The Use of English for Tourism Learning Programs to Empower People in Four Local Communities in Thailand: An Analysis of the Case Studies Based on Alan Rogers's Concept

การใช้โปรแกรมภาษาอังกฤษเพื่อการท่องเที่ยวเสริมสร้างพลังอำนาจให้กับกลุ่มเป้าหมายในชุมชนท้องถิ่นสี่แห่งของประเทศไทย: การวิเคราะห์กรณีศึกษาตามแนวคิดของอลัน โรเจอร์ส

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Abstract

This academic article aims to analyze an English for Tourism learning program used to empower the four local communities in Thailand

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following Alan Rogers Routes to Change concept. The data were analyzed through the English for Tourism learning program case studies available in the ThaiLIS database (Thailand Library Integrated System). As a result, the English for Tourism learning program targeted the four local communities in Thailand are prominently linked to the Routes to Change concept towards the development model called "the Early Decision-Making in the Development Route." Additionally, this path aims to encourage the target groups and the local communities to decide their preferences before the training is provided, so the target groups can be qualified, and the local communities can be significantly empowered. Alan Rogers's Routes to Change concept consists of six stages including 1) existing state, 2) awareness of the need to change, 3) decision-making, 4) education and training of adults (ETA), 5) action, and 6) desired change. It was found that the first and the second case studies applied Alan Rogers's Routes to Change concept through the 3rd stage, while the third and the fourth case studies followed the concept through the 6th stage for the desired change. Therefore, the authors proposed the possible guideline for community leaders, policy makers, and learning program developers similar to the case studies' social development stages of community development resulting in the desired changes. Moreover, stakeholders should utilize Alan Rogers's Routes to Change concept as a platform to develop the English for Tourism learning program for training stakeholders, promoting opportunities, and encouraging collaboration throughout the development process.

The Use of English for Tourism Learning Programs to Empower People in Four Local Communities in Thailand: An Analysis of the Case Studies Based on Alan Rogers's Concept

บทคัดย่อ

บทความวิชาการฉบับนี้ มีวัตถุประสงค์เพื่อวิเคราะห์การใช้โปรแกรมภาษาอังกฤษเพื่อการท่องเที่ยวสำหรับการเสริมสร้างพลังอำนาจให้กับชุมชนในประเทศไทย จำนวน 4 แห่ง โดยพิจารณาตามกรอบแนวคิดเรื่องเส้นทางการเปลี่ยนแปลงของอลัน โรเจอร์ส ผลจากการวิเคราะห์กรณีศึกษางานวิจัยในประเทศไทยที่ใช้โปรแกรมภาษาอังกฤษเพื่อการท่องเที่ยวที่มีอยู่ทั้งหมดในฐานข้อมูล "ไทยลิส" พบว่า กรณีศึกษาโปรแกรมภาษาอังกฤษเพื่อการท่องเที่ยวทั้ง 4 กรณี สอดคล้องกับเส้นทางการเปลี่ยนแปลงเพื่อนำไปสู่เป้าหมายแห่งการพัฒนาในรูปแบบ "เส้นทางของการเปลี่ยนแปลงชนิดที่ให้กลุ่มเป้าหมายได้ตัดสินใจก่อนที่จะให้การฝึกอบรม" เป็นการมุ่งเสริมสร้างพลังอำนาจให้กับกลุ่มเป้าหมาย และชุมชนท้องถิ่นให้มีความเข้มแข็งมากยิ่งขึ้น โดยที่ขั้นตอนของเส้นทางการเปลี่ยนแปลงของอลัน โรเจอร์ส ประกอบไปด้วย 6 ขั้นตอน ดังนี้ 1) สภาวการณ์ที่เป็นอยู่ 2) การกระตุ้นความตระหนักรู้ถึงความจำเป็นที่จะต้องเปลี่ยนแปลง 3) การตัดสินใจของกลุ่มเป้าหมาย 4) การฝึกอบรม 5) การลงมือปฏิบัติ และ 6) การเปลี่ยนแปลงที่พึงประสงค์ ผู้เขียนพบว่ากรณีศึกษาที่ 1 และ 2 นำแนวคิดเส้นทางการเปลี่ยนแปลงของอลัน โรเจอร์ส ไปใช้จนถึงขั้นที่ 3 คือ การตัดสินใจร่วมของกลุ่มเป้าหมาย ในขณะที่ กรณีศึกษาที่ 3 และ 4 มีการนำเส้นทางการเปลี่ยนแปลงของอลัน โรเจอร์ส ไปใช้จนถึงขั้นที่ 6 ซึ่งนำไปสู่การเปลี่ยนแปลงที่พึงประสงค์ผู้เขียนได้นำเสนอแนวทางที่เป็นไปได้สำหรับผู้นำชุมชน ผู้กำหนดนโยบาย และผู้พัฒนาโปรแกรมการเรียนรู้ ซึ่งมีความคล้ายคลึงกับขั้นตอนการพัฒนาสังคมจากกรณีศึกษาเพื่อพัฒนาชุมชนอันก่อให้เกิดการเปลี่ยนแปลงที่พึงประสงค์ นอกจากนี้ ผู้เขียนได้เสนอให้มีการนำกรอบแนวคิดเรื่องเส้นทางการเปลี่ยนแปลงของอลัน โรเจอร์ส ไปใช้พัฒนารูปแบบโปรแกรมสำหรับฝึกอบรมภาษาอังกฤษเพื่อการท่องเที่ยวให้ผู้ที่มีส่วนเกี่ยวข้องเพื่อสร้างโอกาสและกระตุ้นการมีส่วนร่วมของผู้มีส่วนเกี่ยวข้องในการพัฒนาตนเองและชุมชน

คำสำคัญ: การพัฒนาชุมชน การเสริมสร้างพลังอำนาจ ชุมชนท้องถิ่น ภาษาอังกฤษเพื่อการท่องเที่ยว อลัน โรเจอร์ส

Introduction

English plays an important role as a universal spoken language around the world (Nishanthi, 2018: 871; Rao, 2019: 66; Ilyosovna, 2020: 22). There are many reasons why English is incredibly important. It is absolutely an international common language which is widely used in different sectors. With the knowledge in English, people can be more enjoyable when accessing various types of media either online or printed. As can be seen that several Hollywood films, TV shows, or songs are mostly written in English. Also, it is significant to those who prefer to work in a multinational business (Ilyosovna, 2020: 23). Moreover, adequate knowledge and skills in English will make traveling more feasible, and the travel service providers will have a better chance to earn benefits since English has been extensively spoken and accepted as a common language by the international travel and tourism departments, agencies, and companies (Rao, 2019: 75).

Tourism is a major economic contributor to Thailand (Surawattananon & et al., 2021: 5-6). Tourism promotional activities are specifically recognized as an important factor for economic growth and development because this will contribute to government stimulus measures if the tourism sectors are productive and efficient. This also leads to poverty reduction as well as revenue increase (Surawattananon, 2019: 1). In Thailand, the tourism industry is very profitable and grows every year, the government implied policies and laws to support tourism in order to have more tourists, produce domestic jobs, and support country economy (Lertchalermtipakoon & et al, 2021: 59-60). Since the contribution of Travel and Tourism has been significantly promoted, creating quality tourism, higher economic value, and improving tourism income especially to the regional areas of Thailand are extensively focused to become more sustainable. (Suwanpakdee, 2018: 459). Therefore, the direct stimulation to local communities in Thailand is an

The Use of English for Tourism Learning Programs to Empower People in Four Local Communities in Thailand: An Analysis of the Case Studies Based on Alan Rogers's Concept

urgent need because the knowledge and skills in English enhancement for tourism to those who are socially disadvantaged or excluded from the government's development expenditures are necessarily encouraged. (Lucchetti & Font, 2013). Community-based tourism (CBT) is often recognized community participation as a key element. The local communities should be involved in the decision-making processes, for instance, a chance to share their hopes, desires, and concerns about the development as well as to be included in the distribution of financial benefits that the local people should have from tourism and other involved sectors (Sutresna I.B.& et al., 2019: 70-71). Also, the Community-based tourism (CBT) is an alternative approach to local community that can reduce socio-economic inequalities, and increase the fair allocation of resources, ownership, and community empowerment (Nomnian & et al., 2020: 58). Therefore, it is necessary for the community-based tourism involved parties to have an English language training especially in communication to improve their language skills and knowledge as well as the engagement in the community which can encourage sustainable development (Nomnian & et al., 2020: 62 as cited in Nitikasetsoontorn, 2015). Moreover, communication in community-based tourism surroundings between local communities and foreign tourists, there are often expectations from both sides. The tourists expect the host's capability of English skills such as basic vocabulary for providing tourist information, giving services, and offering help; whereas the hosts expect the tourists to understand their basic skills and culture of the host's communities (Nomnian & et al., 2020: 60-62). Also, Kuosuwan (2006) claimed that the ability to speak and listen to foreign language are required skills to communicate with foreigners. Having a good communication skill in English can be a factor for delivering quality services, so people who are working or involving in this field need to improve their English communication abilities, fluency, and accuracy

(Zahedpisheh & et al., 2017: 86 - 88). As most of Community-based tourism (CBT) is promoted rural areas where English are only taught in school, but rarely used daily life, unlike those who are living in tourism provinces like Bangkok, Chiangmai or Phuket. This causes the English language communication problems such as concerning about grammatical use, the process of Thai-English, English-Thai translation, English pronunciation and limit of vocabulary (Suwanpakdee, 2018: 462).

Apart from that, poor economic status or inadequate English skills can be dependent factors. That is to say, the target groups do not have an opportunity for any English training as well as for using English effectively due to their poverty. On the other hand, inadequate English skills may reduce their earning revenue. Therefore, it is imperative to apply English for Tourism learning programs to such target groups so that they can confidently use English to earn their incomes as well as increase their quality of life. The term" program" has been defined differently. Bhasin (2020) has defined the definition of a training program as an activity or activities of one or a set of courses to improve performance, productivity, skills, and knowledge. In this article, the term "program" refers to a course or a set of learning activities provided to the target groups in the community.

This article aims to analyze the use of the English for Tourism learning programs to create empowerment in the local community in Thailand based on Rogers (1994)'s concept of the Routes to Change. Empowerment is considered as a process of an internal willingness and providing a task and atmosphere that motivates learners to make decisions, solve a problem and discover their own capacity. It also refers to collective action to improve life quality in a community as well as build a connection amongst the community and involved organizations (Daggol G.D, 2020: 21).

**The Use of English for Tourism Learning Programs to Empower
People in Four Local Communities in Thailand: An Analysis of
the Case Studies Based on Alan Rogers's Concept**

It is critically focused on the desired changes at the individual level whereas the overall picture of the local community's desirable changes will be conducted in further research. Additionally, this study will be useful in terms of presenting various experiences summarized in the published research. Additional recommendations for further studies are also included in this study.

The Theory of Development according to Rogers (1994)'s

Rogers (1994: 91-106) categorized development theory into two approaches based on the target criteria; (1) the Deprivation and Needs theories, and (2) the Exclusion theories as seen in Table 1.

Table 1: Taxonomy of Development

Deprivation and Needs Theories	Exclusion Theories
1 Overcoming Poverty	1 Dependency and Self-reliance
1a Growth and Modernization	2 Liberation
1b Social Planning	3 Participation
1c Human Resource Development	
1d Community Organization	
2 Meeting Basic Human Needs	

Source: Rogers (1994: 92)

Table 1 shows the Taxonomy of Development (Rogers, 1994). According to Rogers (1994), if there is a deprivation and needs occurring, the involved agencies should urgently input their developmental action plans for growth and better quality of life whereas the latter approach is required when there is an exclusion of minorities from the development plan, then

the organizations should somehow implement their plans through various social activities in order to encourage these groups to participate without any discrimination. Each theory can be described in Table 2.

Table 2: Problem, Process, and Goal of Development Classified by the Development Theory

Theories/ Patterns	Problem	Process	Goal
Growth and Modernization	Poverty and Backwardness	Growth and Modernization	Prosperity
Social Planning	Poverty and Backwardness	Social Planning	Development
Human Resource Development	Traditional Skills and Attitudes	Human Resource Development	Economic Growth
Community Organization	Poor Ethnic, Minorities, and Social Disadvan- taged	Developing (or Using) a Commu- nity Organization	Development
Meeting Basic Human Needs	Deprivation	Meeting BHN	Improved Quality of Life
Dependency and Self-reliance	Dependency	Indigenization	Self-reliance
Liberation	Oppression	Social Action	Liberation
Participation	Marginalization	Empowerment	Participation

Source: Synthesized (Rogers, 1994: 91 – 106)

The Use of English for Tourism Learning Programs to Empower People in Four Local Communities in Thailand: An Analysis of the Case Studies Based on Alan Rogers's Concept

Table 2 shows the development theory (Rogers, 1994) which can be classified into three components: 1) problem, 2) process, and 3) goal. As can be seen in the Participation theory, once marginalization occurs, it is suggested that those who are unable to access basic activities or opportunities should be empowered to participate in any social activities.

The development process to achieve the goal consisted of the Routes to Change can be divided into two main types: 1) partial routes and 2) full routes (Rogers, 1994: 118-130).

The Partial Routes to Development

This type of change or development consists of five essential stages: 1) existing state, 2) awareness to change, 3) knowledge or skills, 4) action, and 5) desired change.   This route type can also be divided into three practical routes, the Bureaucratic Route, the Technocratic Route, and the Direct Action Route.

(1) The Bureaucratic Route This type will skip the 2nd stage (awareness to change) and 3rd stage (knowledge or

skills). From the existing state, the action will be legitimately forced for an immediate desired change.

(2) The Technocratic Route This route also skips the 2nd stage (awareness to change). From the existing state, the involved agencies will focus directly on providing practical training to enhance knowledge and skills for the target participants such as initiating skills or tools for the desired change. For example, the development agencies choose English for Tourism training courses' content without the need for the participants' decision.

(3) The Direct Action Route This route skips the 3rd stage - training the target audience's knowledge. It begins with the existing state, and then the change agents stimulate the awareness of the target audience. It is then encouraged to take immediate action towards the desired change.

The Full Routes to Development

This type of change consists of six essential stages: 1) existing state, 2) awareness enhancement of the target groups, 3) decision-making, 4) education and training of adults, 5) action of target groups, and 6) desired change or other change. The achievement or non-achievement of the route's objectives depends on the sequences of the 3rd and 4th stages. The 3rd stage, the Early Decision-Making in the Development Route, allows the target audience to make their own decisions. In the 4th stage, change agents provide training courses in a content which is consistent with the target audiences' decision. Then the practice in the 5th stage leads to desirable changes in the 6th stage. On the other hand, the Late Decision-Making in the Development Route is when the target groups' awareness has been previously implemented, and then change agents provide training courses in any content, knowledge, or skills (the 5th stage). Later, they will encourage the target participants to decide on an action to be used (the 3rd stage) together with the chosen knowledge and skills (the 5th stage). As a consequence, this may lead to a desirable change or other changes (the 6th stage). For instance, a change agent chooses its content to apply to an English for a Tourism training course, without considering the felt needs of the target participants. Then, the participants decide on their knowledge and skills to use in real situations. Consequently, there might be an undesirable way, that is, the target audience selects inappropriate and broad knowledge, or the change agents may not include the content based on the target audience's preference at the training stage (the 5th stage). All of these could lead to other changes.

Therefore, the advantage of "the Early Decision-Making in the Development Route" may consequently lead to the desired change. However, there is a disadvantage of a decided training package that the

**The Use of English for Tourism Learning Programs to Empower
People in Four Local Communities in Thailand: An Analysis of
the Case Studies Based on Alan Rogers's Concept**

target audience may lack the opportunity to learn by trial and error which limits their self-learning and self-development experience.

On the other hand, "the Late Decision-Making in the Development Route" has the advantage in that it allows the target audience to decide on different approaches that have previously been presented by the change agents through the process of training. However, there is also a disadvantage if an inaccurate method is applied which may lead to undesirable changes. For example, the change agents focused on intensive listening, speaking, reading, writing skills, and grammar while all these skills and knowledge cannot always apply to all situations.

In addition to "the Late Decision-Making Route," there is still a concern if change agents are aware of what knowledge or skills should be focused on during the stage of ETA so that the content can be comprehensive, profound, and spacious.   On the other hand, for "the Early Decision-Making Route," the target audiences may receive limited knowledge based on their own decisions. This may result in the lack of opportunity to learn extensive techniques, knowledge, and skills. For example, the target audiences decide to learn only by listening and speaking while the grammar usage is not focused. As a result, the opportunities to reinforce their reading and writing skills including grammar and its correct usage are neglected.

Although the Partial Route produces the results more quickly than the Full Route, the changes are often not permanent, and different from the Full Route which is permanently effective because it allows the target audiences to mutually decide on the activity which psychologically effects the involvement of the target audiences. Additionally, the Partial Route can certainly produce the desired change because it omits the target audience's involvement in decision-making which obstructs their self-learning and development.   Moreover, when the change agents leave the community,

the process will be discontinued. Therefore, the explanations of English for Tourism training programs and the results of the four studies are analyzed through the concept of Rogers's Routes to Change discussed as follows:

Research Review on the Use of English for Tourism to Empower the People in Four Local Communities in Thailand

According to the research review in the ThaiLIS database, with searching keywords "English for Tourism" were retrieved between August and September 2022. There are 53 research findings. Four research explained the use of English for Tourism training programs with the target groups in the local communities in Thailand. These research articles were analyzed in relation to the Routes to Change Concept of Alan Rogers (1994). The details of each research study are presented as follows:

Case Study I: Atibaedya (2010) studied and presented "A Self-directed Learning Model for Communicative English Using for Eco-Tourism and Cultural Heritage Tourism in Tha-ka, Amphawa District, Samut-Songkhram Province." This research had four objectives: 1) to explore the problems of using English for communication in eco-tourism in Tha Kha Sub-district, Samut-Songkhram Province, 2) to verify its felt needs, 3) to study strategies and policies promoting the use of English for communication in eco-Tourism in Tha Kha Sub-district, Samut-Songkhram Province, and 4) to create a self-directed learning model in the use of English for communication in eco-tourism in Tha Kha Sub-district, Samut-Songkhram Province. The population of this research was tourism service providers in the Tha Kha community area, Moo 2 Ban Khlong Sala, Tha Kha Sub-district, with 684 people and about 19,064 foreign tourists (during the time of the study). The sample group used in the qualitative study consisted of 60 native or English-speaking foreign tourists and service providers while the sample group in the quantitative

The Use of English for Tourism Learning Programs to Empower People in Four Local Communities in Thailand: An Analysis of the Case Studies Based on Alan Rogers's Concept

study consisted of 252 service providers in the eight local groups - local saving, village funding, cultural traditions, women's group, sailing, travel and homestays, Thai desserts, and coconut basketry. The tools used included in-depth interviews with semi-structured questions, questionnaires, and a data record form. The qualitative data obtained from the interviews were analyzed using a content analysis method, and then formed an inductive conclusion. Quantitative data analysis used were statistical analysis of frequency and percentage values, arithmetic mean, and standard deviation. The results revealed as follows: firstly, the main problem derived from both the service providers and the foreign tourists that they could not communicate with each other. Some could not even apply previous training knowledge practically. In addition, most of them lacked basic English knowledge as well as lacked a chance to use it continuously and confidently. They could not provide basic information about tourist attractions, or products to foreign tourists as expected. Secondly, the service providers needed support from the relevant agencies to provide them with English language training for eco-tourism, focusing only on listening and speaking skills using appropriate media for occupational group. Lastly, Tha Kha community had its strategies to support local in the use of English for communication in eco-tourism, and a self-directed learning model of English for communication in eco-tourism was developed in Tha Kha Sub-district. This included illustrative materials with words and descriptions in both English and Thai, organized into a series of eight occupational groups. There was also a short English document explaining the community products and a brief history of the important sites in the community.

Case Study II: Supasiriwittaya (2014) studied and presented "The Development of an English Agro-tourism Handbook for Hosts at Klong Mahasawat Community, Phuttamonthon District, Nakhon Pathom." This

research had three objectives: 1) to study the community context of agro-tourism in Khlong Maha Sawat community, 2) to study its felt needs for English for agro-tourism, and 3) to develop an English manual for agro-tourism for the hosts in Khlong Maha Sawat community. The population of this research was people in Khlong Maha Sawat community including 11,813 people in Salaya Sub-district and 5,193 people in Maha Sawat Sub-district, totaling 17,006 people, and tourists who visited this area. The sample group used in the study consisted of 20 people in agro-tourism, leaders in agro-tourism management, a group of entrepreneurs, residents, and tourist service center staff along Maha Sawat canal and 20 foreign tourists, so there were 40 people altogether. The tools used included foreign tourists' questionnaires, tourist and the host behavior observation form, and a semi-structured interview of those involved in agro-tourism in Khlong Maha Sawat community. The information included the ability to use English, occupation, characteristics of foreign tourists, and the use of English to communicate with tourists, including English vocabulary and sentence patterns. A typological analysis was used to analyze the content and conclude each study point. The results were as follow: firstly, Khlong Maha Sawat community had a distinctive identity that was very interesting in the community's history and its local resources, as well as the availability of agricultural and human resources that were suitable and conducive for agro-tourism management. Secondly, the need for English communication with foreign tourists varied according to the features of the activities offered. That meant that individuals had different roles in giving service to foreign tourists, but they shared some common traits such as they tended to emphasize on informal language when providing knowledge and information to tourists about interesting local activities. For them, being able to communicate was more important than grammatical correctness, so most

**The Use of English for Tourism Learning Programs to Empower
People in Four Local Communities in Thailand: An Analysis of
the Case Studies Based on Alan Rogers's Concept**

patterns used were affirmative sentences. Lastly, an English manual which was developed for agro-tourism for the hosts in Khlong Maha Sawat community consisted of eight chapters. Each lesson included examples of Thai and English sentences, pronunciation in Thai, vocabulary, and illustrations, and an audio recording of native speakers as a guideline for pronunciation practice.

Case Study III: Phandee (2016) studied and presented "Communicative English Skills Development for Local People in Samutprakan Province." This research had three objectives: 1) to survey the felt needs for the development of English language skills for communication among people in Bang Phli Sub-district municipality, 2) to create developmental English communication lessons according to the felt needs of the target group, and 3) to evaluate the learning activities achievement according to the lessons on the development of English for communication skills of the target group. The population of this research was local people in Bang Phli Sub-district municipality. The sample group in the needs survey process was 20 people while there were 30 people in the experimenting process using the developed lessons. The tools used included the felt needs survey form on English for communication skills development, English for communication developed lessons, and the learning achievement assessment form based on developed lessons on English for communication. Moreover, quantitative data analysis methods were used to analyze statistical values composed of frequency and percentage, arithmetic means, standard deviation, and dependent sampling t-Tests. It was found that the felt needs for English language skills development for communication among the people in Bang Phli Sub-district municipality was mostly at a high level. However, the five preferred contents out of fourteen were categorized in descending order; that is, 1) tourist attraction introduction, 2) advice in different situations, 3) how to read regulations, signs, traffic signs,

and an advertisement, 4) English on Thai food, basic conversation in a restaurant, and food order, and 5) invitation and appointments. The content consisted of vocabulary, expressions, translations, sentences, cultural descriptions, attractions, and additional information about Samut Prakan Province. Each lesson consisted of the followings structure; English conversation, pronunciation exercise, sentence matching exercise, fill-in-the-blank exercise, quiz activity, and a role-playing activity respectively. All of these were prepared into a presentation structure including useful phrases and vocabulary, a warm-up activity, a speaking practice, and cultural notes. The results showed that the posttest score increased from 14.42 to 30.80 which differed statistically at the 0.01 level. It meant that the developed curriculum for improving English communication skills was effective.

Case Study IV: Sugunto (2017) studied and presented "The Development of English Learning Package for Tourism through Tourism Activities to Mahouts, Children, and Young Students in Meayaow Sub-district, Chiang Rai Province." This research had three objectives: 1) to identify important tourist attractions in Mae Yao Sub-district that affect the preparation of the English language learning series for tourism, 2) to create an English Tourism learning kit for the mahouts at Ban Ruam Mit, children and youth to communicate with foreign tourists, and 3) to practice English communication skills for mahouts, children, and youth in Mae Yao Sub-district. The total sample were 70 including 10 people from Ban Ruam Mit mahouts, children, and youth in tourist attractions areas, 20 people from Ban Ruam Mit, 20 people from Ban Song Khwae Pattana, and 20 people from Ban Sai Mun. The key informants were 13 community leaders and local guides in the area. The tools included an interview form for community leaders and guides, a tourist behavior observation form on the services of entrepreneurs

The Use of English for Tourism Learning Programs to Empower People in Four Local Communities in Thailand: An Analysis of the Case Studies Based on Alan Rogers's Concept

in the use of English communication in tourism, and an observation form for the English learning behavior of the target groups. Also, the qualitative data analysis methods were used to analyze and interest to develop a set of learning kit which include tourist attractions basic information, information on factors affecting the development of the English for communication learning set, and data from the results of using the English for communication learning kit to experiment with the target groups. The results were as follows: firstly, 10 major tourist attractions in Mae Yao Sub-district such as Tham Phra ancient tourist attraction, the elephant tour at Ban Karen Ruam Mit with an average of 5 to 10 foreign tourists daily. Secondly, the English language learning programs developed by the researcher presented the English language on culture, customs, traditions, ethnic beliefs, and eco-tourism, and were divided into three learning sets – 1) tourist attractions in Mae Yao Sub-district, the culture of the ethnic group in Mae Yao Sub-district, and tourism in Mae Yao Sub-district. After the learning package was distributed, the English listening, speaking, reading, and writing abilities of the target audience had improved. It simply showed that the learning package was quite effective. Lastly, the target group who was previously unconfident using English to communicate especially in front of their peers could communicate better after the facilitators used communication approach strategies and participate with peers.

Analysis of the Use of English for Tourism Programs for Local Community Empowerment based on Rogers' Routes to Change (1994)

The four case studies focusing on the use of English for Tourism programs for empowering local communities in Thailand were analyzed based on Rogers' Routes to Change concept. Explanations are shown in Table 3.

Table 3: Case study analysis of the Use of English for Tourism Programs for Local Community Empowerment based on Rogers' Routes to Change (1994)

Case studies	Developed lessons	Lesson Developers	Lesson evaluation	Development Steps					
				(1) Existing state	(2) Awareness enhancement	(3) Decision-making	(4) Education and Training	(5) Action of the target groups	(6) Desired change
Atibaedya (2010)	Self-directed learning model	Researcher as a change agent	X	√	√	√	X	X	X
Supasiri-wittaya (2014)	English manual for hosts	Researcher as a change agent	X	√	√	√	X	X	X
Phandee (2016)	Lesson series on the dev. of English	Researcher as a change agent	√	√	√	√	√	√	√
Sugunto (2017)	English learning kit for mahouts	Researcher as a change agent	√	√	√	√	√	√	√

The Use of English for Tourism Learning Programs to Empower
People in Four Local Communities in Thailand: An Analysis of
the Case Studies Based on Alan Rogers's Concept

Table 3 shows the analysis of the four case studies based on Rogers' (1994) theory of Early-Decision Making in the Development Route. According to the four case studies, the two case studies followed the first three development steps whereas the other two case studies followed all of Rogers' (1994) development steps regarding their research design and objectives. The four case studies were analyzed as follows:

Analysis of Case Study I: Development of a Self-directed Learning Model in the Use of English for Communication in Eco-tourism in Tha Kha Sub-district

This mixed method consisted of four important steps: 1) exploring the use of English for communication for eco-tourism among tourists, 2) analyzing the English for Communication for eco-tourism of service providers, 3) reviewing document relating to strategies and policies to support English language communication as a basis for the further model development, and 4) developing a self-directed learning model of English for communication for eco-tourism to tourism service providers in Tha Kha Sub-district.

After analyzing this case study based on the Routes to Change Concept, it was found that Atibaedya (2010) attempted to take "Early Decision-Making in the Development Route" which was only processed through the 3rd stage that allowed the target audience to previously decided contents and activities. However, it did not specify the scope and the objectives of the research until the training stage (ETA), and subsequent stages ended.

In this research, the 1st stage was to survey the problem of English communication used for tourism among the target groups. The 2nd stage was to raise awareness by verifying the felt needs of the target audience on

English for Tourism. It was found that this local community still needed to be strengthened in English language knowledge and skills. This meant that the awareness of problems and opportunities had been pointed out as well as the felt needs. Next, the 3rd stage was to all the target audience to make decisions through a demand survey activity using the findings from interviews with the target audience and the local tour operators. It showed that there was a need for training services in English for Tourism from the relevant agencies. Moreover, the important decision point of the target audience was that they only wanted to practice their English listening and speaking skills especially based on the occupational groups in the community. Therefore, the decision of the target groups led to self-directed learning model that was later developed into illustration books divided into eight occupational groups.

A significant point in this research was the observation of the target audience. Although the local community experienced with English language training, the knowledge and skills were not used after the training, and some tourism service providers could not communicate effectively with foreign tourists. These training programs may be characterized as "Late Decision-making in the Development Route" that focused on delivering broad knowledge and skills according to the change agents. The target audience may not know how to apply knowledge and skills in real-life situations. However, it could be considered as "Technocratic Route" which focused on training and direct action but not on awareness-raising and decision-making activities.

Unfortunately, the results of this case study led to the development of a self-directed learning model in the use of English for Tourism, but the eight illustrative books were not yet trialed with target

The Use of English for Tourism Learning Programs to Empower People in Four Local Communities in Thailand: An Analysis of the Case Studies Based on Alan Rogers's Concept

audience. However, the research was not conducted on the use of the model with the target audience at the end of the process which was a desirable change. This activity would empower the community by enhancing English language skills for tourism.

Analysis of Case Study II: Development of an English Manual for Agro-tourism for the Hosts in Khlong Maha Sawat Community

This qualitative research consisted of three main steps. 1) to explore the context of the agro-tourism community in Khlong Maha Sawat community, 2) to survey the English language felt needs for agro-tourism in the area, and 3) to develop an English manual for agro-tourism for the hosts in the community.

After analyzing based on the Routes to Changes Concept, it was found that the first three steps of the Routes to Change were chosen as Atibaedya (2010)'s work. It was classified as "Early Decision-making in the Development Route", and the action took place through the 3rd stage – the target audience's decision-making. The scope and the objectives were not specified until the later stages of the route.

This study was consistent with the 1st and the 2nd steps presented in Case Study 1. The 3rd stage was to allow the target audience to make decision through the felt needs survey activity using the findings from interview participants involved in agro-tourism in Khlong Maha Sawat community such as entrepreneurs or local people in the area. It was found that the felt needs for English communication with foreign tourists differed in the context of the activities that each service group offered. Also, there was still the need for this training. Also, the key decision points of the target audience were placed on the use of informal English for an explanation by providing advice and information to the tourists. As such, the most

preferred sentence pattern was affirmative sentences. The emphasis should also be on the communicative approach rather than grammatical correctness. Therefore, the target group's decision resulted in an English language manual for agro-tourism for the hosts in Khlong Maha Sawat community, which was later developed. What is interesting about this study was that the researcher emphasized on the pronunciation of the target audience which was not accurate and clear enough to communicate with foreigners. Therefore, using educational technology such as audio CDs recorded by native speakers would encourage practice of speaking with correct pronunciation. This case study only provided an agro-tourism English guidebook for the hosts in Khlong Maha Sawat and a CD for practicing pronunciation. However, it neither checked the effectiveness of learning materials nor proceeded further along the Routes to Change.

Analysis of Case Study III: Creation of Lesson Series on the Development of English Skills for Communication according to the Needs of the People in the Bang Phli Sub-district Municipality

This mixed method consisted of three steps. 1) to survey the felt needs for the development of English communication skills among the local people. 2) to develop lessons that consisted of contents and teaching materials and experiment with the target audience, and 3) to evaluate the achievement of the learning activity. When analyzing with the Routes to Change Concept, it was found that the researcher employed the "Early Decision-making in the Development Route". The operation was a complete design of the six-stage process of the Routes to Change. Therefore, the 2nd stage presented the felt needs for English communication skills of the people in the target area. This need inevitably represented the difference between the present situation and the expected plan. The 2nd stage

The Use of English for Tourism Learning Programs to Empower People in Four Local Communities in Thailand: An Analysis of the Case Studies Based on Alan Rogers's Concept

represented awareness raising by exploring the felt needs of the target audience. The results of the survey also reflected the concrete awareness. The 3rd stage encouraged the target audience to make decisions through the felt needs survey activity using the findings from the questionnaire. The finding demonstrated a high level of need for English language skills development. It was also discovered meticulously that the top five preferences out of the fourteen topics were 1) tourist attraction introduction, 2) different situations advice, 3) how to read regulations, signs, traffic signs, and an advertisement, 4) English for Thai food, conversation in a restaurant, and ordering foods, and 5) invitation and appointments. Therefore, the content, which was decided by the target group, was later developed into the series of lesson.

The main difference between the two former case studies and Phandee's case study (2016) is that the scope of research and the objectives were conducted in the training stage or Education and Training of Adults and so on. The 4th stage was training which the change agent applied the lesson series with the target groups in Bang Phli Municipality and the 5th stage was action. It was found that the results of the training enabled the target audience to communicate correctly and fluently with the English knowledge and skills. Therefore, it was confirmed that the set of lessons was effective by using the dependent sampling t-Tests. As a consequence, once the target audience has been trained, they will be able to implement it.

Additionally, the 6th stage for the desired change was described as follows. Firstly, if this desired change was considered based on the effectiveness of the target group, it meant that they had already achieved the desired change based on the statistical values. Secondly, if the target audiences could apply their English knowledge and skills in communication correctly, it meant that the scope and objectives precisely exceeded what

this case study researcher expected. If the target audience developed their English communication skills effectively, it affected the empowerment of both the target group and the local community. A change agent and the researcher in this case study justified that the reason for developing this series of lessons was to reinforce the potential group in Bang Phli Municipality to be able to apply English for communication with various strategies used with the fullest potential. It also led to self-reliance leading which accounted to a sustainable learning society. That is, once the target audience developed English language skills for the preparation and awareness of changes particularly when the ASEAN Community and the World Community influencing various fields such as economic, society, politics, and education, the community would empower itself.

Analysis of Case Study IV: Development of an English Learning Kit for Communication in Tourism for Mahouts, Children, and Youth in Mae Yao Sub-district

This qualitative research consisted of three main steps: 1) to explore important tourist attractions in Mae Yao Sub-district that affected the preparation of English language learning for tourism series, 2) to develop an English learning kit for tourism to mahouts, children, and youth in the area, and 3) to pilot the English communication learning kit for tourism with the target groups for a qualified local tour guide.

When analyzing based on the Routes to Change Concept, it was found that the researcher employed the same path of Routes to Change similarly to the work of Phandee (2016). That could classify as "Early Decision-making in the Development Route". The operation was designed through the entire six-stage process along the path of this route to change as well.

The Use of English for Tourism Learning Programs to Empower People in Four Local Communities in Thailand: An Analysis of the Case Studies Based on Alan Rogers's Concept

The 1st stage was to study the existing state by surveying important tourist attractions in Mae Yao Sub-district, and interviewing community leaders and guides. This gave a clear picture of the existing state of using English for Tourism. The 2nd stage was to raise awareness. That is the survey from 1st stage triggered their awareness on the problems, opportunities, or expectations. The 3rd stage was to allow the target audience to verify their felt needs. The audience mutually suggested the preferred contents such as tourist attractions in the area or tourist-interested views to be developed into an English learning kit. This also included problematic information, suggestions, and experiences or even often-asked questions when communicating with foreigners to solve the problems of communication.

This study is similar to Phandee's research (2016) in terms of function, scope of research, and objectives, which were compiled within the training activity and subsequent stages. The 4th stage was to train which the change agent implemented the English learning package with the target audiences who are mahouts, children, and youth in Mae Yao Sub-district taken account to the 5th stage which was action. Behavior observation was applied during the training activities and from the actual situations when serving as a guide. The result showed that the training enabled the target groups to communicate based on their English for Tourism knowledge and skills in listening, speaking, reading, and writing. The result showed that behavioral expressions increased after using the learning activities. Previously, the main problem was the target audiences lacked confidence in English communication. However, after using the learning kits, they were more confident. The 6th stage was the achievement for the desired change. It was divided into two cases similarly to the previous case studies. Firstly, the target audience in this research achieved the desired change goal based on their effective output behaviors if this desirable change was identified.

Secondly, if it was expected that the target group must be able to use their English for Tourism knowledge and skills effectively in the community, then the scope and objectives were beyond what research had planned. If the target group developed skills in using English for communication effectively, such outcome would empower their local community accordingly. According to Sugunto (2017: 2-3), it is necessary to develop a knowledge of English for communication for mahouts, children, and youth in Mae Yao Sub-district so that they could have effective skills in English. Therefore, improving knowledge and skills in English for Tourism for mahouts, children, and youth in Mae Yao Sub-district to be a qualified local tour guide and implicitly would empower this community consequently.

Recommendations for Further Development of Learning Programs for Local Community Empowerment in Thailand

This academic article relies on the concept of development to empower the target groups in the Thai local communities. Since there are still minorities or marginals that are often excluded from the majority's advantages. For instance, most minorities in Thailand are desperated from being excluded. As a result, it is difficult for them to join and negotiate in the community. This also leads them to have less opportunity in many social development comparing to the majorities. These exclusion causes the existing state to be unsatisfactory, unpleasant, and expecting to change. Therefore, a way to cope with this situation is to empower the community so that they could have the opportunity to receive the benefits as the majority.

Another key to success is to encourage the local community participation in the decision-making process through their felt needs. The process of felt needs involves identifying needs, prioritizing needs, and

**The Use of English for Tourism Learning Programs to Empower
People in Four Local Communities in Thailand: An Analysis of
the Case Studies Based on Alan Rogers's Concept**

designing learning programs to suit their prioritized needs. The desire for people to engage in the community involvement relies on their felt needs especially those of the basic ones. Therefore, the leader, the policy makers and program developers should implement and promote felt needs as well as consider assessing felt needs of local people on their learning program as a basis for taking action in community development.

For English language learning, it is important for the learning program developers to encourage students' participation and involvement in language learning. Not only assessing learners' felt needs but also assessing perceived needs from stakeholders involved and prioritize them. Also, promoting self-directed learning should be promoted in that learners would have opportunities to take involvement in planning the lessons, monitoring the progress, and evaluating the results. Moreover, the implementation of social action approach should be considered especially for those who have little power in society, for example, the minorities, the poor, the disabilities, or those being ignored.

According to Rogers's development theory (1994) on exclusion theories, the development process requires social action to motivate the minority to flee from the exclusion. Therefore, the development of English for Tourism learning programs would be a key development for community and should continuously focused on the social action approach to eliminate the exclusion according to the model proposed by Beal et al. (cited in Langenbach, 1993: 135-145). The stages of activities include: 1) analysis of the existing social systems, 2) convergence of interest, 3) evaluation, 4) prior social situation, 5) delineation of relevant social system, 6) initiation sets, 7) legitimating with key leaders, 8) diffusion sets, 9) definition of need by the more general relevant social systems, 10) commitment to action, 11) formulation of goals, 12) decision on means to be used, 13) plan of work, 14)

mobilizing resources, 15) action steps, 16) total program evaluation, and 17) continuation. Accordingly, many stages can be taken into social action ranging from explaining existing social situations to leaders, policy makers and program developers to be aware of their learning needs to continuing evaluation and implementation of the program. This process is not only to empower the minorities that have been generally powerless, but also to convince those on power to rethink about current situations as well as program and policy implementation.

Conclusion

When analyzing the use of English for Tourism programs to empower local communities in all four case studies based on Rogers' Routes to Change Concept (1994), the results of the study were consistent with "the Full Route to Development", and "the Early Decision-making in the Development Route" is a subcategory. It consists of six stages as follows: 1) existing state, 2) awareness of problem and opportunity, 3) decision-making, 4) Education and Training of Adults (ETA), 5) action, and 6) desired change. The Full Route and the CBT are expected to be alternatives for self-reliant community which encourage community participation and permanent outcomes. The early decision-making in the development route encourages participation in decision-making before implementing the training. In the same way, the CBT also empowers the community participation. Once the local community is empowered through community participation, the sustainable development could be achieved within community.

Not only the study by Atibaedya (2010) developed a self-directed learning model of English for Communication in eco-tourism in Tha Kha Sub-district, Supasiriwittaya (2014)'s also developed an English manual for

The Use of English for Tourism Learning Programs to Empower People in Four Local Communities in Thailand: An Analysis of the Case Studies Based on Alan Rogers's Concept

agro-tourism for villagers in Khlong Maha Sawat community by implementing the research scope and objectives until the 3rd stage. It does not extend to further steps or even until the end of this Routes to Change. However, Phandee (2016) developed a lesson series for English for communication skills according to the local's needs of those in Bang Phli Sub-district Municipality similar to Sugunto (2017)'s, who developed the English learning kit for communication in tourism for mahouts, children, and youth in Mae Yao Sub-district, and designed a comprehensive set of scope and objectives along with the "Early Decision-making in the Development Route" which considering desirable changes at the target audience level. However, the English for Tourism lessons format of the four case studies for local community empowerment still employed the 2G technology. For example, the printed media of English and Thai illustrated book (Atibaedya, 2010), English tour guide manual for the hosts (Supasiriwittaya, 2014), English for communication skills development lessons (Phandee, 2016), and an English learning kit for mahouts (Sugunto, 2017). The only part that employed technology is the use of an audio CD for pronunciation practice (Supasiriwittaya, 2014). However, the CD was seldomly used. Since the use of 4G or 5G technology has been implemented in today society, the lesson should be adjusted appropriately based on the current technology so that the learning materials would be more efficient and effective. This may be done through the mobile application, webpages, or other technological devices. This will not only give benefits to the target audience relating to the tourism industry but also extend to other groups with similar contexts and characteristics. As claimed by (Suwanpakdee, 2018: 458), the English skills and the elements that are often used in tourism areas are listening, writing, reading, translation, pronunciation, and vocabulary in tourism aspects. Therefore, when developing the learning program, the community

should be encouraged in a decision-making process so that the learning program would be suitable for their needs and preferences. Consequently, it is suggested that the community development learning program is encouraged to follow the stage of "Early Decision-Making in the Development Route" as this stage would guarantee the desired change in which the change agents prefer. However, the change could be possible at the local level, the local authority as well as other agencies. Accordingly, this could help the program developers design the suitable learning program and the training model suitable for the local needs as well as stakeholders involved in which there is the mutual collaboration and opportunity between change agents and the local residents.

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