

The Development of an English Conversational Package for Thai Homestay Hosts

Khanuengnit Ariyatugun¹ and Teetima Panomsert²

Received : November 17, 2022; Revised : December 8, 2022; Accepted December 9, 2022

Abstract

When it comes to English, one of the most common issues that Thai homestay hosts experience is a lack of exposure and practice. English is not commonly spoken in Thailand, and most Thais prefer to communicate in their native language. An English Conversational Package for Thai Homestay Hosts was developed to help them enhance their English skills. Therefore, the present study aimed to (i) develop an English conversational package for Thai homestay hosts and (ii) investigate the attitudes of Thai homestay hosts toward the English conversational package. The samples of the study were 30 Thai homestay hosts from Nong Khanna village, Phanom Dong Rak district, Surin province. They were chosen by the purposive sampling method. The research instruments used in this study comprised (i) semi-structured interviews for Thai homestay hosts, (ii) needs analysis questionnaires for foreign tourists, (iii) post-program questionnaire, and (iv) facilitator's log. The data were analyzed both quantitatively and qualitatively. The quantitative data were analyzed by using percentages, mean (\bar{X}), and standard deviation (S.D.) while the qualitative data were analyzed by content analysis.

The findings revealed that (i) the contents used in the developed English conversational package served the English learning needs of Thai homestay hosts at

¹ Faculty of Humanities and Social Sciences, Surindra Rajabhat University, Thailand;
email: khanuengnit@srru.ac.th

² Faculty of Humanities and Social Sciences, Surindra Rajabhat University, Thailand;
email: theetima.p@ms.srru.ac.th

Nong Khanna Village, Phanom Dong Rak District, Surin Province for giving information to foreign tourists, and (ii) Thai homestay hosts had positive attitudes toward the developed English conversational package as well as agreed that the package provided the relevant English language functions to the contexts of Thai homestay hosts. In addition, the package was attractive in terms of font size, vocabulary, and Thai karaoke version. Despite the fact that the English training program using an English conversational package was only a two-day training, the samples revealed that they had more confidence in their own English-speaking skills at the end of the program, which could support the effectiveness of an English conversational package.

Keywords : English for specific purposes, English training program, Homestay host

Introduction

New technology, multinational corporations, tourism, international education, and entertainment indicate clear effects of English. As a result, English is widely regarded as the world's most important language for communication in the modern era. Many terms of English are defined as 'A World Language,' 'A Global Language,' 'An International Language,' and 'Lingua Franca' due to the number of people who speak and require English worldwide (Galloway & Rose, 2014; Crystal, 2003; Dovring, 1997). In Thailand, most Thai enterprises, particularly in tourism, industry, and manufacturing are dependent on international trade, therefore, learning English is essential for the ongoing development of language learning. This is noticeable through the picture that English is the most widely taught as a foreign language in Thailand at all levels, including primary, secondary, and university (Kirkpatrick, 2012 : 24-40; Hart-Rawung & Li, 2008)

English language proficiency is crucial in the hospitality industry, especially in Thailand which heavily relies on tourism. However, many Thai workers in the hospitality industry face difficulties communicating in English, which can lead to

problems such as miscommunication, poor customer service, and limited career opportunities (Prachanant, 2012).

One of the main reasons for this problem is the lack of English language education in Thailand (Noom-ura, 2013). While English is taught as a compulsory subject in schools, the focus is mainly on grammar and vocabulary, with little emphasis on speaking and listening skills. Additionally, many Thai workers in the hospitality industry come from rural areas where English proficiency is not a priority. For instance, Meunchong (2023) identified two significant limitations of Thai homestay hosts that affect their English communication skills: their educational background and a lack of opportunities to use English in their daily lives. According to these limitations, the specific English learning material for homestay hosts had to be written in bilingual versions – both Thai and English.

In 2019, 38 Rajabhat Universities in Thailand were given the responsibility of leading initiatives as part of the 2017–2036 local development strategy, according to His Majesty the King Maha Vajiralongkorn Bodindradebayavarangkun's words (Council of Rajabhat University Presidents of Thailand, 2018). Surindra Rajabhat University was in charge of Surin Province. The Faculty of Humanities and Social Sciences was responsible for developing Nong Khanna village in Phanom Dong Rak district, Surin province. Accordingly, in-depth interviews with Nong Khanna villagers had been investigated. The results indicated that the locals would like to learn more English. Thus, one mission of this local development was planned. The English for Communication Department was assigned to improve the English abilities of locals, particularly those who run homestay businesses.

Based on the previous study on the English skills needs of Nong Khanna villagers, as well as the results of informal interviews and observations, the villagers need to learn more about English conversation specifically on topics that would allow them to be good hosts to foreign tourists. It was suggested that an English conversational package for improving English speaking and listening abilities should be produced and deployed as a tool to help Nong Khanna villagers improve their

English skills. It should also focus on the appropriate selection of vocabulary as well as a variety of activities for learners of all ages (Ruppawn & Pantakod, 2019).

Most of Nong Khanna homestay hosts, who needed to enhance their English skills, were a group of adult learners. They would like to learn English to communicate with foreign tourists. Adults learning to communicate in English is seen as instrumental learning – an approach that focuses on job-related learning to enhance an individual's productivity or competencies (Watkins, 1991). In other words, it is called English for Occupational Purposes (EOP) or English for Vocational Purposes (EVP). The EOP areas are concerned with language contents and types of teaching procedures that are appropriate for a particular group of adult learners (Hutchinson & Waters, 1987; Kenedy & Bolitho, 1984; Mackay & Mountford, 1978).

Clearly, to teach English to Nong Khanna homestay hosts, an EOP training program packed with specific planned, designed, and managed material (an English conversational package), in consideration of both the technical and social aspects of occupational roles, may directly serve the needs to learn English of Thai homestay hosts (Xiaoqin, & Wenzhong, 2016 : 30-38).

Research Objectives

1. To develop an English conversational package for Thai homestay hosts.
2. To investigate the attitudes of Thai homestay hosts toward the English conversational package.

Research Methods

Population and samples of the study

The population of the present study consisted of sixty Thai homestay hosts from Nong Khanna village, Phanom Dong Rak district, Surin province. Nevertheless, only thirty out of sixty Thai homestay hosts responded to the semi-structured interview.

After doing needs analysis interviews, the samples in the English training program were recruited by the purposive sampling method. The number of samples was due to the number of homestay hosts available when needs analysis data were collected. They were thirty Thai homestay hosts from Nong Khanna village, Phanom Dong Rak district, Surin province. The reason behind that choice was due to the readiness of the samples as well as the fact that the place they lived was the responsible area of Surindra Rajabhat University in relation to the strategic plan 2017-2036 for local development. Therefore, in practice, they were the most capable group of samples (in terms of time, location for holding the program, and university policy) to participate in the English training program from the beginning to the end.

Research instruments and data collection

The research instruments used in this study were: (1) a semi-structured interview for Thai homestay hosts (2) a needs analysis questionnaire for foreign tourists, (3) an informal interview with the village headmen, (4) a post-program questionnaire, (5) facilitator's log, and (6) an English conversational package for Thai homestay hosts.

The study was divided into two phases as described as follows.

Phase 1: Developing English conversational package for Thai homestay hosts

Before developing the package, needs analysis data were collected from Thai homestay hosts, foreign tourists, and village headmen. Thai homestay hosts were asked to express their needs through a semi-structured interview, while foreign tourists expressed theirs via the needs analysis questionnaire. Moreover, the village headmen expressed their needs for their village through the informal interview.

Semi-structured interviews were completed by the homestay hosts in Nong Khanna village, Phanom Dong Rak district, Surin province. A needs analysis questionnaire for foreign tourists was completed online via Google Forms by foreign

tourists who had experienced traveling in Thailand. The completed version of the English conversational package was modified based on the results of the need analysis.

Phase 2: English training program via the use of a developed English conversational package for Thai homestay hosts

The training program was arranged into a 12-hour program as shown in Table 1. The program was completed in two days, six hours a day. The program was run by a team of six teachers of English and ten volunteer students who were seen as the facilitators. Even though self-directed learning was emphasized in adult learning theories, it was not an appropriate choice for this group of Thai homestay hosts because they had relied on spoon-fed teaching since they were in school or university. Therefore, not to put them under pressure, the facilitators played their roles in helping the training program run smoothly. The facilitators were responsible for playing the conversations, answering questions, introducing interesting points, and running the activities. However, to encourage self-directed learning, the samples were asked to study the lessons after class to practice their own English-speaking skills using a package available for self-study learning.

After the training session, the samples were asked to express their attitude towards a training program via a post-program questionnaire. Additionally, the facilitator's log and the informal interviews were provided at the end of each lesson.

Table 1 Lesson plan of the English training program

Unit	Topic	Duration (12 hrs)	Language Functions	Activities
	Introduction	30 minutes	Course Introduction	Ice breaking
	English pronouncing	30 minutes	How to pronounce English initial consonants, final consonants, and contractions	Introducing a phonetic chart
1	Greeting	2 hrs	<ul style="list-style-type: none"> - Greeting - Introducing oneself - Asking about the weather - Telling time - Expressing feeling 	<ul style="list-style-type: none"> - Talking about the useful expressions for greeting tourists - Role-playing on greeting tourists
2	Facilities in homestay	2 hrs	<ul style="list-style-type: none"> - Recommending facilities in the homestay 	<ul style="list-style-type: none"> - Talking about the useful expressions in recommending facilities in the homestay - Role-playing on recommending facilities in the homestay
3	Cooking	2 hrs	<ul style="list-style-type: none"> - Giving Thai local food information 	<ul style="list-style-type: none"> - Talking about the useful expressions in giving Thai local food information - Understanding the vocabulary of Thai local food ingredients - Role-playing on giving Thai local food information
4	Souvenirs	2 hrs	<ul style="list-style-type: none"> - Telling price - Talking about currency - Reading number 	<ul style="list-style-type: none"> - Talking about the useful expressions in giving price information - Listening and writing numbers - Reading numbers - Role-playing on giving information about prices
5	Tourist attractions	2 hrs	<ul style="list-style-type: none"> - Giving direction 	<ul style="list-style-type: none"> - Talking about the useful expressions in giving direction - Role-playing on giving direction
	Wrap-up	1 hr	Wrap-up	- Doing post-program questionnaire

Data analysis

The data obtained were analyzed quantitatively and qualitatively as described in the following section.

Needs analysis questionnaire, semi-structured interview, and informal interview

The data from a semi-structured interview with Thai homestay hosts were analyzed. Only eight questions were asked to determine the needs of homestay hosts to learn English. The data was analyzed quantitatively into percentages.

Besides, the data from the needs analysis questionnaire for foreign tourists were used to find out their attitudes toward the importance of English skill improvement of Thai homestay hosts. The data were analyzed by quantitative method and content analysis. The data from the semi-structured interview and needs analysis questionnaire were used as the basis for determining what functions, notions, and situations should be covered in the English conversational package.

One of the needs analysis data was derived from an informal interview with village headmen. It was analyzed qualitatively. These data were analyzed to develop not only the contents of the package but also the features of the training program concerned with the needs of the villagers.

Post-program questionnaire

The data from the post-program questionnaire, which aimed to investigate Thai homestay hosts' attitudes toward the English conversational package, the training program, and their own English-speaking skills were quantitatively analyzed. All the samples' attitudes toward the questions on the questionnaires were calculated for the mean (\bar{X}) and standard deviation (S.D.). The samples' attitudes were calculated as mean scores while the standard deviation represented the ranges of how much they measured their opinions on each question following the criteria below (Likert, 1932);

Range	= (5-1)/ 5	= 0.8
-------	------------	-------

Strongly agree	= 5	(mean scores between 4.6-5.0)
Agree	= 4	(mean scores between 3.7-4.5)
Moderately agree	= 3	(mean scores between 2.8-3.6)
Disagree	= 2	(mean scores between 1.8-2.7)
Strongly disagree	= 1	(mean scores between 1.0-1.8)

The facilitator's log

The data from the facilitator's log were analyzed qualitatively by using content analysis. The narrative data were used as a supporter and descriptor of the effectiveness of an English conversational package, the samples' performances during the training program, and the samples' attitudes toward the English conversational package.

Research Results

To develop an English conversational package for Thai homestay hosts, the data from the semi-structured interviews with Thai homestay hosts, the needs analysis questionnaire for foreign tourists, and the data from the informal interviews with the village headmen were analyzed both quantitatively and qualitatively.

The results of semi-structured interviews for Thai homestay hosts

Thai homestay hosts were interviewed for their background information and their needs for an English training program, the results were revealed as shown in Table 2.

Table 2 Thai homestay hosts' background information

Background information	Number (N = 30)	Percentage (100)
<i>Gender</i>		
Male	9	30.00
Female	21	70.00
<i>Age range (years)</i>		
21-30	3	10.00
31-40	5	16.70
41-50	7	23.30
51-60	10	33.30
61-70	5	16.70
<i>Level of education</i>		
Primary school	12	40.00
Secondary school	2	6.70
High vocational certificate	6	20.00
Bachelor's degree	10	33.30
<i>Do you run the homestay business at home?</i>		
Yes.	2	6.70
No, but I'm interested in this business.	24	80.00
No. I'm not interested in it.	4	13.30
<i>Do you want to study English for homestay hosts?</i>		
Yes.	30	100.00
No.	0	0.00
<i>How many hours/days could you spend to attend the English course?</i>		
12 hours/ 2 days	6	20.00
24 hours/ 4 days	2	6.70
30 hours/ 5 days	2	6.70
Other.....		
<p>“I thought one day was good for me”</p> <p>“I was bad on English, so one day was fine by me”</p> <p style="text-align: center;"><i>(Verbatim translation)</i></p>		

Table 2 Thai homestay hosts' background information (Cont)

Background information	Number (N = 30)	Percentage (100)
<i>When will you be available to attend the English course?</i>		
Weekdays	8	26.70
Weekend	18	60.00
Both choices	4	13.30
<i>What topics do you want to learn in the English course?</i> <i>(You can choose more than one)</i>		
Greeting	30	100.00
Giving information about homestay facilities	30	100.00
Giving information about local food	25	83.30
Giving information about local souvenirs	24	80.00
Telling price	30	100.00
Giving directions to places in the village	30	100.00
Other.....	0	0.00

As shown in Table 2, the four most relevant functions of English were greeting, diving information about homestay facilities, telling the price, and giving directions to places in the village. Hence, the English training program via the use of an English conversational package was organized based on these characteristics in terms of the program procedure, theme, and contents of the English conversational package that would suit this group of Thai homestay hosts.

The results of the questionnaire for foreign tourists

Ten foreign tourists from America, Australia, Belgium, England, Cambodia, Germany, Korea, and Sweden, who had experiences traveling in Thailand, were asked for their opinions toward Thai hosts. The results were indicated as shown in Table 3.

Table 3 The foreign tourists' opinions toward Thai hosts

The foreign tourists' opinions toward Thai hosts	Number (N = 10)	Percentage (100)
<i>Have you ever encountered problems while communicating in English with Thai hosts?</i>		
Yes	10	100.00
No	0	0.00
<i>What are the problems that you have ever encountered with Thai hosts? (You can choose more than one)</i>		
1. They could understand your questions but couldn't answer them.	5	50.00
2. They could understand your questions but their answers were confusing.	6	60.00
3. They couldn't understand what you asked them.	6	60.00
4. I couldn't understand them because of their pronunciation.	1	1.00
<i>What methods of communication did you use when the conversation broke down?</i>		
“I tried to speak slowly and used the body language.” “I used the body language and asked for help from my Thai friends.” “I tried to show what I wanted.” “I used body signs and body language” “I showed them pictures and asked the translator.”		
<i>Would you suggest Thai hosts improve their English skills? If yes, in what areas?</i>		
“Yes, in most areas” “Yes, in listening and speaking skills.” “Yes. They should also provide English menu, introduction, and brochure.”		
<i>If you visit a sightseeing village in Thailand, which topics will you want to ask from Thai hosts? (You can choose more than one)</i>		
1. Accommodation	4	40.00
2. Local direction	4	40.00
3. Local landmark	6	60.00
4. Local culture and traditions	9	90.00
5. Local souvenir	3	30.00

According to the results above, the foreign tourists suggested that Thai hosts improve their English skills in most areas, especially speaking and listening skills. Moreover, Thai hosts should provide an English menu, introduction, and brochure

to foreign tourists. Interestingly, the local cultures and traditions were the information the foreign tourists required the most. Thus, the content on local cultures and traditions could not be ignored even if it seemed too difficult for Thai hosts.

The results of the informal interviews with the village headmen

Two Nong Khanna village headmen were asked to indicate how English correlated to homestay service in their village. Both agreed that English was important to their homestay hosts due to the increasing numbers of foreign tourists. They needed the homestay hosts to be able to communicate in English as it would increase the ability to provide services to foreign tourists who came to stay. The more impressed the foreign tourists were, the more chances there were to increase their income.

Headman 1 in the mention (personal communication, 2019):

“Most of us don’t run the homestay business, but we are interested in it. We definitely need more money. The majority of the villagers are adults or elderly people who have only completed primary school. Our English is not good enough to give service to foreigners. I think that if my villagers could speak English well, our village tourism might be a lot better. If the government or the university has the budget, I would love to participate in the English training program. It would be great to hold the program on a weekend because on weekdays most villagers will go to work in their rice fields.” (Verbatim translation)

Headman 2 in the mention (personal communication, 2019):

“Now, the ones who run the homestay business receive only Thai people. I think they would get more income if they could promote their businesses to foreign tourists. So, we need help from the government in both promoting village tourism and enhancing English skills. Apart from improving our English skills, we also need help with creating a local product package and its information in English. That would be extremely beneficial because we cannot speak English in

only one day. If we have brochures or product information in English, we can give it directly to foreign tourists.” (Verbatim translation)

To summarize, the English language functions, notions, and situations that Thai homestay hosts needed to learn the most were giving information about local highlights. Likewise, the foreign customers needed their Thai homestay hosts available to give information about local culture and tradition. Besides, the village headmen needed their villagers to be able to give standard local information as well as the conditions of the service. Thus, these components could not be ignored. However, the English conversational package was designed to cover all contents asked in the questionnaires as more than half of Thai homestay hosts saw those contents as important to learn.

The results of the post-program questionnaire

To investigate the attitudes of Thai homestay hosts toward the English conversational package as well as their consideration of how good their English-speaking skills were, the post-program attitudes were done by Thai homestay hosts and the results were shown in Table 4.

Table 4 The post-program attitudes of Thai homestay hosts toward the English conversational package, the English training program, and their own performance and English skills

No	Items	Level of attitudes		Level
		(\bar{X})	S.D.	
<i>Your attitudes toward the English conversational package.</i>				
1	The English conversational package is suitable and attractive.	4.47	0.51	Agree
2	The font size and style used in the package are clear and easy to read.	4.30	0.47	Agree
3	Thai Karaoke made it easier on practicing pronunciation.	4.33	0.71	Agree
4	Vocabularies used in the package are not too easy but not too difficult.	4.30	0.54	Agree

Table 4 The post-program attitudes of Thai homestay hosts toward the English conversational package, the English training program, and their own performance and English skills (Cont.)

5	Contents in the package are related to the context of Thai homestay hosts in Nong Khanna village.	4.40	0.56	Agree
<i>Your attitudes toward the training program.</i>				
6	Program activities are various and related to the package contents.	4.53	0.57	Agree
7	The training is fitted, interesting, and enjoyable.	4.30	0.47	Agree
8	You can express your opinions and creative thoughts throughout the training session.	4.33	0.55	Agree
<i>Your attitudes toward your English skills after participating in the English training program.</i>				
9	You understand that English is important to communicate with foreigners	4.40	0.50	Agree
10	If you can communicate well in English, it may increase your income.	4.40	0.62	Agree
11	You participated in this training because you would like to enhance your work efficiency	4.37	0.49	Agree
12	After participating in the training program, you are confident to communicate in English.	4.43	0.57	Agree
13	You will practice English from the package by yourself at home.	4.47	0.57	Agree

The results from the facilitator's log

The facilitator's log was a detailed description of what was happening in the training session. The facilitators noted the actual events that took place in each class during the program following the guided questions. Those notes were summarized below.

1. The training program was held in a friendly atmosphere. Thai homestay hosts were pleased to come to class even though it was held on the weekend. The duration of the program was held within the plan. Lunch and refreshments helped

the learners feel better while they were taking part in the session. Some said it was as cozy as they were chatting with neighbors at home.

2. The samples indicated that they understood the purposes of the units in the package. They felt that the units in the package were helpful for homestay services. Those were greeting customers, giving information about local foods, telling prices, and giving directions.

3. The materials were useful for several reasons. The contents were useful for those who needed to run the homestay business. The samples showed no anxiety during the program. They came to class in relaxed moods. They were eager to practice speaking English both in class and out of class. For example, they greeted and said goodbye to the facilitator on the first day of the program. They were more confident when they had to communicate with foreigners.

4. The samples got involved in all activities. Role-playing was the most enjoyable activity but needed time. Although they had to speak English with no script, they were eager to do the activities. However, some of the samples, particularly the older ones, were too tired to participate in a few activities.

5. The self-directed learning method seemed not to be as effective for the group of Thai homestay hosts in the present study. If there was not someone to monitor them, they would not try to learn anything by themselves. In other words, this group of Thai adult learners preferred to learn a new language with the help of a facilitator.

In conclusion, after participating in the English training program, the samples had positive attitudes toward both the English training program and the English conversational package. They agreed that the English training program had been well organized in terms of the contents and activities of the program. They agreed that the English conversational package provided all the contents that were necessary for Thai homestay hosts. The appearance of the package was attractive in terms of the font size, the vocabulary, and the karaoke version. In addition, at the end of the program, the samples had more confidence in their own English-

speaking skills, which could support the effectiveness of the English training program via the use of an English conversational package.

The semi-structured interviews and the facilitator's log supported the conclusion that the English conversational package was effective and useful. The samples had positive attitudes toward the overall features of the English conversational package and the English training program. Besides, as the samples had less anxiety when coming to class, it increased their motivation to learn.

Research Discussion

In the present study, a process of needs analysis was highlighted with the purpose of designing a specific course for a specific group of people depending on their interests, problems, or issues in the workplace (Clair, 2015 : 85). The triangulate needs analysis data in this study from Thai homestay hosts, foreign tourists, and the village headmen defined the appropriate English language functions, situations, and notions for developing specific EOP courses and materials for a group of Thai homestay hosts. Similar to the previous studies of Seechinda (2005), Wongkaew (2006), Phuwichai (2007), Tangpulpolwanit (2009), and Ariyatugun (2012) the EOP course and materials were developed based on the needs analysis data from the homestay hosts, the domestic servants, the Khon Kaen University telephone operators, the physical therapists, and Thai car salespeople respectively.

The appropriate paradigm for adult learners who require English as part of their profession is EOP. The extraordinary EOP course and materials were specifically developed to serve a particular group of learners. In the present study, EOP courses and materials were developed by researching the available materials, developing them to suit the EOP learners' needs, and then evaluating them. The tasks in the package should be focused on the purpose to enhance learners' English skills after learning the contents and languages that were developed from the acquired needs analysis data.

Even though the adult learning theories focus on self-directed learning (Jones & Frederickson, 1990; Knowles, 1990), it was not appropriate for the group of Thai homestay hosts, as they revealed through the semi-structured interview that they were not familiar with the self-study concept. Thus, the English training program needed to be administered with the help of a facilitator who had the role of helping samples to learn in a group (Heron, 1989; Tight, 2002).

The findings from the post-program questionnaire as well as the facilitator's log revealed that after participating in the program, the samples had favorable attitudes toward the English conversational package, the English training program, and their own English skills. The reason for the attitude change could be seen through the effectiveness of the source of attitude, the message, the medium, and the audience of the present study (Jain, Triandis & Weick, 2010). In other words, the attitudes of the samples (the audience) had been changed to be favorable because of the effectiveness of the English conversational package and the English training program (the message and the medium) promoted by the researcher with the permission of the village headmen (the sources of attitude). That means an English conversational package and English training program could promote favorable attitudes toward the samples. This may be one factor that led to the better English skills of the samples in the present study because their favorable attitudes to the language would enhance their abilities to retain competence in that language (Gardner, Moorcroft & Metford, 1989).

Limitations of the study

1. Even though the duration of the training program had been determined by the needs of the samples, it was difficult to build up the English skills within 12 hours.
2. There was no preparation session to guide the samples in the program to be independent or self-study.

3. There was no speaking test administered during the program, therefore, there was no clear evidence that the English conversational package was able to level up the English-speaking skills of the homestay hosts.

Research Suggestions

The suggestions of the present study were discussed in two areas – general suggestions and research suggestions.

General suggestions

1. The English conversational package effectively enhances the English-speaking skills of Thai homestay hosts. It could be used as supplementary material for the English training program provided to Thai homestay hosts in other villages.

2. Any further English training program via the use of this English conversational language should hire native-English-speaking teachers to help learners become accustomed to real-life situations when practicing their English-speaking skills.

3. If the researcher neglects to get to know the villagers before beginning the program, it will be impossible to provide the training program to Thai villagers. In order to conduct this study, the researchers went to the village many times within a month before asking the villagers whether or not they needed to learn English and offering them the curriculum.

Recommendations for further research

1. Further studies should consider the appropriate length of the training program.

2. The villagers' readiness, motivation, and attitudes toward the English language training program must be considered.

3. The speaking test should be taken to investigate whether the English conversational package could enhance English speaking skills or not.

References

Ariyatugun, K. (2012). **The Development of English Conversational Package for Enhancing English Speaking Skill of Thai Car Salespeople**. Master of Arts Thesis in English, Graduate School, Khon Kaen University, Thailand.

Council of Rajabhat University Presidents of Thailand. (2018). **20-Year strategic plan of Rajabhat University for local development (2017–2036)**. Bangkok, Thailand: Council of Rajabhat University Presidents of Thailand. [In Thai]

Clair, R. S. (2015). **Creating Courses for Adults: Design for Learning**. California: Wiley.

Crystal, D. (2003). **English as a Global Language** (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.

Dovring, K. (1997). **English as Lingua Franca: Double Talk in Global Persuasion**. Connecticut, US: Praeger.

English training program for Nong Khanna Village. (April, 2019). Village Headmen. Interview.

Galloway, N., & Rose, H. (2014). **Introducing Global Englishes**. Abingdon, United Kingdom: Taylor & Francis.

Gardner, R.C., Moorcroft, R. & Metford, J. (1989). Second language learning in an immersion program: Factors influencing acquisition and retention. **Journal of Language and Social Psychology**, 8, 287-305.

Hart-Rawung, P., & Li, L. (2008). Globalization and Business Communication: English Communication Skills for Thai Automotive Engineers. **World Academy of Science, Engineering and Technology**, 48, 320–330.

Heron, J. (1989). **The facilitators' handbook**. London: Kogan Page.

Hutchinson, T., & Waters, A. (1987). **English for specific purposes : A learning-centred approach**. Glasgow, Scotland: Cambridge University Press.

Jain, R., Triandis, H.C. & Weick, C.W. (2010). **Managing research, development and innovation: Managing the unmanageable**. New Jersey: John Wiley & Sons.

Jones, N., & Frederickman, N. (1990). (Eds.). **Refocusing Educational Psychology**. London: The Falmer Press.

Kennedy, C., & Bolitho, R. (1984). **English for specific purposes: Essential language teaching series**. London, United Kingdom: Macmillan Publishers.

Kirkpatrick, R. (2012). English education in Thailand: 2012. **Asian EFL Journal**, 61, 24-40.

Knowles, M. (1990). **The adult learner** (4th ed.). Houston: Gulf Publishing.

Likert, R. (1932). A technique for the measurement of attitudes. **Archives of Psychology**, 140, 5-53.

Mackay, R. & Mountford, A. (1978). **English for specific purposes**. London, United Kingdom: Longman Group.

Meunchong, W. (2023). English for Homestay Tourism: Barriers and Needs of Entrepreneurs in Rural Community of Thailand. **Theory and Practice in Language Studies**, 13(2), 473-478.

Noom-Ura, S. (2013). English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs. **English Language Teaching**, 6(11), 139-147.

Phuwichai, W. (2007). **The development of a conversation package for operators in Khon Kaen University**. Master of Arts Thesis in English, Graduate School, Khon Kaen University, Thailand.

Prachanant, N. (2012). Needs analysis on English language use in tourism industry. **Procedia-Social and Behavioral Sciences**, 66, 117-125.

Ruppawn, N., & Pantakod, P. (2019). **Needs and Problems on English Skills of Homestay Hosts at Nong Khanna Village, Phanom Dong Rak District, Surin Province**, 411-417. Presented at the Contemporary Issues in Tourism and Hotel Industry, Mahasarakham, Thailand: Faculty of Tourism and Hotel Industry, Mahasarakham University. [In Thai]

Seechinda, R. (2005). **An English package for homestay hosts**. Master of Arts Thesis in English, Graduate School, Khon Kaen University, Thailand.

Tangpulpolwanit, N. (2009). **A study of the effectiveness of an English conversational package using pictures on the physical therapists' English speaking skills.** Master of Arts Thesis in English, Graduate School, Khon Kaen University, Thailand.

Tight, M. (2002). **Key concepts in adult education and training** (2nd ed.). New York: RoutledgeFalmer.

Watkins, K. (1991). **Facilitating learning in the workplace**. Victoria, Australia: Deakin University Press.

Wongkaew, P. (2006). **An English package for domestic servants working for English speaking foreigners.** Master of Arts Thesis in English, Graduate School, Khon Kaen University, Thailand.

Xiaoqin, L., & Wenzhong, Z. (2016). Towards an Integrated Approach to Cabin Service English Curriculum Design: A Case Study of China Southern Airlines' Cabin Service English Training Course. **Higher Education Studies**, 6(2), 30-38.