion was set according to Goldstein's (1987) suggestion that when training focuses on trainees' performance, the evaluation needs the information about trainees' performance before and after the training. Since stakeholders and experts on English curriculum development arrived at a consensus that the acceptable percentage of trainees who improve their oral English proficiency after the training should not be less than 80%, it was, therefore, used as a criterion of the present study. According to the result of trainees' pre- and post-test of oral English proficiency, one hundred percent of trainees ($N = 18$) obtained higher scores in the post-test. The result is presented in Table 1.

Table 1 The Paired Sample T-Test Statistic

Item	No. of participants	Mean (\bar{x})	SD	t-score	Sig (2-tailed)
Post-test	18	38.55	8.85	14.62	0.000
Pre-test	18	24.11	9.22		

According to Table 1, the p-value which is less than 0.05 shows that the mean scores of the post-test is significantly higher than the pre-test ($t = 14.62$, $p = 0.000$). The smaller standard deviation of the post-test ($SD = 8.85$) reflects the smaller amount of variation in scores attained among the trainees. In addition, the improvement of the mean scores from pre- to post- tests is approximately 14 marks ($\bar{x} = 14.44$, $SD = 4.18$) while the highest improved score was 16, and the lowest improved score was 12. This shows that the English training in this study helps improve trainees' oral English proficiency. Since 100% of trainees had improved scores of oral English proficiency, Criterion II is achieved.

2.3. Criterion III: At least 80% of trainees pass the simulation test of oral English proficiency at a working site. The passing cutoff is 80% of the total scores. Since the present study is quasi-experimental with a pre-and post-test design, trainees' scores from the onsite simulation test would add a better insight into the evaluation of the program effectiveness. Stakeholders' and



experts' decision making on the passing cutoff was based on a pilot study of the test. Based on the pilot study with three villagers, the one who appeared to be an effective local tour guide obtained at least 75% of the total scores. However, the stakeholders and experts arrived at a consensus that it would be challenging if the passing cutoff was set a bit higher, namely, at 80% of the total scores.

The study revealed that only 38.88% of trainees passed the cutoff (80%) of the on-site simulation test, and if considering the cutoff as 75%, only 61.11% of trainees would pass the test. This failure might be explained based on two major reasons derived from the questionnaire on trainees' satisfaction towards the English training. First, the training might not effectively prepare the trainees to be familiar with varieties of accents and English usage of foreign tourists from different countries because some trainees reported that they had difficulties when listening to tourists from China and Europe because they had different accents and their English usage varied from those of their trainers who were Thai and Australian. It seems that trainees might not be well-prepared for varieties of English. Second, some trainees did not have enough knowledge on the history and the architecture of Buak Krok Lhuang temple, the venue for the on-site English proficiency test. Consequently, these trainees were reluctant and unconfident when presenting the temple to foreign tourists. In addition, some other possible reasons for the failure of this criterion generated from trainers of the present training are twofold. First, there is a big gap of educational background among trainees. While some trainees hold bachelor's degree, others graduated from Mattayom 3 (grade 9). Therefore, their levels of English oral proficiency are various. Consequently, trainees who have higher level of English proficiency were likely to participate more in activities during training while those who have lower level of English proficiency tended to be quiet. Therefore, this latter group of trainees did not have much opportunity to practice speaking in class and that might affect their performance in the on-site simulation test in some extent. Personal traits such as being too shy or too quiet were reported by trainers as obstacles to the improvement of English oral proficiency among trainees. Then, this third criterion was not achieved.

2.4. Criterion IV: Overall foreign tourists' satisfaction towards trainees' use of English is at a satisfactory level or higher. A questionnaire on tourists' satisfaction towards trainees' use of English was administered with four foreign tourists who visited Buak Krok Lhuang temple located in Moo 1 village in Tha Sa La. The small number of foreign tourists was considered as an important limitation of the present study and will be discussed later in this article. However, the findings from

these tourist questionnaires help add some insights into the evaluation of the English training, particularly from a perspective of people who receive touristic assistance. The findings are presented in Table 2.

Table 2 Descriptive Statistics for Tourists' Satisfaction towards Trainees' Use of English

Items	N	Min.	Max.	Mean	SD
Providing information on culture, history, local products, etc.	4	1	3	2	.816
Giving regulations	4	2	3	2.5	.577
Communicating in English with confidence	4	2	3	2.25	.500
Answering questions	4	2	3	2.25	.500
Giving general information	4	2	3	2.75	.500
Overall performance	4	2	3	2.5	.577

According to Table 2, based on the rating scale where 3 = *satisfied* and 1 = *dissatisfied*, the overall mean score of tourists' satisfactions towards trainees' use of English ($\bar{x}=2.5$, $SD = .577$) show that the tourists were *moderately satisfied* with trainees' use of English. Therefore, this fourth criterion is met.

2.5. Criterion V: Overall trainees' satisfaction towards the training module is at a satisfactory level ($\bar{x} \geq 3$, out of 5). The questionnaire on trainees' satisfaction towards the training module for local tour guides in Tha Sa La was administered with all trainees ($N=18$). The mean score of trainees' satisfactions towards the overall quality of the English training module demonstrates a high level of satisfaction among trainees ($\bar{x} = 4.33$, $SD = 0.594$) based on the rating scale of 1 to 5 where 5 represents the highest satisfactory level. The standard deviation value shows little variation between scores of satisfactions given by trainees. Therefore, the fifth criterion is met.

Implications of the Study for the Development of an ESP Curriculum

Two implications for the development of an ESP curriculum were derived. First, ESP curricula, especially for adult learners, should be designed in accordance with learners' experience and existing knowledge to facilitate learning. Second, an ESP curriculum should provide



opportunities for learners to practice using English in an authentic situation at actual work sites to decrease the gaps between pedagogical practices and the use of English in a real situation.

1. Learners' Experience and knowledge should be employed as key content in an ESP curriculum for adult learners

According to the findings, though most trainees are adult language learners and do not use English in their daily lives, they could develop their English as evidenced by the improved scores of the oral English proficiency post-test and foreign tourists' satisfaction towards the use of their English. Most trainees attained higher scores in the post-test particularly on the test items which were related to local traditions, places, and products. This might suggest that trainees learn better if the English curriculum is directly related to their experience and knowledge. They could build their English proficiency upon this pre-existing knowledge. Larrotta and Serrano (2011) stated that an instructor of adult English language learners needs to know students' culture and values because they always bring with them knowledge, skills, and talents. An instructor must study students' background knowledge and experiences to understand how to make learning meaningful within learners' contexts (Thomson & Hall, 2008). The benefits of using learners' experience and knowledge as a key input in an English training have also been reported in previous studies. Wimontham (2018) reported that the key success factor of her English curriculum for junior guides to promote tourist attractions was that the curriculum was created to match the local tourism context as well as needs of trainees and related stakeholders. Kanoksilapatham (2016) also revealed that the integration of regional traditions into the English curriculum encouraged the use of English among learners because they looked eager and enthusiastic when using English to talk about their own regions.

However, the present study suggests that all trainees' background knowledge should receive attention equally. When considering the curriculum, the researcher found that the content presented in some chapters of the curriculum was dominated by traditions, tourist spots, and local products of Moo 1 village while there are five villages in Tha Sa La. For example, Chapter 6 was developed mainly to present Buak krok Lhunag temple which is in Moo 1 village. Therefore, trainees who were from other villages could feel inferior and were not involved with the lesson because of their insufficient knowledge of the temple. Also, in Chapter 7 *Presenting local products*, only paper lanterns and Lanna-styled flags were used as the main content of the lessons. Accordingly, trainees who were from the villages which do not sell these local products might encounter some difficulties

in describing them in English. In addition, according to the findings on foreign tourists' satisfaction towards trainees' use of English, trainees' performances on providing information on culture, history, local products, etc. received the lowest mean scores when compared to other tasks. Trainees' performances on these tasks might be affected by the gap between the content of the curriculum and learners' pre-existing knowledge as well. Therefore, more consideration should be put on specific needs of all trainees. Also, knowledge and wisdoms of all villages should be taken equally important.

2. The gap between classroom practices and real-world tasks

According to the findings, the curriculum failed one criterion which is related to trainees' performances at a working site. While the goal was 80%, only 38.88% of trainees received 80% or higher from the simulation test of oral English proficiency at a working place. This implies either that the criterion was set too high or that the English training course failed to prepare the trainees for actual work as local tour guides. If it is because of the first assumption, the recommendation is to simply lower the criterion. However, if the second assumption is right, the English training module might have some weaknesses. According to the review of related studies on developing English training for tour guides, an important concept missing from the present study is trainees' practices to use English in authentic situations. Wimontham (2018) found that a field work which allowed trainees to practice as local tour guides with real foreign tourists was an important step of the English training curriculum for local junior tour guides. According to Wimontham (2018), foreign tourists' satisfaction with English skills and performance of junior guides were found to be high in almost all tasks. Also, the Local Guide Training Course provided by the High Impact Tourism Training for Jobs and Income Programme (2019) required its trainees to go on a nature-based tour of the local area and take a role as a local tour guide presenting about a natural heritage using the skills they had learned. Therefore, trainees' practices to use English in authentic situations should be integrated into ESP trainings to narrow the gap between classroom practices and real-world tasks.

In conclusion, a curriculum developer or a teacher of an ESP course should consider incorporating learners' values, experiences, and existing knowledge into the curriculum to engage learners to learn English. In addition, an ESP course should lessen the gap between classroom practices and real-world tasks by including various out-of-classroom activities to encourage learners to use English in authentic situations. Through these activities, learners will foresee future tasks and be prepared to solve problems they might encounter when they perform their future career.



Limitation of the Study

An important limitation of the present study is the small number of foreign tourists (N=4) who voluntarily provided data on tourists' satisfaction towards trainees' use of English. Because of such the small number of participants, the achievement of Criterion IV which focuses on foreign tourists' satisfaction towards trainees' use of English might not represent overall satisfactions of all foreign tourists who received services from the trainees. Therefore, the findings gathered from a small group of foreign tourists might not be used as strong prove of the effectiveness of the English training module.

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Appendix

The syllabus of the English training module

Chapters	Lesson Objectives	Learning Activities	Teaching Materials
1. Greeting and Saying Farewell	Trainees will be able to greet tourists and say farewell to tourists.	1. Warming up: Guess what I have! 2. Presenting new vocabulary and expressions 3. Listening to a dialogue 4. Paper-Based Exercise 5. Communicative task: Simulation	1. Word and expression list: - Greeting and welcoming - Introducing oneself - Saying farewell 2. A dialogue for greeting saying farewell 3. Audio clips
2. Talking about Weather	Trainees will be able to talk about weather.	Same as Chapter 1	1. Word and expression list: weather 2. A dialogue for talking about weather 3. Audio clips
3. Talking about Local Food and Fruit	Trainees will be able to talk about local food and fruit.	Same as Chapter 1	1. Word and expression list: Local food and fruit 2. A dialogue about local food and fruit 3. Audio clips
4. Giving Directions	Trainees will be able to give directions effectively.	Same as Chapter 1	1. Word and expression list: Giving directions 2. A dialogue for giving directions 3. Audio clips
5. Explaining Important Local Culture and Traditions	Trainees will be able to explain local culture and traditions of Tha Sa La to tourists.	Same as Chapter 1	1. Word and expression list: Explaining important local culture and traditions

Chapters	Lesson Objectives	Learning Activities	Teaching Materials
			2. A dialogue for talking about local culture and traditions 3. Audio clips
6. Presenting Buak Krok Lhuang temple	Trainees will be able to present Buak Krok Lhuang temple regarding its history, architecture, and mural paintings.	Same as Chapter 1	1. Reading and Word and Expression list: - History of Buak Krok Lhuang temple - The architecture - Mural paintings 2. Audio clips
7. Presenting Local Products	Trainees will be able to present local products to tourists	Same as Chapter 1	1. Word and expression list: paper lanterns and Lanna-styled flags 2. A dialogue for presenting paper lanterns and Lanna-styled flags 3. Audio clips
8. Dos and Don'ts	Trainees will be able to suggest tourist etiquettes to foreign tourists.	Same as Chapter 1	1. A list of sentences for Dos and Don'ts 2. Audio clips