Motivation matters: A case study of ESP teaching for a local Thai village working group
ความสำคัญของแรงจูงใจ: กรณีศึกษาของการสอนภาษาอังกฤษ เพื่อวัตถุประสงค์เฉพาะให้กับคณะทำงานในชุมชน

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Abstract

In order to explore an effective strategy of English for Specific Purposes (ESP) teaching and learning for a local village working group, this paper aims to shed light on motivations possessed and perceived by the middle-aged local villagers in taking a 32-hour English for Local Activity Presentation course and its consequent positive learning performance. In addition, this study investigates factors that constitute learners' positive outcomes. The concurrent mixed-method study comprising of multiple instruments for collecting data was operationalized in this study. The findings suggest that learners' significant motivation was a relentless desire to use English benefiting their daily life and current work. Furthermore, the findings of this study highlight the significance of English in local community tourism. More revenue could be generated for the community if residents could communicate with tourists in English in conducting local tours and offering services, including selling local souvenirs. As a result, this study could serve as a springboard for constructing an ESP training module for local people in other parts of Thailand and a foundation for future research.

Keywords: ESP; English learning motivation; English for local community; Teaching and learning strategies

บทคัดย่อ

งานวิจัยชิ้นนี้ จัดทำขึ้นเพื่อศึกษากลยุทธ์ที่มีประสิทธิภาพของการเรียนการสอนภาษาอังกฤษเพื่อ วัตถุประสงค์เฉพาะ (ESP) สำหรับคณะทำงานในชุมชน โดยศึกษาความสำคัญของแรงจูงใจต่อการเรียน ภาษาอังกฤษหลักสูตรการนำเสนอกิจกรรมในชุมชนจำนวน 32 ชั่วโมงและผลลัพธ์เชิงบวกของผู้เรียน ซึ่งเป็น กลุ่มแม่บ้าน นอกจากนี้ งานวิจัยยังศึกษาปัจจัยต่าง ๆ ที่ส่งผลต่อผลลัพธ์เชิงบวกของการเรียน โดยใช้ระเบียบ วิธีวิจัยแบบผสมผสานที่ประกอบด้วยเครื่องมือหลากหลายในการเก็บข้อมูล ผลการศึกษาพบว่า แรงจูงใจ สำคัญของผู้เรียนคือความต้องการอย่างแรงกล้าที่จะใช้ภาษาอังกฤษเพื่อเอื้อประโยชน์ในชีวิตประจำวันและ ประโยชน์ต่องานที่ทำในปัจจุบัน ผลของงานวิจัยชิ้นนี้ สะท้อนให้เห็นถึงความสำคัญของภาษาอังกฤษต่อการ จัดการท่องเที่ยวชุมชน หากสมาชิกในชุมชนสามารถสื่อสารภาษาอังกฤษกับนักท่องเที่ยวชาวต่างชาติได้ ชุมชน ก็จะสามารถสร้างรายได้เพิ่มมากขึ้นจากทั้งการนำชมแหล่งท่องเที่ยว การนำเสนอบริการต่างๆ ของชุมชน รวมถึงการขายสินค้าที่ระลึก ดังนั้นการศึกษาชิ้นนี้สามารถนำไปเป็นแนวทางการสร้างหลักสูตรการสอน ภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะสำหรับชุมชนในพื้นที่อื่น ๆ ของประเทศไทยและเพื่อการศึกษาวิจัย เพิ่มเติมในอนาคต

คำสำคัญ: ภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ อีพีเอส แรงจูงใจในการเรียนภาษาอังกฤษ ภาษาอังกฤษสำหรับชุมชน กลยุทธ์การเรียนและการสอน

Introduction

There is an active mobilization of people around the world since the world today is globalized. There is no exception in Thailand. For example, the small community, Bangkachao, is located in Prapradaeng District, a neighboring province of Samutprakan. Many tourists visit this community for various purposes, such as enjoying the local way of life and pursuing leisure activities by staying at local homestays and exposing themselves to locally provided activities.

In order to deal with the influx of visitors to the local community, a local working group sought assistance from an educational institution to provide them with an English language course so that they could communicatively interact with their foreign guests. Consequently, this paper aimed at exploring the perceptions and motivations of the local villagers in the Bangkachao community in learning English for Specific Purposes (ESP).

This study adopted a concurrent mixed-method approach to investigate the three aspects of the research. Firstly, it discovered learners' perceptions of problems and barriers in learning English in general. Next, the study explored the motivations possessed and perceived by the local middle-aged villagers for taking the 32-hour English program for a local activity presentation context and its consequently positive learning performance. Finally, factors that constituted learners' positive outcomes were examined.

Aiming to investigate English learning barriers among the non-formal education learners in taking the ESP course alongside learning motivations possessed by the learners and possible factors that could drive them to succeed in English learning, there were objectives set as a guideline, along with three research questions. These provided the framework to investigate the perceptions and motivations and the learning performance among the target learners.

The first objective of this study was to explore general perceptions of the learners on problems and barriers in learning English. Secondly, the study examined learners' motivations in learning English within the context of presenting local activities to visitors. Next, factors that foster their satisfactory English learning outcomes were investigated. The proposed three research questions were: (1) What were the learners' perceptions of problems and barriers in learning English? (2) What were the motivations of the learners in learning English for specific purposes? (3) What were the factors that foster learners' satisfactory learning outcomes?

To guide this study's set objectives and research questions in the right direction, several related research and the available theories from various scholars were reviewed to provide validity to this study and a framework for the research.

Literature Review

This section mainly reviewed related research on learning perception and motivation, ranging from conceptualizing attributions and perceptions towards language learning to motivations for learning English. Added to the perspectives above, theories and research on teaching and learning English for specific purposes were explored to clarify the English class phenomenon conducted for the community's villager working group.

With regard to perception and motivation perspectives, both positive perceptions (e.g., Hewstone, Finchman & Jaspars, 1983; Weiner, 1985, 2010) and motivations (e.g., Weiner, 1985; Hedricks, 1997; Seifert, 2004: Gardner 2006; Astaman, 2009) are claimed to be significant factors that play a crucial role in promoting people's learning and fostering them to achieve the set goals. Furthermore, in learning a second language (L2), research from various scholars (e.g., Gardner, 1985; Rod, 1997; Straub, 1997; Oxford, 1999; Zhu, 2014) was also reviewed to see how perception and motivation fostered a satisfactory outcome.

In conceptualizing attribution and perceptions towards language learning, perception is defined as a person's process to achieve particular results (Weiner, 1985). For example,

Weiner claims that, in the beginning, when the person experiences an event such as receiving an award or winning a game, the person feels either positive or negative emotion in response to the event. Similar to this study, the villagers' feelings were revealed after learning English for a certain period. The emotions that arose then influenced the subsequent actions of the villagers.

In response to motivations for learning English, resulting in the ability to perform well in their learning, attitude towards English is essential. Motivation is believed to be one of the reasons behind one's action or behavior. The learners with more or higher motivation will do better than students who have lower motivation (Gardner, 2006). Gardner (2006) elaborates on this phenomenon by explaining that if someone is motivated, they tend to display their desire to achieve their set goal. Supporting Gardner's elucidation, Hedricks (1997) determines that motivation and attitude are the best forecasters of learners' achievement. Concerning the attitude quality of the learner, it has a close association with motivation. Brown (2007) claims that second language learners benefit from a positive attitude, whereas a negative attitude may decrease motivation. For example, a study conducted to investigate students' perception disclosed that negative perceptions towards Mandarin classes and their Chinese Proficiency Test (HSK) were not significantly related (Canlas et al., 2019). Consequently, teaching and learning environments notionally contribute to the learners' performance in learning a foreign language.

Finally, the conceptual perspectives of English for Specific Purposes (ESP) were examined as the guideline of this study. ESP is defined as the teaching and learning of English as a second language or foreign language where the ultimate goal of the learners is to use English in a particular context or domain (Paltridge & Starfield, 2013). Significantly, the contents and objectives of the ESP course cater to the learners' specific needs. Therefore, the focuses are mainly on the English language usage of the learners in a particular context or setting, appropriate genres, and activities, and based on their skills. In the context of this study, learning English for specific purposes was motivated by the need of the local village working group. The learners aimed at communicating in the area of their local activity presentation to the non-Thai visitors.

Regarding the course design for this specific group of learners, a needs analysis was carried out to establish "what" to and "how" to teach them. ESP course development starts from curriculum design, materials selection, methodology, assessment, and evaluation

(Flowerdew, 2013). Concerning the assessment of ESP course learning, the learners were assessed based on the competence of L2 speakers of English rather than on native speaker criteria (Feak, 2013). Grammar and structure accuracy is less critical than understanding nonverbal communication (Handford, & Matous, 2011) and getting across the intended message. Added to the ESP assessment, applied instruments were narrowed down to reflect a specific area of language use (Douglas, 2013). Therefore, communicative language delivery that the non-Thai visitors understand is considered the learners' satisfactory performance. The focus of the assessment in this study was the ability to communicate in an ESP context (Feak, 2013) which is similar to many research done by several scholars in various contexts such as land surveyors in Hong Kong (Cheng, & Mok, 2008), hospitality workers in Taiwan (Su, 2009), and construction industry engineers in Asia (Handford, & Matous, 2011).

Research Methodology

Aiming at investigating the perceptions and motivations alongside factors fostering learners' performance, this study provided an empirical explanation and an analysis of the research. The research techniques and procedures of the concurrent approach satisfied the researcher's need to clarify the extent of mixing quantitative and qualitative data in a single study. First, the data from selected sources such as learners and various stakeholders were collected to triangulate the data drawn from the key participants. Then, information was integrated to provide an interpretation of the overall results.

Participants

The demographical context for this study was five female villagers, aged 48-52 years old residing at Bangkachao Sub-district, who had studied an ESP course for local activity presentation. They finished a secondary or vocational school, and their last English learning was around 30-35 years before taking this ESP course. Besides, ten stakeholders to provide opinions of participants' performance after experiencing their English communication - five Thai university English lecturers and five foreign visitors - were included in the study.

Instruments

Concerning research instruments, there were five research approaches employed throughout this study. The first two approaches were a set of quantitative self-reflection questions and a set of open-ended qualitative questionnaires. Thirdly, the researcher employed a semi-structured interview to gain the data from the respondents. The three instruments were designed to investigate the study's research questions concerning

participants' perceptions and motivations towards their experience in the ESP class, including factors that fostered learners' satisfactory learning outcomes. Finally, two approaches were included to triangulate the primary respondents' results - an on-site observation conducted by the researcher and opinions extrapolated from the stakeholders. All questionnaires were written in Thai so that participants and Thai stakeholders could fully comprehend the questions without any language hurdles, while an English version was provided for foreign visitors.

The first set of questionnaires for the primary respondents comprised two main parts. The first part sought the participants' demographic information. The second part consisted of seven question items designed to investigate the participants' perceptions of English learning. The second set of questionnaires featured six parts concerning self and course assessment. The participants were asked to perform their self-assessment in a 1-10-point Likert-type scale with 1 being the lowest and 10 as the highest degree of satisfaction. The first part was a self-evaluation asking learners to assess their English competency before taking the course. Next, the participants were asked to assess themselves after having taken the course in Part 2. For Part 3, the participants were asked to evaluate the course's instructor, while in Part 4, they were asked to assess the course contents. Questions seeking the level of their confidence gained from the course's benefits and motivations were in Part 5. Finally, in Part 6, the participants were asked to rate the overall picture of the course.

Two sets of opinion questionnaires were designed for the two groups of stakeholders, Thai English instructors and foreign visitors, aiming to seek viewpoints from these two groups of stakeholders towards the participants' English communication performance. Specialists reviewed all questionnaires through the Index of Congruence (IOC) analysis suggested in Srisathidnarakul (2007). This activity was conducted to check for the reliability of each statement in each part of the questionnaire. First, each questionnaire part and its statements were validated employing the IOC value for content, construct, concurrent, and predictive validity. A score of +1 was assigned to a valid questionnaire statement, while a score of −1 was attributed to an invalid statement. The sum of the rated scores for each statement was then calculated and divided by three, the value calculated by the three specialists. A questionnaire with a reliability score of 0.70 or higher was regarded as an acceptable study tool, according to Srisathidnarakul (2007). Based on Cronbach (1951)'s Coefficient, this indicates that the questionnaire's overall

reliability of this study was adequate.

Besides, a set of teaching and learning materials based on the needs analysis and curriculum development in an ESP framework by Flowerdew (2013) was designed for the learners to use as a guideline throughout the 32-hour class. Materials included weekly teaching and activities plan, functional vocabulary sets based on learners' working contexts, useful expressions, and authentic materials for the five activity stations that the learners were required to present their activities to visitors. The five activity stations were herbal compress ball-making, fabric dyeing, foot massage, homestay, and local tour.

Data analysis and procedures

Regarding data analysis and validation procedure, the data analysis strategies consisted of firstly analyzing the quantitative data. In the meantime, the informal qualitative interviews of the direct stakeholders, the English lecturers, were also conducted to attain solid quantitative results suggested by Creswell (2009) and involved completing all the necessary data transformation, including qualitatively creating codes and themes. Next, the SPSS 14 software program was used to store the collected data from the first category survey strategy of self-assessment questionnaires.

In addition, a series of steps were implemented to check the validity of data derived from both quantitative and qualitative findings. Onwuegbuzie and Johnson (2006) claim that validity relates to research design and data collection, data analysis, and interpretation of findings. This view is also supported by Teddlie and Tashakkori (2009), who state that the validity in a mixed method relates to the design and the interpretation stage of the research. Therefore, when discussing validity in mixed method, the focus is on the strategies applied in all three phases of data collection, data analysis, and interpretation of quantitative and qualitative approaches used in a study (Creswell & Clark, 2011). Consequently, the validity and reliability of data outcomes for both methods were thoroughly checked throughout each working approach.

In the data collection of this case study, a small sample size of English as a foreign language (EFL) learners were investigated while using another small sample size for qualitative stakeholders' opinions approach. Rigorous procedures were also used to enhance the self-perception and motivation assessment instruments for the learners. For qualitative findings, the triangulation of data sources, peer checking, and detailed description approaches were applied to ascertain the accuracy of the findings. Finally, the potential threats in internal validity were also noted and controlled during the data

analysis procedures.

For the final stage of integration and interpretation, the interpretation procedures were applied to interpret the data from the quantitative findings drawn from the primary group of the ESP learners. It was followed by the results derived from the stakeholders, which were also integrated and interpreted for a holistic picture of the findings.

Findings and Discussion

This section reports the following findings:

1. The perceptions of the learners towards problems and barriers in learning English.

2. The motivations of the learners in learning English for specific purposes.

3. The factors that foster learners' satisfactory learning outcomes.

Perceptions of the learners on problems and barriers in learning English

The perceptions of the learners concerning the problems and barriers in learning English are reported in Table 1.

Table 1 Perceptions of the learners towards English before and after taking the offered ESP course

Questions	Problems and barriers	Number of respondents
What were your perspectives on learning English before taking this ESP course?	English was a very difficult thing to learn.	2
	It was beyond our reach as it was totally not being used in our daily life.	1
	I really wanted to learn, but I lacked opportunity.	2
	I really wanted to learn, but it was beyond our reach.	1
	English is very important for daily life, but I couldn't communicate it.	1
In your opinion, what were problems and barriers in learning English before taking this ESP course?	At first, I thought English was very difficult to learn.	1
	I was afraid to speak because I didn't know vocabulary and grammar rules.	2
	I lacked a vocabulary bank.	2
	I lacked confidence.	4
	I couldn't construct sentences.	1
	I was not confident in my spoken accent.	1
In your opinion, what are the problems and barriers to learning English after having taken this ESP course?	The learning course is too short. I feel that I don't have much or enough time to learn and practice.	2
	I still need to know more vocabulary in order to be confident in speaking.	1
	I don't have enough time to practice due to personal and regular work.	1
	The course focuses on only the area of working on-site. I want to study more in various fields apart from the specifically assigned activities.	1

The perceptions of the participants of English were divided into two stages. The first stage investigated the participants' perspectives on English learning before they took the ESP course, English for local activities presentation. The second stage was exploring their perception of English after taking the course. Since all respondents' prior English learning was around 30-35 years ago in the period of their secondary or vocational schooling and English was taught as a general education subject, the participants perceived that English was beyond their accessibility, similar to communities in other parts of the world, for example, Indonesia. Indonesians were demanded to communicate in English, but they had no opportunity to access English, and there was a lack of appropriate English learning materials (Masruddin, 2018).

In addition, the local villagers believed that English was too difficult to learn and to access. The participants were also afraid to produce their English since they lacked vocabulary, grammar, and structure rules. They were also concerned about their unidentified accent. All these perceptions constituted unconfident English delivery among the participants.

This perceptional phenomenon of Thai people being uncomfortable communicating in English with various negative perceptions frustrating them to produce their natural English could be traced back to the teaching and learning English policy and practice in Thailand. Phongsirikul (2017) argues that from the past until now, English teaching and learning classrooms in Thailand strictly adopted and followed the native-speaker norm of Standard English with a learning goal of possessing a native-like proficiency as much as possible. Therefore, English learners in Thailand were overwhelmed with standard English features and expectations. This perception has been passed on from generation to generation, consequently degrading the confidence of Thai English speakers.

Although the participants remarked that English was difficult to learn and access, they perceived that English was considered an essential tool in their daily life today since it related to their present situation of earning their living by dealing with Thai and foreign visitors. In addition, participants were frequently required to present and conduct local activities such as making and selling herbal compress balls, displaying natural fabric dyeing, giving foot massage services, or even leading tourist exploratory community tours. Consequently, an urgent English acquisition was needed by them.

The final point under learners' opinions towards English reported in this study was the change in their perceptions of English learning after taking the course. As suggested by

several enthusiastic indicators and interpretations drawn from the participants' expressions, the learners' attitudes towards English were open with positive perceptions. However, some participants disclosed that the offered course was too short since they needed more time to learn and practice English. Additionally, the respondents showed their enthusiasm or positive perceptions by demanding more English courses in other areas not limited to local activities presentation after they experienced a rewarding learning outcome from the ESP course (Weiner, 1985).

In conclusion, in response to the first research question concerning learners' perceptions of problems and barriers prior to taking the English for Specific Purposes course, several deficiencies in learners' perceptions were discovered, ranging from a higher degree of difficulty, lack of confidence, inadequate grammar and structure knowledge, and limited access to English class or training. However, after taking the ESP course, the participants possessed more confidence and wished to further English study in other fields.

Motivations of the learners for learning English for specific purposes

The respondents' motivations for learning English for specific purposes are illustrated in Tables 2 and 3 below.

Table 2 Motivations of the participants for learning the ESP course

Questions	Motivations for learning English	Number of respondents
What are your motivations driving you to learn English this time?	I want to speak and explain what we are doing in our community to foreigners who visit us and join various activities in the community.	3
	I want to be able to speak English.	3
	I want to relay useful information about the local arts, wisdom, and Thai culture to foreigners.	2
Suggestions or recommendations	I would like to have more English courses available for the people in the community.	2
	I would like to see this English class available for other communities.	2
	I would like to learn more about English for everyday use.	1

The results retrieved from the participants significantly suggested that their final satisfying learning outcome was driven by their motivation to achieve the set goals (Weiner, 1985; Hedricks, 1997; Seifert, 2004: Gardner 2006; Astaman, 2009). All the participants perceived that English is one of the crucial communication tools that could better their

quality of life in the present day as local products and activities are their sources of income. All respondents had a strong determination to learn English for specific purposes with the ultimate aim to communicate with the foreign visitors for a better mutual understanding between the two parties. English communication is required for the participants to function as the communication tool when they interact with foreigners on the five activities - training visitors to do herbal compress balls, conducting natural fabric dyeing demonstrations, providing foot massage, and conducting exploring community tours.

"I wish to be able to speak and explain what we are doing in our community to the foreign visitors." *"I would like to pass on the meaningful and useful information about our community's local arts, wisdoms and cultures to our visiting guests."* These two wishes were divulged by a couple of learners who valued English as the only communication tool to achieve their goals. Besides, that motivated them to work hard to produce a satisfying learning performance, which was discussed thoroughly in the third research question section.

The data derived from the participants' opinions and behaviors suggested that motivation was believed to be one of the reasons behind the local working group's determined behavior in learning English. Thus, the phenomenon of this ESP learning group could be explained that if someone is motivated, he or she tends to have a strong desire to achieve his or her goal (Gardner, 2006).

Besides, the results extrapolated from the observation's notetaking activity conducted by the researcher supported and highlighted the strong motivation possessed by the participants. Related findings are reported in Table 3.

Table 3: Results drawn from researcher's observation and informal talks with participants

Observation	Themes
1. Behaviors prior to learning in each class	Learners always practice and review what they have learned in the previous class.
	Learners practice speaking with family members and whenever they are free.
2. Behaviors and activities in the classroom	Learners pay full attention in the class.
	Learners always ask many questions that relate to their work.
	Learners are willing to do assignments or practice as guided by the instructor.
	Learners always show their eagerness to learn and know new things.

Table 3: Results drawn from researcher's observation and informal talks with participants (cont.)

Observation	Themes
	Learners come to the class regularly and ahead of the scheduled time.
	Learners take notes in both Thai and English during the class.
	Learners request the instructor to share with them various situations of English usage in different situations and contexts.
	Learners bring home a flip chart (written by the instructor) for their review.
3. Role-play activities	Learners are always enthusiastic to practice assigned role-plays conducted at their working station (with or without class).
	Learners use both instructor's presentation strategies and their own invented strategies to improve their presentation daily.
	Learners use authentic materials (materials used in each station) to support their presentation making their presentations look more natural and fluent.
4. After-class activities	Learners create a group communication channel for throwing in their questions for the instructor to guide them with answers.
	Learners always post their activities with non-Thai customers and keep the instructor updated regarding their learning progress or using English to communicate with foreign visitors.
	Learners share their experience in dealing with non-Thai visitors alongside positive feedback gained from them.
	Learners claim to use body language to break through communication barriers with non-Thai visitors.
5. Emerged results gained from informal talks	Learners disclose that they would like to use English in showcasing their community's activities to the outside world for three main reasons:
	5.1 To earn more income for their community.
	5.2 To challenge themselves that they can make it (speaking English).
	5.3 To set their case as an example for other communities to follow for better living.

Based on data disclosed by the researcher's observation conducted in the eighth week period of the 32-hour ESP course, the outcomes suggested abundant evidence of motivations demonstrated by the learners. The observation was divided into five aspects to witness the respondents' behaviors driven by their motivations. The five observing stages comprised the following displayed behaviors: 1. behaviors prior to learning in each class, 2. behaviors and activities in the classroom, 3. role-plays and activities, 4. after-class behaviors, and 5. emerged results gained from informal talks.

Regarding behaviors prior to attending the classroom, the respondents practiced and reviewed lessons of previous classes regularly. During being in the classroom, learners always paid full attention to the instructor's teaching with steps to show their eagerness to

learn, such as notetaking, asking questions, and requesting the instructor to explain or give more examples of English used in different situations and contexts. In addition, the learners were always enthusiastic in participating in assigned role-plays and presentation activities. They also applied various learning strategies to make them able to quickly learn to deliver English presentations more naturally by using authentic materials used in their working station.

Furthermore, the learners always posted questions regarding English usage outside the scheduled class in the exclusive group communication channel. Adding to that, the participants posted their efforts at using English on-site to welcome foreign visitors. Finally, the participants revealed that they wanted to communicate in English for three reasons: earning more money for themselves and the community, challenging themselves in second language learning, and showcasing or setting a standard for other communities to follow, based on information gleaned from informal conversations on various occasions. Precisely, all of the abovementioned behaviors signified the participants' motivations for learning in the offered ESP course. Their motivations and open attitude to learning could be one of the best forecasters of the learners' achievement (Hedricks, 1997).

In essence, the participants of this study possessed motivations for taking the ESP course. Several behaviors indicated their determination to succeed by being able to communicate in English. The participants' underlying motivations were to generate more revenue for their families and communities by offering local services such as conducting community tours, massage service, and other activities, along with local goods sales. Finally, they wanted to challenge their abilities while also establishing their community as a role model for others.

Factors that foster learners' satisfying learning outcomes

The factors that support the learners' learning performance are displayed in Table 4.

Table 4 Factors promoting participants' learning performance

Points for self-assessment	Least satisfied ⟶ Most satisfied										
1. Knowledge before joining the course	1	2	3	4	5	6	7	8	9	10	Average
Your level of English knowledge and ability before joining the course		3	2								2.4

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Table 4: Factors promoting participants' learning performance (cont.)

Points for self-assessment	Least satisfied → Most satisfied										
2. Assessing the course's benefits	1	2	3	4	5	6	7	8	9	10	Average
2.1 Knowledge and ability gained for presenting local activities in English after taking the course					1		2	2			7
2.2 Lesson understanding								2	1	2	9
2.3 Applying what you have learned in the classroom to present local activities to foreign visitors										5	10
2.4 Your confidence in using knowledge learned from the classroom in your real-life situation								1		4	9.6
2.5 Benefits gained from English for local activities presentation course										5	10
3. Assessing the course instructor	1	2	3	4	5	6	7	8	9	10	Average
3.1 Creating a learning atmosphere									4	1	9.2
3.2 Adequate examples provided during the course									1	4	9.8
3.3 Learning strategy encouraging you to think and produce your English									1	4	9.8
3.4 Useful terminologies or word choices used in the classroom									2	3	9.6
3.5 Learning materials prepared and provided for the course									3	2	9.4
4. Assessing the course content and teaching strategy	1	2	3	4	5	6	7	8	9	10	Average
4.1 Appropriate word choices used in the classroom									3	2	9.4
4.2 Appropriate expressions used in classroom and useful for real-life presentation situations								1		4	9.6

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Table 4: Factors promoting participants' learning performance (cont.)

Points for self-assessment	Least satisfied ⟶ Most satisfied

Points for self-assessment	1	2	3	4	5	6	7	8	9	10	Average
4. Assessing the course content and teaching strategy	1	2	3	4	5	6	7	8	9	10	Average
4.3 Teaching techniques promoting learning and applying knowledge in real-life situations										5	10
4.4 Constant 32-hour training promoting learners' confidence in delivering English efficiently								1		4	9.6
4.5 Having opportunities to apply knowledge learned in classroom with real visitors to promote confidence and fluency of English speaking								2		3	9.2
4.6 Outside classroom practice promoting more fluency								2		3	9.2
5. Assessing learners	1	2	3	4	5	6	7	8	9	10	Average
5.1 Confidence in speaking English at your working station							2		3		8.2
5.2 Benefits gained from the course										5	10
5.3 Obtaining inspiration to speak and learn English from taking this course										5	10
6. Assessing overall picture of the course	1	2	3	4	5	6	7	8	9	10	Average
Your overall satisfaction with the course										5	10

　　　　The results inferred from the self-reflection questionnaires indicated that all participants were contented with their learning performance after taking the ESP course. The respondents rated their English ability as low prior to taking the course, with an average score of 2.4 out of 10. Nevertheless, the participants recognized several benefits of the ESP course they took. They perceived that they obtained presentation skills and knowledge, leading to gaining confidence in speaking English. In addition, they were

capable of applying strategies they learned in the classroom to their real-life situations.

According to the respondents, the key factors that promoted learning comprehensibility with an accelerating speed were an appropriate learning environment (for this study, they were learning at the participants' working site where they could access authentic learning materials), adequately provided examples, an abundance of opportunities for the learners to practice, useful expressions used in the field, and related materials preparation. In addition, during the classroom, the participants felt comfortable in delivering their English as they believed that the learned expressions were within the context of their work which allowed the respondents to learn the second language that they could use in a particular domain beneficial to their lives (Paltridge & Starfield, 2013).

Additionally, the content of the ESP course is considered one of the crucial factors in promoting learner's achievement since the well-designed content could cater to the specific needs of the participants. In the meantime, the strategy of delivering suitable content is also vital. In assessing the satisfaction of the ESP, contents, and teaching strategies, the respondents rated the teaching techniques offered in the classroom that promoted their learning and encouraged them to apply knowledge in real-life situations at the highest average score of 10. The ESP learning and teaching focuses mainly on using the learners' English in their particular context, with needed skills, appropriate genres, and activities (Paltridge & Starfield, 2013). To elaborate more, according to results obtained from the respondents, they were satisfied with appropriately offered word choices and expressions and the ongoing practice outside the classroom, together with having opportunities to use contents learned in the classroom in real situations with foreign guests. Those activities encouraged the respondents to produce English with substantial outcomes.

However, there were some additional points for considerations when triangulating the data gleaned from the stakeholders, the English instructors who witnessed and informally assessed the participants and the visitors who had direct experience with the service provided by the participants. The results from the stakeholders are illustrated in Table 5.

Table 5: Viewpoints of stakeholders towards learners' performance

Questions	Stakeholder - Instructors	Stakeholder – Visitors (Non-native speaker (NSS) and native speaker (NS)
1. Opinions towards learners' English presentation skill.	▪ Learners speak their English with confidence. ▪ Learners' English is dramatically changed from the very first day. ▪ Learners are good at presenting what they have learned from the classroom.	▪ We can understand what staff (learners) explain clearly. (NNS + NS)
2. Positive points of presenting local activities to visitors in English by local people in the community	▪ This is a good start for learners as this is their first time for the official test. Learners will be better once they have practiced more and used it for communication in real life situations.	▪ Staff (learners) use body language to help communicate. (NS) ▪ Staff (learners) use English, authentic materials and body language to demonstrate their activities presentation. (NNS + NS)
3. Points to be improved for learners' presentation in English	▪ Learners will have to keep practicing in order to sharpen their English skills. ▪ Learners' presentation or speaking on-site tend to be from their memory. It doesn't look very natural. ▪ However, when it comes to question and answer sessions (from guests), learners cannot efficiently respond to questions asked. This is because they haven't been trained to do so. They need more practice on this.	▪ However, staff (learners) seem to know only what they are taught in their context. (NS) ▪ Staff (learners) are still lacking skills interaction outside what they have learned. (NS)
4. An overall picture of local activities presentation in English of learners	▪ It's great to see them produce what they have learned in the classroom to the real-life situations. ▪ Considering the limitation of time (32 hours), their performance is considered fantastic. ▪ All in all, learners are good at what they have been trained for.	
5. Other comments		▪ We feel impressed to see local Thai villagers can explain what they are doing. (NNS + NS) ▪ Expect to see they can communicate more in the area of daily life communication. (NNS + NS)

The critical perspectives drawn from the stakeholders - the instructors and the visiting guests - were displayed in the same direction. When asked about the participants' performance in presenting their local community activities in English, stakeholders tended to feel impressed. The participants' presentations were reported to be communicative and understandable within their responsible contexts. However, there were some constructive viewpoints reflected for the participants to improve in some particular areas. For example, when the participants were asked questions they had not been taught to answer, they could not respond to the questions efficiently. Besides, they still lacked interaction skills outside of their contexts. Nevertheless, this feedback from the stakeholders was acceptable and understandable. Their shortcomings resulted from the limitation of the course, which put a single effort to train the participants to be able to handle an assigned or a particular situational context.

In summary, with regard to aspects that contributed to the participants' learning outcomes, several factors played crucial roles in promoting participants' performance. The influential factors ranged from learning atmosphere, appropriately contextual word choices and expressions, authentic learning materials, proper teaching techniques, and opportunities to practice inside and outside the classroom.

All in all, positive perceptions and motivations for language learning were vital in initially driving the village working personnel to achieve their set goals. In the meantime, as mentioned above, some influential external factors worked in a parallel direction with the learners' perceptions and motivations by joining forces in establishing and accelerating the ESP teaching and learning to become more efficient.

Conclusion, Limitations, and Recommendations

The world today is globalized and fenceless. The mobility of people around the world is a common phenomenon. To cater to the need for appropriate and effective communication, English has become an essential communication tool for people from different language backgrounds. However, because English is not the Thai people's native tongue, we could not prepare or train everyone to communicate efficiently with English due to several limitations.

As experienced from this study within the Thai context, ESP course teaching appears to be one of the effective shortcut methods for a specific group of learners with an inadequate background of English to be able to implement a specific area of English to enhance their well-being. Significantly, this study's results underscore the importance of

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English in local community tourism. Residents could generate more revenue for the community by providing their services and selling local products to non-Thai tourists in English.

ESP teaching alone might not be able to be the single answer for success. Instead, the learners' positive perceptions and motivations towards English learning were also essential elements to complement the learners' achievement. As for this study, it was confirmed that seeing a brighter future in using English to gain more benefits for both the individual and community efficaciously motivated the learners to achieve their learning goals in a celebrating fashion.

Throughout the study, I was aware that some limitations could not be controlled or monitored, such as practice frequency of the participants, strategies applied by the participants, stakeholders, learning time, and period. However, the representative sample from the selected population might be able to provide the ability to generalize the findings of the study within the Thai context. The study's findings could be used as a guide for educational institutions, local governments, and individual communities in designing or redesigning their learning and teaching approaches to be more relevant to the needs of learners in a specific community or domain to promote their desired skills. Furthermore, these findings could serve as a foundation for future research.

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