

NEEDS ANALYSIS IN ENGLISH ORAL COMMUNICATION OF
THAI TOURIST GUIDES

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การวิจัยครั้งนี้มีจุดประสงค์เพื่อวิเคราะห์ความต้องการทางการสื่อสารภาษาอังกฤษด้วยวาจาของมัคคุเทศก์ชาวไทยในเรื่องความจำเป็นต่อการใช้ทักษะภาษาอังกฤษและการขาดทักษะภาษาอังกฤษในด้านสื่อสารด้วยวาจา เครื่องมือที่ใช้ในการวิจัยได้แก่ แบบสอบถาม แบบสัมภาษณ์ กึ่งโครงสร้าง และ การสังเกตการณ์ โดยกลุ่มตัวอย่างในการศึกษาครั้งนี้ประกอบด้วย มัคคุเทศก์ชาวไทยจำนวน 30 คน นักท่องเที่ยวชาวต่างประเทศที่ใช้ภาษาอังกฤษเป็นภาษาแม่ 15 คน และ อาจารย์ผู้สอนวิชาภาษาอังกฤษเพื่อการท่องเที่ยว 3 คน

ผลการวิจัยพบว่า มัคคุเทศก์มีความต้องการในด้านทักษะการพูด ดังนี้ การกล่าวบทสนทนาทั่วไป การใช้คำศัพท์ทั่วไป การใช้สำนวนภาษาอังกฤษได้อย่างถูกต้อง การใช้คำศัพท์เฉพาะทาง สำหรับความต้องการในด้านทักษะการฟัง มัคคุเทศก์มีความต้องการในด้าน การเข้าใจสำเนียงภาษาอังกฤษที่หลากหลาย การฟังบทสนทนาทั่วไป การคาดเดาคำศัพท์ที่ไม่รู้ สำหรับการขาดทักษะในด้านสื่อสารภาษาอังกฤษด้วยวาจาของมัคคุเทศก์ชาวไทยนั้น นักท่องเที่ยวชาวต่างชาติได้มีความเห็นคล้ายกับมัคคุเทศก์ชาวไทยว่า มัคคุเทศก์ชาวไทยยังขาดทักษะด้านการพูดดังนี้ คือ การใช้คำศัพท์เฉพาะทาง และการใช้สำนวนภาษาอังกฤษที่ถูกต้อง สำหรับการขาดทักษะด้านการฟัง คือ การคาดเดาคำศัพท์ที่ไม่รู้ และการเข้าใจสำเนียงภาษาอังกฤษที่หลากหลาย แต่อย่างไรก็ตามงานวิจัยนี้ยังพบว่าชาวต่างชาติพิจารณาเรื่องการใช้ภาษาที่ถูกต้องตามหลัก ไวยากรณ์และการเข้าใจด้านวัฒนธรรมระหว่างประเทศเป็นทักษะที่ขาดลำดับต้นของมัคคุเทศก์ชาวไทย ในขณะที่มัคคุเทศก์ชาวไทยพิจารณาให้เป็นทักษะที่ขาดลำดับท้าย

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This study investigated the needs in English language oral communication for Thai tourist guides in terms of necessities and lacks. Three types of instruments were used to conduct the needs assessment; questionnaires, semi-structured interviews, and field observation checklists. The subjects of this study were 1) Thai tourist guides, 2) native English speaking tourists visiting Thailand, and 3) instructors currently teaching the English language course for Tourism.

The findings revealed that for the necessities in speaking skills, Thai tourist guides reported that using basic expressions and general vocabulary, with correct use of idioms, and technical terms, were the most necessary while speaking English language and performing their duties. For listening skills, understanding various English accents, basic expressions, and determining the meaning of unfamiliar vocabulary were the most necessary in performing their duties. In terms of lacks, the native English speaking foreign tourists reported similar main areas of English language oral communication lacks of Thai tourist guides. These included use of technical terms and correct idioms for speaking, and determining the meaning of unknown vocabulary, and understanding the various English accents for listening. The usage of correct grammar for speaking, and cross-cultural knowledge for listening which were reported to be in the top three main areas of lacks were considered the lasts by Thai tourist guides.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Communication is important in every organization. People need to convey messages, feelings, knowledge, and needs. Through communication people exchange knowledge and learn from each other, influence others and build trust. Languages are necessary tools of communication which promote global contact and connect people from different societies. English is regarded as an international language, and it is used as a mutual language for people of different nationalities. English is the primary language used by international organizations.

Thailand is a developing country with many international business organizations, and English is used as the medium of communication. The role of English, especially in speaking and listening skills is now becoming part of Thai everyday life, and necessary for increasing job employment opportunities with increasing economic competition. The Thai tourism industry is highly competitive and plays an important role in the economy of the country.

The tourism industry in Thailand is growing rapidly and has become one of the most highly valued sources of revenue (Department of Tourism, 2011). Thailand is a popular tourism destination. Each year the numbers of foreign tourists visiting Thailand and the income from tourism increases. In 1994, 6,166,496 tourists traveled to Thailand. In 2011 there were 19,230,470 international visitors compared to 15,936,400 in 2010, an increase of 20.67 % (The Office of Tourism Development,

2011). The tourism industry is regarded as a high priority industry of Thailand, and a good source of foreign currency revenue, job creation, income distribution, and civilization distribution (Ministry of Tourism and Sports, 2009). This rapid growth of the Thai tourism industry has created increased revenue that promotes economic expansion. In 2002, Thailand earned 323.5 billion baht from the tourism industry. By 2007 and 2010, this figure had risen to 547.8 and 592.8 billion baht, respectively (National Statistical Office, 2013). It is therefore accepted that the Thai tourism industry is an essential sector that greatly to develop the economy of the country.

The rapid growth of the tourism industry has resulted in the need to develop the qualities of the tourism human resources. English is the major language of the Thai tourism industry used between tourism staff and foreign travelers. English is considered as the mutual language of people who use different languages. Graddol (2006) pointed out that the English language has become the primary language of the world, and the number of people learning English is continually increasing.

With the importance and popularity of the English language in the tourism industry increasing, English language skills are now required to work in the tourism sector. Thai tourism staff should be able to speak English well to interact with foreign travelers, especially the tourist guides who can be considered as cultural ambassadors, radiating positive images of the country and providing a better understanding of Thai life and thoughts. Thai tourist guides with high proficiency in English speaking and listening skills can reach out and communicate with service-oriented professionals to meet the information requirements of the travelers. However, English proficiency skills of Thai tourist guides are low. Supol Sripan, Director-general of the Department

of Tourism stated, “Some Thai guides today lack quality and language skills, which prevents them from competing effectively in Asean countries.” Research by (Boonyavatana, 2000) recognized a demand for the English language in the tourist industry. Tourism industry personnel were often lacking in competent English speaking and listening skills.

Strategy number five in The Strategy on Thai Tourism Development 2009 to 2013 recommended the development and advancement of all tourism employees through procedures to increase their quality and ability. The needs and proficiency levels of the tourism industry employees should be analyzed (Ministry of Tourism and Sports, 2013). The Ministry also realized the necessity to revise the tourism curricula with emphasize on teaching staff foreign language skills to work effectively and communicate with the tourists.

The tourism industry in Thailand is likely to increase in importance, and it is therefore necessary to develop the English language skills of Thai tourist guides. By 2015, the ASEAN Economic Community (AEC) will allow the skilled labor of eight occupations to move freely across the member countries in a pilot study for free labor movement. Tourism jobs are one of the eight occupations (Ministry of Foreign Affairs of Thailand, 2013). This will result in increased competition in the tourism industry. English will be the communication medium for coordinating the AEC; therefore the English language skills of Thai tourist guides must be improved to prepare them for this (Office of the National Economics and Social Development Board). To survive in the highly competitive tourist market among the ASEAN member countries, Thai

tourist guides must be assisted and encouraged in every possible way to improve their English language speaking and listening skills.

The current study, therefore, investigated the needs in terms of necessities and lacks in English language oral communication of Thai tourist guides. The results will be helpful for people in the field of tourism and other related fields, to gain a better understanding of the English language needs of Thai tourist guides. The findings will also be beneficial for organizing and revising the English language for tourism curricula, to develop the English language speaking and listening quality of Thai tourist guides. This will help them to enhance their job performance through better communication, rapport, and understanding with their English speaking 'guests'.

1.2 Objectives of the Study

The objectives of the study were as follows:

1. To investigate the needs for the English language oral communication of Thai tourist guides in terms of necessities
2. To investigate the needs for the English language oral communication of Thai tourist guides in terms of lacks

1.3 Research Questions

This study investigated the needs of English language oral communication of Thai tourist guides, and attempted to answer the following questions:

1. What are the needs for English language oral communication of Thai tourist guides in terms of necessities?

2. What are the needs for English language oral communication of Thai tourist guides in terms of lacks?

1.4 Scope and Limitations of the Study

This study investigated the needs in terms of necessities and lacks in speaking and listening skills in English language oral communication. These are essential skills for Thai tourist guides. Data was collected from 30 Thai tourist guides who used the English language as a medium of communication, 15 English speaking foreign tourists, and 3 English for Tourism instructors. The tourist guides selected were all registered with the Department of Tourism and held a platinum tourist guide license. The tourist guides had different demographic characteristics and working experience.

Data were only obtained from observation, questionnaires and interviews. Therefore, the results of this study were based on the opinions of the participants.

1.5 Definitions of Terms

1.5.1 Needs. Needs are defined in terms of necessities, lacks and wants. ‘Necessities’ refers to what learners have to know to achieve the target situation. ‘Lacks’ refers to gaps between the target proficiency and the existing proficiency of the learners. ‘Wants’ refers to learner’s perception of the needs (Huchinson & Water, 1987). In this study, the needs are defined as necessity, and lacks in English language oral communication of Thai tourist guides to discover the fundamental aspects and implications for teaching English language for tourism. The ‘necessity’ refers to what Thai tourist guides have to know through speaking and listening skills in English language oral communication. The ‘lacks’ refers to gaps in areas of speaking and listening in English language oral communication which can cause problems for Thai tourist guides.

1.5.2 Needs Analysis. Needs analysis includes the activities of gathering information as a basis for developing a curriculum for a particular group of learners' needs (Brown, 1995). In this study, needs analysis refers to methods of gathering data of Thai tourist guides' necessities and lacks of speaking and listening skills in English language oral communication, using questionnaires, interviews, and field observations as the instruments for data gathering and analysis.

1.5.3 English Oral Communication. Communication is a process of sending and receiving messages, which consists of at least two people as sender and receiver (Brown, 1980). In this study English oral communication refers to the process that allows Thai tourist guides and native English speaking tourists to interact as speakers and listeners of spoken verbal English in three situations: transferring in, traveling, and transferring out.

1.5.4 Thai tourist guides. A tourist guide is a person who performs duties to guide tourists by the language of their choice, interpreting the cultural and natural heritage of an area, with a specific qualification normally issued or recognized by the appropriate authority (World Federation of Tourist Guide Association, 2006). In this study, Thai tourist guides refers to Thai people who guide English native speaking visitors who travel to Thailand, explaining matters relating to the history, culture, and natural beauty of the places of interest. Each Thai tourist guide had different demographic characteristics and work experience, and possessed a platinum tourist guide license issued by the Department of Tourism.

1.5.5 Native English speaking tourists. A native English speaking tourist is a tourist who speaks English as their first language and comes from inner circle

countries (Kachru, 1985) such as the USA, the UK, Canada, Australia, and New Zealand. These foreign tourists visit Thailand for the purpose of relaxation and use English as their medium of communication with Thai tourist guides.

1.5.6 English for tourism instructors. An English for tourism instructor is a person who performs duties to teach the English language in tourism courses to students. Each instructor must have a Master degree, with at least five years working experience as an English language teacher.

1.6 Significance of the study

The results of this study will increase the understanding of the necessities of English language oral communication aspects in the speaking and listening skills of Thai tourist guides. The study will also identify the strengths and weaknesses of Thai tourist guides in English language oral communication and job performance. The results of this survey can be used as a guideline for related organizations to design English language courses for tourism to better serve the needs of Thai tourist guides, and enhance their job performance and communication abilities with their English Speaking 'guests'.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the theories and literature related to the study needs analysis in English oral communication of Thai tourist guides. The topics covered are needs analysis, Thai tourist guides, English for specific purposes, English for tourism, and oral communication.

2.1 Needs Analysis

Needs analysis can be divided into six sections: definitions, types, approach, significance, steps, and related research.

2.1.1 Definitions of Needs Analysis

The term Needs Analysis (NA) became widespread through use by The Council of Europe's modern language project in the 1970s. It is used as an initial process for the specification of behavioral objectives (Nunan, 1988).

Many theorists have defined needs analysis. Berwick (1989) considered the term as a 'gap or measurable discrepancy between a current state of affairs and a desired future state'. Iwai et al. (1999) defined needs analysis as 'activities of collecting information to meet the basis of developing a curriculum to serve particular groups of learners' needs. Fatihi (2003) opined needs analysis as 'an important tool for identifying stakeholders' necessities, goals, and lacks, which enables course designers to develop courses with contents relevant to learners' objectives'. A curriculum that does not identify stakeholders' needs will not benefit learners, or

serve their objectives. This situation can result in a failure of curriculum (Long, 2005). Hutchinson and Waters (1987) and (Robinson, 1991) explained needs in terms of necessities, lacks, and wants. Necessities refer to the learning needs' objectives of learners in target situations. Lacks refers to gaps in existing language proficiency and target language proficiency. Wants refers to the goals of the learners for achieving their learning needs.

In this study, the term needs is classified as necessities and lacks in the English language oral communication of Thai tourist guides. The necessities refer to the learning needs of learners in English language speaking and listening skills to become more effective in the target situations. Lacks refer to gaps in the areas of speaking and listening in English language oral communication, which may cause problems for Thai tourist guides. To design materials for the English language learning for tourism curricula to meet the targets for Thai tourist guides, their specific needs and problems in English language oral communication should first be identified.

2.1.2 Types of Language Needs

Hutchinson & Waters (1987) described two types of needs in English for special purposes (ESP) course design. These are Target Needs and Learning Needs.

2.1.2.1 Target Needs: What learners need to do in the target situation.

Target needs can be divided into three terms as follows:

- 1) Necessities refer to what learners need to know to succeed in the target situation. Therefore, this influences the learners' existing proficiency investigation.

2) Lacks refer to the gap between what learners already know and their expected proficiency.

3) Wants refer to the attitudes of the learners toward learning, or what they expected to learn. The perceived wants of learners should be considered carefully.

2.1.2.2 Learning Needs: What learners need to do for learning.

2.1.3 Approach to Needs Analysis

2.1.3.1. Target Situation Analysis (TSA)

According to Jordan (1997), Target Situation Analysis (TSA) is concerned with students' needs at the end of the language course and target-level performance. The framework for Target Situation Analysis (TSA) was designed by (Munby, 1978). He introduced a model of process for learner needs analysis, to specify communicative competence in a foreign language. The core of his model was called Communicative Need Process or CNP (cited in Jordan, 1997). CNP is a tool that enables course designers to identify learners' proficiency, and to produce the needed specification language skills of learners. CNP consists of variables that affect the communication needs of learners. These variables are used to identify the learners' target language needs. The parameters of Munby's model are presented as follows:

1) Participant: data of a person such as learner's age, nationality, sex, first language, and target language

2) Purposive domain: specifying the reason for requiring the target language, educational purpose or occupational purpose

3) Setting: time, place of work or place of study

- 4) Interaction: roles or status of the participants
- 5) Instrumentality: channels of obtained information
- 6) Dialect: varieties of English used in the target language such as American English, and British English
- 7) Target level: the level of required language proficiency
- (8) Communicative Event: the situation in which the learners require English usage
- 9) Communicative Key: the manner of the learners when the communication is carried out

2.1.3.2 Present Situation Analysis (PSA)

Present Situation Analysis (PSA) was first presented by Richterich and Chancerel (1987). PSA is an approach used to determine the state of development of learners at the beginning of a language course. The sources of information are the learners themselves, the teaching establishment, and the user-institution, e.g. place of work or sponsoring body (Jordan, 1997).

2.1.4 Significance of Needs Analysis

Needs analysis not only enables learners to know their needs, but it also enables course designers to produce courses or materials and teachers to suit the learners' proficiency and needs. Richards (1984) suggested that needs analysis has three main purposes: it can provide a means of obtaining wider input into the content, design and implementation of a language program, it can be used for developing goals, objectives and content, and it can provide data for reviewing and evaluating an existing program (cited in Nunan, 1988). Hawkey (1980) pointed out

that needs analysis is a tool for the course designer. It enables course designers to know learners' proficiency and what they can do. Needs analysis can also enable learners to know their own needs. Barbazette (2006) recognized that conducting needs analysis is useful for organizations. Conducting needs analysis helps to ensure the training issues of the organization. The results of needs analysis can help organizations to determine whether a training course is appropriate, and can also serve specific needs to improve learners' skills.

2.1.5 Steps of Needs Analysis

The International Mine Action Standards (2005) considered four steps of needs analysis:

- 1) Preparation: This is the design and development instrument to collect the information.
- 2) Data collection: Data is gathered in a consistent manner, with clear questions and guidelines for choosing samples to prevent any bias.
- 3) Data analysis: The useful data is identified and analyzed. The report of the summarized data should be correct and clear to avoid any misunderstandings.
- 4) Preparation and program planning: The findings of the needs analysis should be used to develop the methodologies of courses to meet their goals and solve the identified problems and difficulties.

2.1.6 Related Research on Needs Analysis

This section reviews the related research on needs analysis conducted by different groups of participants in different contexts.

In the Thai context, Suthee (2009) explored the needs and problems in English speaking and listening skills of Metropolitan Police Officers (MPOs), working at the counter service in Chana Songkram Police Station. The study aimed to identify their English language needs in speaking and listening skills, and explore the speaking and listening problems encountered by MPOs. The participants for this study were 30 Thai MPOs who worked shifts at the Station. Two types of questionnaires were used to collect the data with closed questions (check-list and rating scales) and open-ended questions. The questionnaires were divided into four parts. Part I asked for general information regarding age, educational background, current position, and length of service. Part II covered the needs in English language speaking and listening skills for communication of the MPOs. Part III was concerned with the problems in English language speaking and listening skills encountered by the MPOs. Part IV contained suggestions. There were four interview questions which asked the MPOs' opinions regarding the importance of English language and general information about their English language training program. A five point Likert scale was adopted for analyzing the data. The findings revealed that (1) the MPOs needed to improve their English speaking and listening skills in the functions of greeting and offering help, asking personal details, problems and wants, giving information about accommodation, tourist information, transportation, emergency calls, giving directions, giving advice, and instruction in safety, and (2) the MPOs encountered listening problems with a variety of English accents, being unable to catch the main idea, and listening for basic expressions. The main speaking problems were saying basic expressions, speaking in complete sentences, and pronouncing English vowel sounds.

Ravisuda (2005) explored the needs analysis of English language for travel agents in Chiang Mai. The objectives were to discover the needs and problems that the travel agencies encountered when using English in their job. The participants consisted of 365 travel agents. The instrument used was a questionnaire. Results showed that English was perceived as important among the travel agents. They used the English language to communicate with their clients. The participants relied on speaking skills in their jobs. They also reported that speaking skills caused the most problems. Grammar, appropriate expressions, and pronunciation were perceived as the hardest English language speaking skills to acquire.

Sarinya (2007) conducted research into the needs analysis of the problems with English language learning and intercultural communication skills of Thai tourist police officers. The objectives of the study were to assess the English language use of Thai tourist police in their everyday job, examine the issues and important problems faced, investigate their biggest problems, and determine their attitudes toward tourists visiting them, and investigate their body language and facial expressions. The participants were 40 Thai tourist police officers. The instrument for the study was a questionnaire composed of five parts: demographic data, quantity of English used in daily work, problems with English use, non-verbal communication and expressions of non-verbal behavior in cross cultural contexts, and problems in using and understanding non-verbal communication. Result showed that Thai tourist officers had most problems with grammar and the various accents of the tourists. Often they could not understand questions and reply. They managed the situations by asking for help from foreign volunteers and using non-verbal communication signage.

In the Japanese context, Kyunghiee (2005) conducted a needs analysis on students on a Tourism English course. The objectives were to explore what tourism students wanted to learn in their tourism conversation classes, and how to help them to achieve the best results in acquiring their degree, license, and getting a job. The study was conducted with three groups of participants: 1) 120 students of day time classes, 40 students of night classes, and 40 students who worked during the day in their regular jobs. The instruments used for the study were two questionnaires with open and closed questions. The results showed that the students reported a lack of knowledge in English grammar and communicative abilities. They wanted mainly to develop their speaking skills, and learnt communicative English for employment in hotel work, airlines and travel agencies.

Thus, each group of learners required different needs. A conducted needs analysis can help to identify the specific language needs and problems in oral communication of Thai tourist guides. The results will be useful for people in the field of tourism and other related fields. The results can be beneficial for organizing and revising the English language for tourism curriculum to best develop the English language quality of Thai tourist guides and help them to enhance their job performance.

2.2 Thai Tourist Guides

Tourist guides are very important as their roles influence, encouraging and support tourism. Mossberg (1995) mentioned that tour guides are important factors for tourists to choose a particular guided tour. Traveling to strange places can be uncomfortable for tourists, especially in countries where the language is unfamiliar.

Therefore, many need a tourist guide to look after them, relieve their anxiety, organize their trip, and provide accurate information.

2.2.1 Definition of a Tourist Guide

The World Federation Tourist Guides Association (WFTGA), describes a tourist guide as ‘a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area’. This person normally possesses an area-specific qualification, usually issued and/or recognized by the appropriate authority.

2.2.2 Type of Tourist Guide Licenses in Thailand

All Thai tourist guides require a license issued by the Tourism Authority of Thailand (TAT). According to TAT, tourist guide licenses in Thailand are classified into two main types: general guide licenses and specific guide licenses.

2.2.2.1 General Guide Licenses

General guide licenses refer to those issued for tourist guides who have knowledge of tourist attractions around Thailand. They are able to provide information in Thai and other languages in their specialization. A general guide license can be classified into two types:

- 1) Silver color / Platinum license: the license issued for tourist guides who have a right to conduct tours for both Thais and foreign tourists all over Thailand.

- 2) Golden color license: the license issued for tourist guides who have a right to conduct tours only for Thai tourists all over Thailand.

2.2.2.2 Specific Guide Licenses

Specific guide licenses refer to those issued for tourist guides who have knowledge in specific areas of Thailand such as culture, history or islands. They are able to provide information for Thais and/or foreign tourists in specific areas identified on the license card. There are eight different types of specific guide license.

1) Pink color license: the license issued for tourist guides who have a right to conduct tours for both Thais and foreign tourists only in provinces identified on the license card and other adjacent areas.

2) Light blue color license: the license issued for tourist guides who have a right to conduct tours only for Thai tourists in provinces identified on the license and other adjacent areas.

3) Green color license: the license issued for tourist guides who have a right to conduct tours for both Thais and foreign tourists only in forest areas.

4) Red color license: the license issued for tourist guides who have a right to conduct tours for both Thais and foreign tourists, especially in Thai cultural, literature, art, history, and archeology areas all over Thailand.

5) Orange color license: the license issued for tourist guides who have a right to conduct tours for both Thais and foreign tourists especially in coastal areas.

6) Yellow color license: the license issued for tourist guides who have a right to conduct tours for both Thais and foreign tourists, especially in coastal areas or on islands no more than forty nautical miles offshore.

7) Purple color license: the license issued for tourist guides who have a right to conduct tours for both Thais and foreign tourists, only in the area identified on the license card.

8) Brown color license: the license issued for tourist guides who have a right to conduct tours for both Thais and foreign tourists, especially in Thai local cultural, literature, art, history, and archeology areas identified on the license card.

2.2.3 Responsibilities of Thai Tourist Guides

Tourist guide responsibilities are different in various contexts and purposes. Weiler et al. (2006) claimed that the tourist guides have four main responsibilities 1) giving information, 2) delivering tour presentations, 3) providing commentary, and 4) imparting knowledge. The ability to communicate with clients, correctly mediate culture, and manage the tour itinerary is also important as a tourist guide (cited in Sanguanngarn, 2010).

Supaporn (1996) stated that the responsibilities of Thai tourist guides can be classified into three tourism situations of transferring in, traveling, and transferring out. For transferring in, the main language functions include: greetings, introductions, and personal details. For traveling, the main language functions include reminding tourists, making suggestions, and providing information. For transferring out, the main language functions include saying good bye, offering tourists something before leaving, and responding to their thanks.

The Act of Tourism and Guide Registration (2008) lists five attributes that the qualified tourist guide must possess:

- 1) Self-management competency,
- 2) Conceptual competency,
- 3) Human competency,
- 4) Communication competency, and
- 5) Technical competency.

In conclusion, there are various types of tourist guide in Thailand. Each type conducts tours in different contexts, and with different responsibilities. Tourist guides each have particular responsibilities to deliver information and knowledge of location, cultures, tradition, literature, art, etc.

2.3 English for Specific Purposes (ESP)

This section reviews the literature on English for specific purposes. It is divided into four sections: the origins and development of ESP, the definitions of ESP, the types of ESP, and ESP curricula.

2.3.1 The Origins and Development of ESP

Hutchinson and Waters (1987) listed three key reasons for the origins of ESP: the demands of a brave new world, a revolution in linguistics, and focus on the learner. Firstly, the end of the Second World War brought about expansion in economic, scientific, and technical activity on an international scale. The United States of America became the most powerful economic country, and the role of the English language increased in commerce, science, and technology. Secondly, Hutchinson and Waters (1987) claimed that the increased demand in English language learning and the revolution in linguistics increased to satisfy specific needs. The study focus of English language courses shifted to ways of using English in real communication and situations, rather than focusing on grammar. Thirdly, language learning shifted to focus on how learners acquire languages. Each learner employs different learning strategies, different ways of acquiring languages, with different motivation and interests. Thus, there was a requirement to design specific courses for individuals to meet their needs. Effective language courses help learners to learn faster and also improve their motivation.

ESP has gained in importance with the improvements in technology and science, and the globalization of world business. These revolutions have influenced the needs of ESP which can enable language learners to meet their needs and requirements to use knowledge effectively.

2.3.2 Definitions of ESP

ESP can be defined in many ways. Hutchinson and Waters (1987) defined ESP as 'an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning'.

Dudley-Evans (1998) defined ESP, modified from the original definition of Stevns, 1988 as being made up of three absolute characteristics and five variable characteristics as follows:

2.3.2.1 Absolute Characteristics

- 1) ESP is designed to meet the specific needs of the learners.
- 2) ESP is designed by concentrating on the related content in particular disciplines, activities, and occupations.
- 3) ESP is centered on the language appropriate to the content in discourse, semantics, syntax, lexis, and grammar.

2.3.2.2 Variable Characteristics

- 1) ESP may be designed to relate to specific disciplines.
- 2) ESP may be used in specific teaching situations, a different methodology from general English.

- 3) ESP is more often designed for adult learners, either at tertiary level institutions or in a professional work situation. It could, however be designed for learners at secondary school level.
- 4) ESP is generally designed for intermediate or advanced students.
- 5) Most ESP courses assume some basic knowledge of the language systems.

From these given definitions, ESP can be described as an approach to teaching that focuses mainly on the needs of the learners. Each ESP course is designed for specific teaching situations to best serve the needs of the learners.

2.3.3 Types of ESP

Robinson (1991) categorized ESP into two types: English for occupational purposes (EOP), and English for educational purposes (EEP).

2.3.3.1 English for Occupation Purposes (EOP)

- 1) Pre-experience: the English curricula designed for preparing learners before getting a job.
- 2) Simultaneous/In-Service: the English curricula designed for learners who are already working to improve their skills.
- 3) Post-experience: the English curricula designed for learners who already have experience in the related field.

2.3.3.2 English for Educational Purposes (EEP)

- 1) Curricula for study in specific disciplines can be classified into three levels:
 - 1.1) Pre-study: the English curricula designed for preparing learners before study.
 - 1.2) In-study: the English curricula designed for learners who do not have any previous knowledge in the field.

1.3) Post-study: the English curricula designed for learners who already have the basic knowledge in the particular field.

2.) Curricula for study as a school subject can be classified into two types:

2.1) Integrated: the English curricula integrated with other subjects.

2.2) Independent: the English curricula taught independently.

2.3.4 ESP Curriculum Design

ESP curricula design focuses on the needs of learners, therefore the needs analysis of the learners is a key element for course design. Yong (2006) mentioned that ESP curriculum designers should first investigate and identify learners' needs. Moreover, the course designers should limit the aims of the course and contents to allow the learners to meet their requirements.

Nunan (1988) proposed six steps of ESP course design as follows:

- 1) Needs analysis: to analyze the needs, skills, and motivation of the learners.
- 2) Grouping learners: to group learners according to their proficiency levels and their learning aims.
- 3) Task selection: to select the tasks and activities for learners according to individual proficiency levels, communication aims, and learning strategies.
- 4) Content specification: to select grammar, vocabulary, and other features relevant to the contents of the course and the field of the learners.

5) Assessment: to develop tools to ascertain whether the course met the aims and requirements of the learners or not.

6) Evaluation: To enable the learners to evaluate the course to discover whether the content is effective or not.

Hutchinson and Waters (1999) proposed three approaches to teaching ESP as follows:

1) A language-centered approach: This focuses on analyzing the aims of the learners to select contents which best serve their needs. The weakness of this approach is that the learners gain English language knowledge only in their specific field. They lack the knowledge of general English language.

2) A skill-centered approach: This can be split into two important components, theoretical and competent, and pragmatic.

3) A learning-centered approach: This relies on the learners creating their own plan of learning, using skills and knowledge to find new information to best meet the target of learning.

From these different ideas of ESP course design the most effective ESP course should be suited to the needs of the learners. Course designers must analyze and know the needs and learning targets for each group of learners. They can then ensure that the course contents are relevant to the field of the learner group. The learners will be able to use the knowledge gained in the classroom in real situations.

2.4 English Language in Tourism

This section reviews the literature on English language use by tour companies. It is divided into two sections. The first looks at the importance of English language in tour companies, and the second discusses English language learning problems for Thai tourism employees.

2.4.1 Overview of English Language in Tourism

English is an international language widely spoken around the world. People who speak different languages use English as a mutual language to communicate with each other. Kachru (1985) linked the spread of the English language to three concentric circles: the inner circle, the outer circle, and the expanding circle as follows:

1. The inner circle refers to countries where English is spoken as the native language and includes the USA, the UK, Canada, Australia and New Zealand.
2. The outer circle refers to the use of English in non-native speaking countries such as Malaysia, Singapore, and India. In these countries, English plays the role as the second language, and the language used by the main institutions in the country.
3. The expanding circle refers to countries where English is learnt as a foreign language such as Japan, Korea and Thailand. These areas have never been colonized by members of the inner circle (Cited in Holmes, 2008).

Thailand is in the expanding circle, where the role of English is important as in other developing countries. Many organizations in Thailand are international, and with the developments in new technology and the emergence of the internet, the demand for high English language proficiency in Thailand is increasing. Therefore, English language competency is fast becoming necessary for the best the Thai job

employment opportunities. The role of the English language is also becoming increasingly important in Thai tourism sector. The English language is the communication medium for Thai tourism staff and foreign tourists who speak different languages. Thai tourism staff must be able to speak English fluently, especially tourist guides who are considered as cultural ambassadors, and create positive images of the country by providing a better understanding of Thai culture and beliefs to visitors. A high proficiency in the English language will enable Thai tourist guides to reach out to service-oriented professionals and meet the requirements and expectations of travelers.

2.4.2 English Language Problems of Thai Tourism Employees

English language learning is important for Thai tourism staff, and the demand for high English language proficiency for communication with foreign tourists is becoming increasingly important. In 2015, the ASEAN Economic Community (AEC) will allow the skilled-labors of eight occupations to move freely across member countries, with a pilot study on free labor movement. Tourism is included in these occupations (Ministry of Foreign Affairs of Thailand, 2013). This will result in increased competition in the tourism industry. However, the English language skills of Thai tourism employees are still inadequate. The director-general of The Department of Tourism, Mr. Supol Sripan stated that “Some Thai guides today lack quality and language skills, and this could prevent them from competing effectively within the AEC” (Department of Tourism, 2011).

English will be used as the communication medium for coordinating the ASEAN Economic Community. The English language skills of Thai tourism employees must therefore be enhanced and improved to prepare for the ASEAN

Economic Community and survival in the highly competitive environment among member countries of the AEC (Office of the National Economics and Social Development Board, 2013).

There is a critical need to explore the problems of English language proficiency among Thai tourism employees. Ravisuda (2005) conducted research to explore English language needs and problems that Thai travel agents encountered while using the English language in their jobs. The participants were 365 travel agents. The key findings showed that Thai travel agents used the English language to communicate effectively with their clients. The participants thought that English language speaking skills were most important in their jobs. However, listening, writing, and reading skills are also required. The participants also mentioned that the lack of speaking skills gave them the most problems, followed by grammar, appropriate expressions, listening, and translation. The researcher also noted that Thai travel agents hardly ever face problems with tourism vocabulary and reading skills.

Considering the needs and English language problems of Thai travel employees will be useful for curriculum development, material design, and revising tourism curricula of Thai Tourism English courses, to better develop the quality of the English language of Thai tourist employees and help them enhance their job performances.

2.5 English Oral Communication

This section reviews the literature on English language oral communication. It is divided into three sections. The first discusses the definition of communication, the

second examines a model of the communication process, and the third looks at the significance of English language oral communication.

2.5.1 Definition of Communication

Communication is a fundamental activity of human beings. It is the process of transferring thoughts, ideas, information and emotions, to others through various means. People communicate to achieve their desires. According to Lynch (1996), ‘communication involves enabling someone else to understand what we want to tell them, what is often referred to as our message’. Brown (1980) stated that communication is the process of sending and receiving messages by at least two people as a sender and a receiver. The means of the sending and receiving processes can be both written words (written communication) or spoken words (oral communication). Savignon (1972) defined communication as a continuous process of negotiation, expression, and interpretation with social contexts and setting.

2.5.2 Model of the Communication Process

Shanon (1948) proposed a model of the communication process which can be broken down into eight main components as source, message, transmitter, signal, channel, noise, a receiver, and a destination.

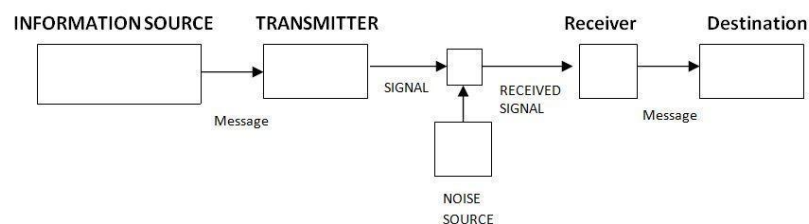


Figure 1: Model of the communication process (Shannon, 1948)

2.5.3 Significance of English Oral Communication

The communication process when a sender transfers messages using spoken words is called oral communication. When people from around the world need to interact with each other, the mutual language, English is used as a tool for understanding between people who speak different languages. Therefore, English oral communication is the primary communication device. Many researchers claim that speaking and listening are the two most important skills in oral communication. Ravisuda (2005) conducted research to explore the English language needs of Thai travel agents. The participants were 365 travel agents. Results showed that the participants thought that English language skills, especially speaking and listening were the most useful to them. Speaking skills are required most, followed by listening skills. These results agreed with the findings of Keyoonwong (1998), who researched tourism personnel in Chiang Mai and found that they considered the speaking skill as the most important. Sucompa (1998) discovered that travel agency owners, managers, and administrators required their staff to use speaking skills the most.

The importance of the English language, especially speaking and listening skills is rapidly increasing. It has now become a necessary tool and the mutual language of communication used to promote global contact and relate people from different societies. English is becoming increasingly necessary in Thai everyday life and to increase job employment opportunities. Therefore, English language oral communication should be promoted to achieve effective communication and avoid misinterpretation.

2.5.4 English Oral Communication Competence

The concepts of communication competence have been studied, recorded, and modified by many researchers. Chomsky (1965) proposed an idealized notion of linguistics. Hymes (1972) considered that this was inadequate as it lacked the consideration of linguistic ability for the production and understanding of the utterance of various uses of language in different contexts. He defined a broader communication competence as implicit and explicit knowledge in the rules of grammar and sociolinguistic knowledge. Canale and Swain (1980) explained communicative competence in terms of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence as follows:

- 1) Grammatical competence: This refers to the acquisition of the rules of lexical items, morphology, phonology, and syntactic and semantic.
- 2) Sociolinguistic competence: This refers to factors of participants such as sex, age, social status, interaction purpose and belief which can influence the style and register of speech.
- 3) Discourse competence: This refers to the acquisition of the rules of cohesion and coherence.
- 4) Strategic competence: This refers to the knowledge of verbal and nonverbal strategies to compensate for the breakdown in enhancing communication effectiveness such as paraphrasing, tolerating ambiguity and guesswork.

This Chapter discussed topics on needs analysis, Thai tourist guides, English for specific purposes, English for tourism, and oral communication. The research methodology will be presented in Chapter three.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter reviews the research design and methodology used for conducting the research to determine the needs, including necessities and lacks in English language oral communication of Thai tourist guides. The descriptions cover research design, population and sampling, data collecting instruments, expert's validation, pilot study, data collection procedures, data analysis, and summary as follows.

3.1 Research Design

This study was conducted to investigate the needs in terms of necessities and lacks in English language oral communication of Thai tourist guides, using three types of instruments: questionnaires, semi-structured interviews, and observation checklists. The data regarding the necessities and lacks in English language oral communication of Thai tourist guides were gathered from three groups of participants: 1) Thai tourist guides, 2) Native English speaking tourists visiting Thailand who were guided by the tourist guides from the sample group, and 3) instructors who were currently teaching the English for Tourism course.

3.2 Sample Population

The population sample consisted of three groups of participants: 30 Thai tourist guides, 15 native English speaking tourists visiting Thailand, and 3 English instructors who taught English for Tourism courses.

3.2.1 Thai Tourist Guides

Thirty Thai tourist guides were selected using purposive sampling methods to obtain a predetermined group of participants. All the tourist guides dealing with the English speaking tourists were qualified and submitted reliable and accurate information. The tourist guides were divided into three groups of ten by English language proficiency level, as determined by their TOEIC scores. The three groups were termed high proficiency level, intermediate proficiency level, and low proficiency level. All the Thai tourist guides satisfied the following criteria:

- 1) They had achieved a vocational diploma, or high school diploma,
- 2) They were registered with the Tourism Authority of Thailand (TAT), holding platinum tourist guide licenses. They were therefore qualified to guide native English speaking tourists in all areas of Thailand, and ensure professional standards of dealing with English speaking foreign tourists in various situations, and
- 3) They had at least one year's experience working as a tourist guide.

3.2.2 Native English Speaking Tourists Visiting Thailand

Fifteen English speaking foreign tourists were selected, using predetermined criteria. The tourists satisfied two criteria as follows:

- 1) They were foreigners from the Inner Circle of countries which included: the USA, the UK, Canada, Australia, Ireland, and New Zealand. They were visiting Thailand for a short period relaxation break, and spoke English as a medium of communication, and
- 2) They were being guided by the thirty selected Thai tourist guides.

3.2.3 English Instructors Teaching English for Tourism Courses

Three instructors teaching English for tourism courses were selected by the convenience sampling method. The instructors were required to satisfy the following three characteristics:

- 1) They had achieved minimum qualifications of a Master degree,
- 2) They were currently teaching English for Tourism courses, and
- 3) They had at least five years experience working as a teacher.

3.3 Data Collecting Instruments

The data collecting instruments for the study included three types: questionnaires, semi-structured interviews, and an observation checklist. The instruments were used for each different group of participants: Thai tourist guides, native English speaking tourists, and English for Tourism instructors. These research instruments were administered at three locations: Lipe Island, Phrathat Doi Suthep Temple, Maesa Elephant Camp; all considered popular Thai tourist attractions. The data were gathered under three situations: transferring in, traveling, and transferring out, since these were considered basic activities in tourism.

- 1) Two different questionnaires were used with two groups of participants: Thai tourist guides, and foreign tourists.
- 2) Two different semi-structured interviews were also used for two groups of participants: Thai tourist guides and English instructors.
- 3) Observation checklists were used by the researcher to investigate Thai tourist guides' lacks.

All three instruments were constructed and developed based on previous related research, text books, and journals. The question contents were validated by three experts in the field of tourism and English oral communication. The instruments were piloted to check clarity and completeness before the data collection. Feedback from the experts was used to validate and revise the content of the instruments, and to check whether the items were well-constructed. The details of each instrument were as follows:

3.3.1 Questionnaires

The questionnaires were developed from a previous study by Suthee Khamkaew (2009) entitled 'Needs and Problems in English listening and speaking skills,' and administered to two groups of participants: tourist guides and English speaking tourists. The questionnaires were used as a means of collecting data of necessities and lacks of Thai tourist guides.

3.3.1.1 Questionnaire as self-reported for Thai tourist guides

The questionnaire was designed to collect data of necessities and lacks in English language oral communication from thirty Thai tourist guides, divided into four parts as follows (Appendix B):

Part I

This consisted of seven closed-ended items, aimed to collect data regarding general information of age, gender, nationality, and educational background.

Part II

Questions were designed to discover the necessities in English language oral communication for Thai tourist guides. The questions were arranged in a five-point rating scale Likert format.

Part III

Questions were designed to discover the lacks in English language oral communication that Thai tourist guides encountered. The participants were asked to rate the English language skills that they needed to improve upon, and the frequency of the difficulties encountered when using English while performing their duties. A five-point rating scale was used.

Part IV

The last part of the questionnaire for additional findings, consisted of six open-ended questions, aimed to explore the needs and problems in English language oral communication of Thai tourist guides.

3.3.1.2 Questionnaire for English speaking tourists asking about lacks in oral communication of Thai tourist guides foreign tourists

The questionnaire was designed to examine the needs in terms of lacks, which may cause potential problems for Thai tourist guides in English language oral communication, as perceived by native English speaking tourists visiting Thailand. The questionnaire was composed of two parts as follows (Appendix C):

Part I

Questions addressed the general information of native English speaking tourists: age, gender, nationality, and educational background.

Part II

Questions were designed to discover the lacks in English language oral communication of Thai tourist guides using a five-point rating scale. The participants were asked to rate the frequency of each lack in using English language oral communication of Thai tourist guides using a five-point scale to specify the frequency of the difficulties faced.

3.3.2 Field observation about lacks of oral communication of Thai tourist guides

The researcher observed Thai tourist guides' lacks in English language oral communication, using a non-participant field observation technique. The samples were graded by proficiency level from their performance results in the TOEIC test at high, medium, and low proficiency levels. These findings will be used to confirm the results from the questionnaire and semi-structured interview from Thai tourist guides and native English speaking tourists.

The field observation checklist was composed of two parts as follows (Appendix D):

Part I

General information of Thai tourist guides.

Part II

The lacks in English language oral communication of Thai tourist guides were observed and reported using a five-point rating scale. Thai tourist guides were observed for their English language oral communication, speaking and listening, and performing tasks in three locations: Lipe Island, Maesa Elephant Camp, and Phrathat Doi Suthep Temple, under three

situations: transferring in, traveling, and transferring out. For transferring in, each guide was observed in the van after greeting and collecting the tourists, and at the hotel. For traveling, each guide was observed on the beach at Lipe Island, or at the elephant stage of Maesa Elephant Camp, or at the pagoda of Phrathat Doi Suthep. For transferring out, each guide was observed at the hotel, and in the van while departing from the hotel.

The researcher spent one day for each location investigating Thai tourist guides' English language oral communication skills, using the checklists as the guideline, to evaluate the Thai tourist guides in each aspect. The researcher assigned one score each time the tourist guides faced difficulties, or used erroneous English language. The total scores for each guide were calculated and ranked. A high score related to a high frequency of lacks. For example, for speaking skills, the researcher found that Thai tourist guides did not use correct idioms. The tourist guide used the idiom 'traveling light' which means '*traveling with a minimum load or minimum luggage*' in the wrong context. He used this idiom as meaning *traveling to a few places*. The frequency of lack for this aspect was counted as one score. In addition, for the situation of traveling, the researcher found that the Thai tourist guide did not make suggestions correctly. The tourist guide used *should + regular verb (verb 1)*, instead of *should + have + past participle (verb 3)* to refer to a situation when the tourist failed to do something that he/she was supposed to do. The tourist guide said "*You should arrive here before 2 p.m.*," instead of "*You should have arrived here before 2 p.m.*". The frequency of lack for this aspect was counted as one score.

After investigating all English aspects, the total scores for each aspect in speaking and listening skills, and performing tasks were calculated and ranked.

3.3.3 Semi-structured Interview

The semi-structured interviews were administered to two groups of participants: three tourist guides, and three English Instructors. The interviews were used to gather in-depth data concerning the necessities and lacks in English language oral communication of Thai tourist guides. Information from existing English for Tourism courses for Thai tourist guides was also examined for additional findings.

3.3.3.1 Semi-structured interview to Thai tourist guides about the necessities and lacks in their English oral communication

The semi-structured interview was designed to discover the necessities and lacks, as perceived by Thai tourist guides. For additional findings, the semi-structured interviews were also designed to ask about the needs and opinions of the participants toward the existing tourism courses in Thailand.

The three participants were chosen by a purposive sampling method. Each volunteer was from a different level of English proficiency: high, moderate, and low (Appendix E).

Part I

The semi-structured interview questions dealt with general information of the participants, regarding age, gender, nationality, and educational background.

Part II

The interview was designed to discover the needs in terms of necessities and lacks of Thai tourist guides. Additional findings were opinions and suggestions regarding English language oral communication training courses in Thailand for tourist guides.

3.2.3.2 Semi-structure interview to instructors of English for tourism courses

The semi-structured interview for instructors was developed from a study by Nittaya Sanguanngarm (2010) entitled ‘A Development of the English tourist guide course using a task-based university undergraduate approach to enhance the oral English communication ability of Chiang Mai Rajabhat University’. The interview was designed to discover the opinions and suggestions of three instructors currently teaching English for Tourism courses, for future tourist guide training programs in Thailand. The results were used as additional findings (Appendix F).

Part I

The semi-structured interview questions dealt with general information of participants, regarding age, gender, nationality, and educational background.

Part II

The interviews were designed to discover opinions and suggestions for future tourist guide training programs in Thailand.

3.4 Expert’s Validation

The instruments of the study: questionnaires, semi-structured interviews, and field observation checklists were validated to ensure language appropriateness,

language clarity, and also content validity by three experts with doctoral degrees, who specialized in English language teaching. One English language instructor with a doctoral degree had more than 30 years of English language oral communication teaching experience. The other two English for tourism instructors both had more than five years of teaching experience. The experts were provided with evaluation forms to verify language appropriateness, language clarity, and the content validity of the instruments, stating (+1) for appropriate items, (0) for not sure items, and (-1) for inappropriate items. Items which received a mean score of less than 0.5 were omitted.

Cronbach's alpha coefficient revealed a .9526 alpha reliability for the questionnaire. This was high, and therefore the instruments of the questionnaire were valid and reliable. When all the instruments of the questionnaire had been revised and improved, based on the experts' comments, the instrument was piloted to check whether it could be effectively used for data gathering

3.5 Pilot Study

The pilot study was conducted to determine whether the proposed instrument could be effectively used for data collection. The participants in the pilot study were fifth teen Thai tourist guides from Bangkok who used English as a medium of communication while performing their duties, similarly to the samples of the main study. Data collection for the pilot study took approximately 15 minutes for each participant. Results from the pilot study indicated that the instrument was well-constructed with no need for revision.

3.6 Data Collection

Data were collected from three groups of participants: Thai tourist guides, native English speaking tourists, and English instructors who taught English for Tourism courses in Thailand. The data was collected during one month, two days per week during the weekends. Data collection followed the following steps:

3.6.1 Thai Tourist Guides

1) The researcher provided questionnaires to survey English language oral communication needs, in terms of necessities and lacks to thirty Thai tourist guides. The purpose of the study was explained, and the subjects were asked to complete the questionnaires at three locations: Doi Suthep Temple, Maesa Elephant Camp, and Lipe Island. Each participant took 30 minutes to complete the questionnaire.

2) The researcher made observations of the three Thai tourist guides while they were performing their duties, using an observation checklist and a non-participant observation technique. Each Thai tourist guide was at a different level of English language proficiency: high, average, and low. The observations were performed at three different tourism locations: Lipe Island, Phrathat Doi Suthep Temple, and Maesa Elephant Camp. Data was also gathered for the three situations of tourism activity: transferring in, traveling, and transferring out.

3) The researcher interviewed three Thai tourist guides. The interviews lasted 20-30 minutes for each participant. Interviewing conversations were recorded and transcribed.

4) The researcher collected all the completed questionnaires and other data, which were then examined for accuracy and completeness.

3.6.2 Native English Speaking Tourists

1) The researcher provided questionnaires to survey English language oral communication needs in terms of necessities and lacks for fifth teen native English speaking tourists visiting Doi Suthep Temple, Maesa Elephant Camp, and Lipe Island for three situations of tourism activity: transferring in, traveling, and transferring out.

2) The researcher collected all the completed questionnaires, which were then examined for accuracy and completeness.

3.6.3 English Instructors

1) The researcher interviewed three English instructors. The interviews lasted 15-30 minutes for each participant. The conversation while interviewing were recorded.

2) The interview conversations were transcribed.

3) All data were analyzed using statistical techniques.

3.7 Data Analysis

The questionnaires were analyzed by statistical techniques and packages by a computer program. The qualitative data were analyzed using descriptive statistics, while quantitative data were analyzed using frequency and content analysis techniques. The data were analyzed using the following statistical procedures.

Firstly, the percentages were used for analysis of the answers concerning the general backgrounds of the participants.

Secondly, a five-point scale (Likert, 1932) was used to score the levels of needs, including necessities and frequency of the lacks in English language oral communication of Thai tourist guides.

Scale	Necessity	Frequency of Lacks	Mean Range
5	The most	Always (81-100%)	4.21-5.00
4	A lot	Usually (51-80%)	3.41-4.20
3	Moderate	Often (21-50%)	2.61-3.40
2	A little	Seldom (1-20%)	1.81-2.60
1	Least	Never (0%)	1.00-1.80

Thirdly, arithmetic means (\bar{x}) and standard deviation mean (S.D.) were used to calculate the average levels of necessities and lacks in English language oral communication of Thai tourist guides. High mean scores referred to high levels of necessities in English language oral communication of Thai tourist guides, and vice versa for lacks.

3.8 Summary

This Chapter detailed the research methodology, including research design, population and sampling, data collecting instruments, data collection procedures, and data analysis. The results and the findings will be presented in Chapter 4.

CHAPTER 4

FINDINGS

This study examined the needs in English language oral communication of Thai tourist guides in terms of necessities and lacks, using three types of instrument: questionnaires, semi-structured interviews and field observation checklists. The participants were thirty Thai tourist guides, fifth teen English native speaking tourists, and three instructors teaching English for Tourism courses. The results are reported in the following sections:

4.1 Data regarding the background of the participants

4.1.1 Background of Thai tourist guides

4.1.2 Background of English native speaking tourists

4.1.3 Background of instructors teaching the English for Tourism course

4.2 The needs in English language oral communication of Thai tourist guides in terms of necessities

4.3 The needs in English language oral communication of Thai tourist guides in terms of lacks

4.3.1 Lacks in English oral communication skills as perceived by Thai tourist guides

4.3.2 Lacks in English language oral communication skills as perceived by Native English speaking tourists

4.3.3 The researcher's opinions toward the lacks in English language oral communication of Thai tourist guides

4.3.4 The English for Tourism instructors' opinions toward students' lacks in English language oral communication

4.4 Additional findings

4.4.1 English language proficiency of Thai tourist guides

4.4.2 The English for Tourism instructors' opinions toward the existing English for Tourism course in Thailand

4.5 Summary

4.1 Data Regarding the Background of the Participants

This section indicated general information regarding the demographic data of the three groups of participants: Thai tourist guides, English native speaking tourists, and instructors teaching the English for Tourism course.

4.1.1 Background of Thai Tourist Guides

The total number of participants who were Thai tourist guides was 30. The majority, 21 people (70%) were women, while 9, (30%) were men. The most common age range was 31-35, with 10 people (33.3%), followed by 36-40, with 6 people (20%), 26-30, 5 people (16.7%), 41-45, 4 people (13.3%), 20-25, 3 people (10%), and 46-50 the smallest group with 2 people (6.7%).

The Thai tourist guides mostly possessed a bachelor degree, 19 people (63.3%), while 7 people (23.3%) had a vocational degree, 2 people (6.7%) had attended secondary school, and 2 (6.7%) had a Master degree.

The majority of the Thai tourist guides, 10 people (33.3%) had been working as tourist guides for 2-4 years, while 9 people (30%) had 5-7 years work experience, 7 people (23.3%) had worked as tourist guides for more than 7 years, while 4 (13.3%) had been working for less than 2 years (Table 1).

Table 1: Background of Thai tourist Guides

Characteristics and background of Thai tourist guides (n=30)		Frequency	Percentage (%)
Gender	Female	21	70
	Male	9	30
Total		30	100
Age	20-25 years	3	10
	26-30 years	5	16.7
	31-35 years	10	33.3
	36-40 years	6	20
	41-45 years	4	13.3
	46-50 years	2	6.7
Total		30	100
Education	Secondary school	2	6.7
	Vocational school	7	23.3
	Bachelor degree	19	63.3
	Master degree	2	6.7
Total		30	100
Working Experience	Less than 2 years	4	13.3
	2-4 years	10	33.3
	5-7 years	9	30
	More than 7 years	7	23.3
Total		30	100

4.1.2 Background of English Native Speaking Tourists

Fifth teen English native speaking tourists used the service of the thirty selected Thai tourist guides. 9 of them (60%) were male and 6 of them (40%) were female. Most of the tourists were Americans, 7 people (46.7%), followed by Irish, 5 people (30.3%), and Australian, 3 people (20%).

Regarding age, the 31-35 age range was the largest group with 6 people (40%), followed by 4 people of the 26-30 age range (26.7%).

The other age ranges include 18-25, 36-40, 41-45, 46-50, and over 50, all with 1 person (6.7 %) in each group. In terms of education, the majority of the tourists, 8 people (53.3 %) possessed a Bachelor's degree, followed by Master's degree, 6 people (40%), and other, 1 person (6.7%) (Table 2).

Table 2: Background of English native speaking tourists

Characteristics and background of English native speaking tourists (n=15)		Frequency	Percentage (%)
Sex	Female	6	40
	Male	9	60
Total		15	100
Nationality	American	7	46.7
	Australia	3	20.0
	Irish	5	33.3
Total		15	100
Age	18-25 years	1	6.7
	26-30 years	4	26.7
	30-35 years	6	40.0
	36-40 years	1	6.7
	41-45 years	1	6.7
	46-50 years	1	6.7

	Over 50 years	1	6.7
	Total	15	100
Education	Bachelor's degree	8	53.3
	Master's degree	6	40.0
	Other	1	6.7
	Total	15	100

4.1.3 Background of Instructors Teaching the English for Tourism Course

The total numbers of the participants currently teaching the English for Tourism course was three people. They were all female (100%). The most common age range was 36-40, 2 people (66.7%), followed by 31-35, with 1 person (33.3%). In terms of education, 2 instructors possessed a Doctor's degree, (66.7%), and the third had a Master's degree. The instructors had been teaching for 16, 9, and 5 years, respectively (Table 3).

Table 3: Background of instructors

Characteristics and background of instructors (n=3)		Frequency	Percentage (%)
Sex	Female	3	100
	Male	0	0
Total		3	100
Age	20-25 years	0	0
	26-30 years	0	0
	31-35 years	1	33.3
	36-40 years	2	66.7
	41-45 years	0	0
	46-50 years	0	0
	Total		3
Education	Bachelor's degree	0	0
	Master's degree	1	33.3

	Doctor's degree	2	66.7
Total		3	100
Working Experience	1-5 years	1	33.3
	6-10 years	1	33.3
	More than10 years	1	33.3
Total		3	100

4.2 The Needs in English Language Oral Communication of Thai tourist guides in terms of Necessities

This section presents the analysis of needs in terms of necessities, emphasizing on speaking and listening skills. The data was analyzed by descriptive statistics of minimum, maximum, mean, and standard deviation.

Research question 1: What are needs in English language oral communication of Thai tourist guides in terms of necessities?

The findings of this research questions were gathered from questionnaires given to 30 Thai tourist guides.

Table 4: Necessities of four English language skills as perceived by Thai tourist guides

Necessities of English language Skills	Mean	S.D.	Meaning
Speaking	4.53	0.68	Most
Listening	4.33	0.84	Most
Reading	4.2	0.92	A lot
Writing	4.06	0.98	A lot
Total	4.28	0.81	Most

The first section reported the participants' opinions of the necessities of the four English language skills. The participants reported that English language skills were needed highly for their job (Mean = 4.28). Speaking (Mean = 4.53) was considered the most necessary, followed by listening (Mean = 4.33). Reading (Mean = 4.20) and writing (Mean = 4.06) were considered less necessary to them for performing their duties (Table 4).

The findings from the in-depth interviews of the Thai tourist guides supported the result from the questionnaire, that most Thai tourist guides considered speaking skills as the most necessary for performing their duties.

“I think speaking skill is the most important for Thai tourist guides as we need to use language to communicate with our tourists and to give information to them” (Tourist guide # 1)

“Thai tourist guides have to give information to tourists. They have to explain information about Thai history, Thai culture, places, etc. to tourists. So, speaking skill is the most important for them to perform their duties” (Tourist guide # 2)

The second section reported the participants' opinions of the necessities of English language oral communication skills: speaking and listening skills. The data were recorded on a five-point Likert scale as follows:

Scale	Necessities of English language skills	Mean Range
5	Most necessary	4.21 - 5.00
4	A lot necessary	3.41 - 4.20
3	Moderately necessary	2.61 - 3.40

2	A little necessary	1.81 - 2.60
1	Least necessary	1.00 - 1.80

Table 5: Necessities of English language speaking skills as perceived by Thai tourist guides

English skill	Aspects	Mean	S.D.	Meaning
Speaking	Saying basic expressions	4.68	0.54	Most
	Using correct vocabulary such as itinerary, souvenir, etc.	4.55	0.68	Most
	Using correct idioms, such as 'back of the beyond', 'on the nose,' etc.	4.42	0.77	Most
	Using technical terms, such as garuda, gable, apex, etc.	4.36	0.8	Most
	Speaking fluently	4.26	0.81	Most
	Speaking confidently	4.13	1.12	A lot
	Speaking with appropriate intonation	3.90	1.16	A lot
	Cross cultural knowledge	3.83	0.99	A lot
	Using correct grammar	3.73	0.91	A lot
Total		4.21	0.71	Most

The participants reported that speaking skill was the most necessary to perform their duties, particularly saying basic expressions which was considered the most necessary (Mean = 4.68), followed by using general vocabulary (Mean = 4.55), using correct idioms (Mean= 4.42), using technical terms (Mean= 4.36), and speaking fluently (Mean= 4.26). Nevertheless, Thai tourist guides reported that it was also a lot important to be able to speak confidently (Mean= 4.13), speak with appropriate

intonation (Mean= 3.90), and understand cross cultural knowledge (Mean= 3.83). However, they did not pay much attention to using correct grammar (Mean= 3.73), and this gave the lowest mean score (Table 5).

Table 6: Necessities of English listening skills as perceived by Thai tourist guides

English skill	Aspects	Mean	S.D.	Meaning
Listening	Understanding various English accents	4.36	0.8	Most
	Understanding basic expressions	4.23	1.13	Most
	Determining the meaning of unknown vocabulary	4.06	0.88	Most
	Understanding general vocabulary	3.9	1.21	A lot
	Cross cultural knowledge	3.86	0.86	A lot
Total		4.08	0.6	A lot

The results indicated that Thai tourist guides significantly needed to use listening skills in their job, (Mean = 4.08). The participants considered understanding various English accents (Mean = 4.36) as the most necessary for their performing duties, followed by understanding basic expression (Mean = 4.23), and determining the meaning of unknown vocabulary (Mean = 4.06). They also reported the importance to understand general vocabulary (Mean = 3.90), and understand cross cultural knowledge (Mean = 3.86) (Table 6).

4.3 The Needs in English Language Oral Communication of Thai tourist guides in terms of Lacks

Research question 2: What are needs in English language oral communication of Thai tourist guides in terms of lacks?

The results were collected from Thai tourist guides, native English speaking tourists, researcher observations, and instructors teaching the English for Tourism course, using questionnaires, field observation checklists, and semi-structured interviews.

4.3.1 Lacks in English oral communication skills as perceived by Thai tourist guides.

This section aimed to discover Thai tourist guides' lacks in English language oral communication skills: 1) speaking, 2) listening, and 3) performing tasks in three situations: transferring in, traveling, and transferring out. Data were recorded on a five-point Likert scale as follows:

Scale	Needs of improving English language skills	Mean Range
5	Most needed	4.21 - 5.00
4	A lot needed	3.41 - 4.20
3	Moderately needed	2.61 - 3.40
2	A little needed	1.81 - 2.60
1	Not needed	1.00 - 1.80

1) Lacks in English language speaking skills as perceived by Thai tourist guides

For speaking skills, Thai tourist guides lacked in the following English aspects.

Table 7: Lacks in English language speaking skills as perceived by Thai tourist guides

English skill	Aspects	Mean	S.D.	Meaning
Speaking	Using correct idioms, such as 'back of the beyond,' and 'on the nose,' etc.	4.43	0.77	Most
	Using technical terms, such as garuda, gable, and apex, etc.	4.26	0.9	Most
	Saying basic expressions	4.10	0.95	A lot
	Using general vocabulary such as itinerary, souvenir, etc.	4.00	1.01	A lot
	Speaking with appropriate intonation	3.86	1.19	A lot
	Cross cultural knowledge	3.80	1.86	A lot
	Speaking confidently	3.73	1.14	A lot
	Speaking fluently	3.60	1.16	A lot
	Using correct grammar	3.5	1.10	A lot
Total		3.92	0.98	A lot

The participants significantly lacked English speaking skills to perform their job (Mean = 3.92). The most significant lacks included using correct idioms (Mean = 4.43), and using technical terms (Mean = 4.26). Thai tourist guides also reported that they lacked in the aspects of saying basic expressions (Mean = 4.10), using general

vocabulary (Mean = 4.00), speaking with appropriate intonation (Mean = 3.86), understanding cross cultural knowledge (Mean = 3.80), speaking confidently (Mean = 3.73), speaking fluently (Mean = 3.60), and using correct grammar (Mean = 3.50) (Table 7).

2) Lacks in English language listening skills as perceived by Thai tourist guides

For listening skills, Thai tourist guides lacked in the following English aspects.

Table 8: Lacks in English language listening skills as perceived by Thai tourist guides

English skill	Aspects	Mean	S.D.	Meaning
Listening	Understanding various English accents	4.33	0.96	Most
	Determining the meaning of unknown vocabulary	4.13	1.04	A lot
	Understanding general vocabulary	3.93	1.05	A lot
	Understanding basic expressions	3.76	1.07	A lot
	Cross cultural knowledge	3.53	1.01	A lot
Total		3.94	0.96	A lot

The Thai tourist guides significantly lacked listening skills, as can be seen from the total score (Mean = 3.94). The participants extremely lacked in the aspects of understanding various English accents (Mean = 4.33). They also lacked in determining the meaning of unknown vocabulary (Mean = 4.13), understanding

general vocabulary (Mean = 3.93), understanding basic expressions (Mean = 3.76), and understanding cross cultural knowledge (Mean = 3.53) (Table 8).

The findings from the in-depth interviews also revealed similar results, that these Thai tourist guides faced difficulties when they used English language to perform their jobs.

“I don’t know much about English idioms, so I can’t explain my emotions property when I talk to my tourists” (Tourist guide # 3)

Another tourist guide expressed a different opinion in the lack in speaking skills as follows:

“I face difficulties with my speaking ability, because I don’t know whether I’m using the correct grammatical English when I talk to my tourists” (Tourist guide # 1)

Another tourist guide reported his lacks of listening skills.

“I face difficulties with tourists’ accents and slang words. It is hard to understand sometimes” (Tourist guides # 2)

3) Lacks in English language oral communication in performing tasks: situations of transferring in, traveling, and transferring out as perceived by Thai tourist guides

The questionnaire covered various English tasks, divided into three situations: transferring in, traveling, and transferring out. The participants were asked to rate

their lacks of English language in the three situations on a five-point Likert scale as follows:

Scale	Frequency of lacks in English language oral communication in performing tasks	Mean Range
5	Always	4.21 - 5.00
4	Frequently	3.41 - 4.20
3	Sometimes	2.61 - 3.40
2	Seldom	1.81 - 2.60
1	Never	1.00 - 1.80

3.1) Lacks in English language oral communication in performing tasks:

situation of transferring in

Table 9: Lacks in English language oral communication in performing tasks:

situation of transferring in as perceived by Thai tourist guides

Situation of Transferring in	Mean	S.D.	Meaning
Offering the tourist something when you first meet	2.83	1.34	Sometimes
Asking the tourists for personal details	2.56	1.30	Seldom
Introducing other people	1.90	0.84	Seldom
Introducing yourself	1.73	0.82	Never
Greetings	1.50	0.68	Never
Total	2.27	0.93	Seldom

The total mean of Thai tourist guides' frequency of lacks in English language oral communication for the transferring in situation (Mean = 2.27), indicated that they

seldom had lacks in the situation of transferring in. The participants reported that Thai tourist guides sometimes had a lack in offering the tourist something when they first met (Mean = 2.83). However, the participants reported that Thai tourist guides seldom had lacks in asking the tourists personal details (Mean = 2.56), and introducing other people (Mean = 1.90). The participants also indicated that Thai tourist guides never had lacks in introducing themselves (Mean = 1.73), and greetings (Mean = 1.50) (Table 9).

3.2) Lacks in English language oral communication in performing tasks:

Situation of Traveling

Table 10: Lacks in English language oral communication in performing tasks: situation of traveling as perceived by Thai tourist guides

Situation of Traveling	Mean	S.D.	Meaning
Giving information	3.30	1.51	Sometimes
Giving directions	3.16	1.46	Sometimes
Telling clients how to do something	2.90	1.42	Sometimes
Offering help	2.83	1.17	Sometimes
Checking tourists' understanding	2.83	1.34	Sometimes
Apologizing	2.56	1.30	Seldom
Warning tourists	2.50	1.16	Seldom
Making suggestions	2.50	1.50	Seldom
Giving advice	2.40	0.89	Seldom

Giving reasons	2.40	0.89	Seldom
Describing landmarks	2.36	1.03	Seldom
Offering tourists something, e.g. drinks, food, candy	2.16	1.08	Seldom
Reminding tourists	2.16	1.11	Seldom
Asking about tourists' interests	1.80	0.84	Never
Asking tourists' opinions	1.76	0.85	Never
Asking about tourists' problems and needs	1.60	0.72	Never
Total	2.45	0.68	Seldom

The total mean of Thai tourist guides' frequency of lacks in English language oral communication, traveling situation (Means = 2.45), indicated that Thai tourist guides seldom had lacks in the situation of traveling. The frequency of lacks in giving information (Mean = 3.30), giving directions (Mean = 3.16), telling clients how to do something (Mean = 2.90), offering help (Mean = 2.83), and checking tourists' understanding (Mean = 2.83) were sometimes encountered.

The results also indicated that Thai tourist guides seldom had lacks in apologizing (Mean = 2.56), warning tourists (Mean = 2.50), making suggestions (Mean = 2.50), giving advice (Mean = 2.40), giving reasons (Mean = 2.40), describing landmarks (Mean = 2.36), offering tourists something, e.g. drink, food, candy (Mean = 2.16), and reminding tourists (Mean = 2.16). The participants also indicated that Thai tourist guides never had lacks in asking about tourists' interests

(Mean =1.80), asking tourists' opinions (Mean = 1.76), and asking about tourists' problems and needs (Mean = 1.60) (Table 10).

3.3) Lacks in English language oral communication in performing tasks:

Situation of Transferring out

Table 11: Lacks in English language oral communication in performing tasks: situation of transferring out as perceived by Thai tourist guides

Situation of Transferring out	Mean	S.D.	Meaning
Offering tourists something before leaving	2.63	0.76	Sometimes
Saying goodbye	1.10	0.3	Never
Responding to tourist thanks	1.03	0.18	Never
Total	1.58	0.25	Never

The total mean of Thai tourist guides' frequency of lacks in English language oral communication, transferring out situation (Mean = 1.58) indicated that they never had lacks in the situation of transferring out. However, the results indicated that Thai tourist guides mostly had lacks in offering tourists something before leaving (Mean = 2.63), rather than saying goodbye (Mean =1.10), and responding to tourist thanks (Mean =1.03) as these last two showed the lowest mean scores (Table 11).

4.3.2 Lacks in English language oral communication skills as perceived by Native English speaking tourists

This section reported the native English speaking tourists' opinion in lacks of English language oral communication skills concerning 1) speaking, 2) listening, and

3) performing tasks in three situations: transferring in, traveling, and transferring out for Thai tourist guides. The 15 native English speaking tourists were asked to rate how much the Thai tourist guides needed to improve their speaking and listening skills on a five- point Likert scale.

Scale	Needs of improving English language skills	Mean Range
5	Most needed	4.21 - 5.00
4	A lot needed	3.41 - 4.20
3	Moderately needed	2.61 - 3.40
2	A little needed	1.81 - 2.60
1	Not needed	1.00 - 1.80

1) Lacks in English speaking skills as perceived by native English speaking tourists

Table 12: Native English speaking tourists' attitudes toward lacks in English speaking skills of Thai tourist guides

English skill	Aspects	Mean	S.D.	Meaning
Speaking	Using technical terms, such as garuda, gable, apex, etc.	2.53	1.24	Little needed
	Using correct grammar	2.40	1.21	Little needed
	Using correct idioms, such as 'back of the beyond,' 'on the nose,' etc.	2.33	1.04	Little needed
	Speaking fluently	2.13	0.91	Little needed
	Cross cultural knowledge	2.06	0.70	Little needed
	Speaking with appropriate intonation	2.00	0.75	Little needed

Using general vocabulary such as itinerary, souvenir, etc.	1.73	0.88	Not needed
Speaking confidently	1.60	0.73	Not needed
Saying basic expressions	1.33	0.61	Not needed
Total	2.01	0.69	Little needed

The participants reported that Thai tourist guides had little lacks in English language speaking skill to perform their jobs (Mean = 2.01). The most significant aspect that Thai tourist guides had lack included using technical terms (Mean = 2.53). In addition, the participants reported that Thai tourist guides had little lacks in using correct grammar (Mean = 2.40), using correct idioms (Mean = 2.33), speaking fluently (Mean = 2.13), and speaking with appropriate intonation (Mean = 2.00). Nevertheless, the results showed that Thai tourist guides did not have lacks in using general vocabulary (Mean = 1.73), speaking confidently (Mean = 1.60), and saying basic expressions (Mean = 1.33) (Table 12).

2) Lacks in English listening skills as perceived by native English speaking tourists

Table 13: Native English speaking tourists' attitudes toward lacks in English language listening skills of Thai tourist guides

English skill	Aspects	Mean	S.D.	Meaning
Listening	Determining the meaning of unknown vocabulary	1.93	0.79	Little needed
	Cross cultural knowledge	1.80	0.77	Not needed

Understanding various English accents	1.66	0.72	Not needed
Understanding general vocabulary	1.40	0.50	Not needed
Understanding basic expressions	1.20	0.56	Not needed
Total	1.60	0.52	Not needed

The participants reported that Thai tourist guides did not have lack English listening skill to perform their jobs (Mean = 1.60). Their most significant lack was determining the meaning of unknown vocabulary (Mean = 1.93), the highest mean score. Nevertheless, the participants reported that Thai tourist guides did not have lacks in understanding cross cultural knowledge (Mean = 1.80), understanding various English accents (Mean = 1.66), understanding general vocabulary (Mean = 1.40), and understanding expressions (Mean = 1.20) (Table 13).

3) Lacks in English language oral communication in performing tasks: situation of transferring in, traveling, and transferring out as perceived by native English speaking tourists

3.1) Lacks in English language oral communication in performing tasks: situation of transferring in

The questionnaire covered various English tasks divided into three situations: transferring in, transferring out, and traveling. The participants were asked to rate Thai tourist guides' lack of English language in these three situations on a five-point Likert scale.

Scale	Frequency of lacks in English tasks	Mean Range
5	Always	4.21 - 5.00
4	Frequently	3.41 - 4.20
3	Sometimes	2.61 - 3.40
2	Seldom	1.81 - 2.60
1	Never	1.00 - 1.80

Table 14: Native English speaking tourists' attitudes toward lacks in English language oral communication in performing tasks: situation of transferring in

Situation of Transferring in	Mean	S.D.	Meaning
Offering tourists something when they first met	1.93	0.96	seldom
Asking tourists personal details	1.80	0.94	Never
Introducing other people	1.66	0.97	Never
Greeting	1.60	0.63	Never
Introducing yourself	1.40	0.73	Never
Total	1.65	0.78	Never

The mean of Thai tourist guides' frequency of offering tourists something when they first meet lacks in English oral communication, transferring in situation (Mean = 1.65) indicated that the participants reported that Thai tourist guides never had lacks in the situation of transferring in. Lack of offering the tourists something when they first met was seldom encountered (Mean = 1.93). Nevertheless, the tourists

reported that Thai tourist guides never had lacks in asking tourists personal detail (Mean = 1.80), introducing other people (Mean = 1.66), greeting (Mean = 1.60), and introducing themselves (Mean = 1.40) (Table 14).

3.2) Lacks in English language oral communication in performing tasks:

Situation of Traveling

Table 15: Native English speaking tourists' attitudes toward lacks in English language oral communication in performing tasks: situation of traveling

Situation of Traveling	Mean	S.D.	Meaning
Asking about tourists' interests	2.73	1.27	Sometimes
Providing information	2.73	1.03	Sometimes
Making suggestions	2.66	1.11	Sometimes
Asking tourists' opinions	2.53	1.18	Seldom
Telling tourists how to do something	2.46	1.18	Sometimes
Asking about tourists' problems and needs	2.40	1.24	Seldom
Describing landmarks	2.40	1.18	Seldom
Giving reasons	2.33	0.89	Seldom
Giving directions	2.26	1.22	Seldom
Giving advice	2.26	0.88	Seldom
Checking tourists' understanding of cross cultural knowledge	2.26	0.88	Seldom
Warning tourists	2.06	1.03	Seldom

Reminding tourists	2.00	1.13	Seldom
Offering help	1.66	0.89	Never
Offering tourists something, e.g. drink, food, candy	1.60	0.82	Never
Apologizing	1.53	0.91	Never
Total	2.24	0.85	Seldom

The total mean of Thai tourist guides' frequency of lacks in English language oral communication, traveling situation (Means = 2.24), indicated that the tourists reported that Thai tourist guides seldom had lacks in the situation of traveling. They reported that Thai tourist guides sometimes had lacks in asking about tourists' interests (Mean = 2.73), providing information (Mean = 2.73), making suggestions (Mean = 2.66), and telling tourists how to do something (Mean = 2.46) as they related to the top four highest mean scores. However, the participants thought Thai tourist guides seldom had lacks in asking tourists' opinions (Mean = 2.53), asking about tourist problems and needs (Mean = 2.40), describing landmarks (Mean = 2.40), giving reasons (Mean = 2.33), giving advice (Mean = 2.26), checking tourists' understanding (Mean = 2.26), giving directions (Mean = 2.26), warning tourists (Mean = 2.06), and reminding tourists (Mean = 2.00).

In contrast, the participants reported that Thai tourist guides never had lacks in offering help (Mean = 1.66), offering tourists something, e.g. drink, food, candy (Mean=1.60) and apologizing (Mean =1.53) (Table 15).

3.3) Lacks in English language oral communication in performing tasks:

Situation of Transferring out

Table 16: Native English speaking tourists' attitudes toward lacks in English language oral communication in performing tasks: situation of transferring out

Situation of Transferring out	Mean	S.D.	Meaning
Offering tourists something before leaving	1.33	0.81	Never
Saying goodbye	1.26	0.79	Never
Responding to tourist thanks	1.26	0.79	Never
Total	1.28	0.79	Never

The total mean of Thai tourist guides' frequency of lacks in English language oral communication, transferring out situation (Mean = 1.28) indicated that Thai tourist guides never had lacks in the situation of transferring out. The participants reported that Thai tourist guides never had lack in offering tourists something before leaving (Mean = 1.33), saying goodbye (1.26), and responding to tourist thanks (1.26) (Table 16).

4.3.3 The Researcher's Opinions toward the Lacks in English Language Oral Communication of Thai Tourist Guides

This section reported the researcher's opinions in the lacks of English language oral communication concerning 1) speaking skill, 2) listening skill and 3) performing tasks for Thai tourist guides by three situations: transferring in, traveling, and transferring out. The observations were conducted in a non-participant technique

to see how much the Thai tourist guides needed to improve their speaking and listening skills, and scored on a five-point Likert scale.

Scale	Needs of improving English language skills	Mean Range
5	Most needed	4.21 - 5.00
4	A lot needed	3.41 - 4.20
3	Moderately needed	2.61 - 3.40
2	A little needed	1.81 - 2.60
1	Not needed	1.00 - 1.80

1) Lacks in English language speaking skill as perceived by the researcher

Table 17: Researcher's attitude toward lacks in English language oral communication in speaking skill

English skill	Aspects	Mean	S.D.	Meaning
Speaking	Using technical terms, such as garuda, gable apex, etc.	2.53	1.24	Little needed
	Using correct grammar	2.40	1.21	Little needed
	Using correct idioms, such as 'back of the beyond,' and 'on the nose,' etc.	2.33	1.04	Little needed
	Speaking fluently	2.13	0.91	Little needed
	Cross cultural knowledge	2.06	0.70	Little needed
	Speaking with appropriate intonation	2.00	0.75	Little needed
	Using general vocabulary such as itinerary, souvenir, etc.	1.73	0.88	Not needed

	Speaking confidently	1.60	0.73	Not needed
	Saying basic expressions	1.33	0.61	Not needed
Total		2.01	0.69	Little needed

The researcher found that Thai tourist guides had few lacks in speaking skill to perform their jobs (Mean = 2.01). There were still some aspects in English language oral communication that they lacked from most to least.

The most significant aspect where Thai tourist guides had lack, included using technical terms (Mean = 2.53). In addition, the researcher found that Thai tourist guides had a little lack in using correct grammar (Mean = 2.40), using correct idioms (Mean = 2.33), speaking fluently (Mean = 2.13), and speaking with appropriate intonation (Mean = 2.00). Nevertheless, the results showed that the researcher did not find that Thai tourist guides' lacked in using general vocabulary (Mean = 1.73), speaking confidently (Mean = 1.60), and saying basic expressions (Mean = 1.33) (Table 17).

2) Lacks in English language listening skill as perceived by the researcher

Table 18: Researcher's attitude toward lacks in English language oral communication in listening skill

English skill	Aspects	Mean	S.D.	Meaning
Listening	Determining the meaning of unknown vocabulary	1.93	0.79	Little needed
	Cross cultural knowledge	1.80	0.77	Not needed

Understanding various English accents	1.66	0.72	Not needed
Understanding general vocabulary	1.40	0.50	Not needed
Understanding basic expressions	1.20	0.56	Not needed
Total	1.60	0.52	Not needed

The researcher found that Thai tourist guides did not have lacks in English language listening skill to perform their jobs. The most significant aspect that Thai tourist guides had lack included determining the meaning of unknown vocabulary (Mean = 1.93). Nevertheless, the researcher found that Thai tourist guides did not have lacks in understanding cross cultural knowledge (Mean = 1.80), understanding various English accents (Mean = 1.66), understanding general vocabulary (Mean = 1.40), and understanding expressions (Mean = 1.20) (Table 18).

3) Lacks in English language oral communication in performing tasks: situation of transferring in, and traveling, transferring out as perceived by the researcher

The questionnaire covered various English tasks which were divided into three situations: transferring in, transferring out, and traveling. The researcher rated Thai tourist guides' lacks of English in the three situations which they encountered on a five- point Likert scale.

Scale	Frequency of lacks in English tasks	Mean Range
5	Always	4.21 - 5.00
4	Frequently	3.41 - 4.20

3	Sometimes	2.61 - 3.40
2	Seldom	1.81 - 2.60
1	Never	1.00 - 1.80

3.1) Lacks in English language oral communication in performing tasks:

situation of transferring in

Table 19: Researcher's attitude toward lacks in English language oral communication in situation of transferring in

Situation of Transferring in	Mean	S.D.	Meaning
Asking tourists personal details	1.33	0.57	Never
Greeting	1.00	0	Never
Introducing yourself	1.00	0	Never
Introducing other people	1.00	0	Never
Offering tourists something when they first meet	1.00	0	Never
Total	1.05	0.96	Never

The total mean of Thai tourist guides' frequency of lacks in English language oral communication, transferring in situation (Mean = 1.05), indicated that Thai tourist guides never had lacks in the situation of transferring in. The most lacked tasks were asking tourists personal details (Mean = 1.33), followed by greeting, introducing yourself, introducing other people, and offering the tourists something when they first meet (Mean = 1.00) (Table 19).

3.2) Lacks in English language oral communication in performing tasks:

Situation of Traveling

Table 20: Researcher's attitude toward lacks in English language oral communication in performing tasks: situation of traveling

Situation of Traveling	Mean	S.D.	Meaning
Asking tourists' problems and needs	2.33	1.52	Seldom
Asking about tourists' interests	2.33	1.52	Seldom
Reminding tourists	2.33	1.52	Seldom
Making suggestions	2.33	1.52	Seldom
Telling tourists how to do something	2.33	1.52	Seldom
Giving directions	2.33	1.52	Seldom
Giving reasons	2.33	0.57	Seldom
Asking tourists' opinions	2.00	1.00	Seldom
Offering tourists something, e.g. drink, food, candy	2.00	1.73	Seldom
Offering help	2.00	1.73	Seldom
Warning tourists	2.00	1.00	Seldom
Giving advice	2.00	1.00	Seldom
Checking tourists' understanding	2.00	1.00	Seldom

Giving information	1.66	1.15	Seldom
Describing landmarks	1.66	1.15	Seldom
Apologizing	1.66	1.15	Seldom
Total	2.08	1.24	Seldom

The total mean of Thai tourist guides' frequency of lacks in English language oral communication, traveling situation (Mean = 2.08) indicated that Thai tourist guides seldom had lacks in the situation of traveling. The most lacked tasks were asking tourists' problems and needs, asking about tourists' interests, reminding tourists, making suggestions, telling tourists how to do something, giving directions, and giving reasons (Mean = 2.33). Nevertheless, the tourist guides seldom had lacks in asking tourists' opinion, offering tourists something, e.g. drink, food, candy, offering help, warning tourists, giving advice, and checking tourists' understanding (Mean = 2.00), followed by giving information, describing landmarks, and apologizing (Mean = 1.66) (Table 20).

3.3) Lacks in English language oral communication in performing tasks:

Situation of Transferring out

Table 21: Researcher's attitude toward lacks in English language oral communication in performing tasks: situation of transferring out

Situation of Transferring out	Mean	S.D.	Meaning
Saying goodbye	1.33	0.57	Never

Offering tourists something before leaving	1.33	0.57	Never
Responding to tourist thanks	1.33	0.57	Never
Total	1.33	0.57	Never

The total mean of Thai tourist guides' frequency of lacks in English language oral communication, transferring out situation (Mean = 1.33) indicated that Thai tourist guides never had lacks in the situation of traveling. All tasks were considered the same level of frequency of lacks: saying goodbye, offering tourists something before leaving, and responding to tourist thanks (Mean = 1.33) (Table 21).

4.3.4 The English for Tourism Instructors' Opinions toward Students' Lacks in English Language Oral Communication

This section presents the interviews of the three instructors teaching the English for Tourism course, focusing on Thai tourist guide students' lacks in English language oral communication.

The results interestingly showed that all three instructors admitted that their students lacked confidence in speaking English. Most students were shy and reticent when they were asked to speak English. In addition, one instructor also admitted that her students also lacked fluently in speaking English.

“The problem mostly found in my oral communication class is that my students are always shy when they are asked to speak in front of the class. Most of them are worried about grammar and word order ” (Teacher #1)

“My students always think a lot when they are asked to express their ideas during class. They are afraid of trying to produce different kinds of new sentences. I think they try to avoid making mistakes, and that can cause them shyness” (Teacher #2)

“The shyness blocks the process of my students’ ability in speaking English”
(Teacher #3)

4.4 Additional findings

The additional findings are discussed in two aspects: 1) English language proficiency of Thai tourist guides, and 2) English instructors’ opinion towards the existing English for Tourism courses in Thailand.

4.4.1 English language proficiency of Thai tourist guides

The first section was about the English proficiency level of Thai tourist guides in general when performing their jobs as tourist guides. The 30 participants were asked to rate their English proficiency of English skills on a five-point Likert scale as follows:

Scale	Proficiency of English language skill	Mean Range
5	Excellent	4.21 - 5.00
4	Good	3.41 - 4.20
3	Average	2.61 - 3.40
2	Fair	1.81 - 2.60
1	Poor	1.00 - 1.80

Table 22: English language proficiency level of Thai tourist guides

Proficiency of English Language Skills	Mean	S.D.	Meaning
Writing	4.00	0.95	Good
Reading	3.80	1.00	Good
Listening	3.56	1.17	Good
Speaking	3.30	1.26	Average
Total	3.66	1.02	Good

The participants reported that the English language proficiency level of Thai tourist guides was good. Writing skill (Mean= 4.00) was considered the most high proficiency level, followed by reading skill (Mean =3.80), listening skill (Mean = 3.56), and the least proficiency level, speaking skill (Mean = 3.30) (Table 22).

The findings from the in-depth interviews of the Thai tourist guides also supported the results from the questionnaire, in that most of the Thai tourist guides were more competent at writing skill than speaking skill.

“I think my writing skill is better than speaking skill because in English class room, I mostly learnt to write rather than to speak, however, I’ve been improving my speaking skill since I became a tourist guide” (Tourist guide # 1)

“From 4 English skills, writing skill seems to be the best skill of mine because I have time to think and revise my sentences when I have to write” (Tourist guide # 3)

4.4.2 The English for Tourism Instructors' Opinions toward the Existing English for Tourism Course in Thailand

This section presents interviews of the three instructors teaching the English for Tourism course, focusing on the existing English for Tourism course in terms of course content, teaching methodology, teaching activities, teaching materials and assessment.

1) The Course Content

According to the course contents, the results revealed that the course contents used in teaching English for Tourism courses covered all of the four English skills, speaking, listening, writing, and reading. The course contents were academic, with descriptive texts which related to real tourism situations.

2) Teaching Methodology, Materials, and Assessment

The teaching methodology used in the English for Tourism classroom was task-based.

According to the teaching materials, one instructor said the texts used in the class were commercial texts, bought from book stores. Another two instructors said that they developed the texts themselves, because the texts that they used to buy from the book stores did not cover all of their teaching requirements. Moreover, some real materials such as CDs, YouTube, passports, tickets, and brochures were adopted for teaching in the classroom.

“I use 2 commercial texts that I bought from the book store. The first book is called English for tourism Guides from Chulalongkorn University Press. It was written by Letporn Parasakul. The second book is called Oxford English for Learners:

Tourism2, student's book from UK: Oxford University Press, written by Walker, R. and Harding, K” (Teacher #1)

“I developed my own text book called English for Tourism. The book covers all 4 English skills reading/writing/speaking/listening. I also use some real material such as passports, brochures, and newspapers in my class” (Teacher #2)

The three teachers suggested the same ideas of ways to make the English for Tourism course more effective; teachers should provide the texts and practice real-life situations for their students. Technology is also important and enables students to learn both inside and outside the classroom.

According to assessments, the main tests were paper-based. An authentic assessment was also done in assessing the English language oral communication skills of the students. The authentic assessment was done by observing the students performance in real-life situations.

4.5 Summary

This chapter reported the results and finding of the study to answer the research questions. The necessities can be summarized from the findings that 1) Speaking was considered more necessary than listening, although both oral communication skills were considered important for the tourist guides' careers. Thai tourist guides reported that for speaking, the top three main necessary areas for performing their duties were saying basic expressions, using general vocabulary, and using correct idioms. For listening skill, the top three main necessary areas were understanding various English accents, understanding basic expressions and determining the meaning of unknown vocabulary. 2) For the lacks in English

language oral communication, Thai tourist guides reported that for speaking, the top three main areas of English language oral communication that needed to be improved included use of correct idioms, use of technical terms, and use of basic expressions. For listening the top three included understanding the various English accents, determining the meaning of unknown vocabulary, and understanding general vocabulary.

Regarding the three situations of performing tasks, Thai tourist guides reported that they had the most lack in the situation of traveling. The top three main lacks included giving information, giving directions, and telling tourists how to do something. However, they seldom had lacks in the situation of transferring in and they never had lacks in the situation of transferring out. Foreign tourists reported that the Thai tourist guides had the most lacks in the situation of traveling. The top three main lacks included asking about tourists' interest, providing information, and making suggestions. The results from the English for Tourism instructors' interviews revealed that a variety of experimental teaching methods should be used to enhance the students' English language ability by putting students in real-life tourism situations. This 'hands-on' practical approach to teaching will make the lessons more interesting and useful for the students.

CHAPTER 5

SUMMARY, DISCUSSIONS AND RECOMMENDATIONS

This chapter consists of five parts: a summary of the study, research findings, additional findings and discussions, implications of the findings, and finally detailed recommendations for further study.

5.1 Summary of the Study

The objectives of this study were to investigate the needs in English language oral communication of Thai tourist guides in terms of 1) necessities, and 2) lacks. The research investigated the needs using three types of instrument: questionnaires, semi-structured interviews, and observation checklists. The subjects were three groups of participants: 1) Thai tourist guides, 2) native English speaking tourists visiting Thailand, in tour groups led by the tourist guides from the sample group, and 3) instructors currently teaching the English language course for Tourism.

The research methodology was divided into two phases: the preparation for conducting needs, and the main study.

Phase1: The preparation for conducting needs

Three types of instruments were used: 1) two questionnaires, 2) two semi-structured interviews, and 3) observation checklists. These instruments were constructed and developed based on previous related research, text books, and journals. The question contents were validated by three experts in the field of tourism and English language oral communication instruction. The instruments were piloted

to check clarity and completeness before the actual data collection. The feedback from the pilot study was used to revise the content validity of the instruments, and to check whether the items were well-constructed.

Phase 2: The main study

This stage was the implementation of the three research tools: questionnaires, semi-structured interview, and an observation check list. Data were collected from the three groups of participants: Thai tourist guides, native English speaking tourists, and English instructors who taught the English language for Tourism courses in Thailand. The information was gathered at three tourist attraction locations: Doi Suthep Temple, Maesa Elephant Camp and Lipe Island, for the three situations of tourism activities, transfer-in, traveling, and transfer-out. The data were collected over a month, for two days a week during the weekends.

5.2 Research Findings

The findings summarized the needs in English language oral communication of Thai tourist guides in two main aspects: 1) necessities, and 2) lacks, as follows.

5.2.1 Needs in English Oral Communication of Thai Tourist Guides in terms of Necessities

This study found that speaking skills were ranked highest, and most necessary for Thai tourist guides to perform their duties, followed by listening, reading, and writing skills, respectively. The Thai tourist guides claimed that their English language proficiency was at good levels, giving the first rank to writing skills, then reading skills, listening skills, and speaking skills. The results showed that significant aspects for speaking necessary to perform their duties included using basic

expressions, general vocabulary, correct idioms, and technical terms. For listening skills, the aspects considered most necessary included understanding the various English accents, basic expressions, and determining the meaning of unknown vocabulary of the tourists, respectively.

5.2.2 Needs in English Oral Communication of Thai Tourist Guides in terms of Lacks

The Thai tourist guides reported a lack in English language skills required to perform their duties in the ranking order of speaking, listening, writing, and reading. Thai tourist guides recognized their lacks in oral communication skills to perform their duties. The lack in speaking was considered as a higher priority than listening.

The top three main areas which needed development included using correct idioms, technical terms, and saying basic expressions. For their listening skills, the top three main areas requiring development included understanding the various English accents, determining the meaning of unknown vocabulary, and understanding the general vocabulary of the tourists.

This study investigated the lack of oral language communication in performing tasks for three situations of activity for the Thai tourist guides, transferring in, traveling, and transferring out. Traveling was reported as the most difficult situation, with transferring in and out considered less of a problem for the Thai tourist guides. For transferring in, the three major lacks included offering the tourists something when they first met, asking the tourists' personal details, and introductions. For transferring out, the three major lacks included offering the tourists something before leaving, saying goodbye, and responding to tourist thanks. Situation

of traveling was considered the most difficult situation for the Thai tourist guides, with the three major lacks including, giving information, giving directions, and telling how to do something.

English native tourists were generally satisfied with the listening skills of Thai tourist guides, and reported that the guides understood their requirements. However, the tourists listed three major lacks in listening skills, determining the meaning of unknown vocabulary, cross cultural knowledge, and understanding of the various English accents. Regarding the speaking skills of Thai tourist guides, the tourists reported only a slight need for improvement, but there was still some lack in the guides' speaking skills. The three highest lacks in their speaking skills included using technical terms, using correct grammar, and the correct use of idioms.

The tourists reported that Thai tourist guides had few lacks in the situation of transferring in and out, and some lacks in the situation of traveling. The major lacks for transferring in, included offering the tourist something, asking for tourists' personal details, and introducing other people. In situations of traveling, the major lacks included providing information, asking about tourists' interests, and making suggestions. In situations of transferring out the major lacks included offering the tourists something before leaving, saying goodbye, and responding to the tourists' thanks.

The lacks in oral communication skills of Thai tourist guides reported by the guides themselves, and the native English tourists who were using the services of the guides, agreed with the reports from the researcher's observations. The researcher

also found that there were lacks in Thai tourist guides' English speaking skills, but no lacks in their listening skills.

With regard to the three situations in performing tourist guides' tasks, the researcher found that Thai tourist guides never had lacks in transferring in and out, while they seldom had lacks in traveling. These finding also agree with results from the native English speaking tourists.

For the English instructors, results from the interviews showed that all three of them stated that their students lacked the confidence to speak English. Most students became shy and withdrawn when they were asked to speak publicly in English. The instructors also reported that their students lacked language fluency when speaking.

5.2.3 Additional Findings

Additional findings included information regarding the English instructors' opinions toward existing English language tourism courses in Thailand. All three instructors reported that most of their students became withdrawn and reticent when asked to speak English, and they lacked fluency in their speaking skills. All three instructors suggested that teachers should pay more attention to creative activities in class rooms, that gave the students more opportunities to practice their English language speaking skills. The three instructors wanted their students to have the opportunity to practice using the English language in real situations. They thought that this would help them to become familiar with international tourist situations. The instructors pointed out that the English language course for Tourism contents should cover all four English language skills: speaking, listening, reading, and writing. The course should contain some academic contents with descriptive texts related to real

tourism situations. Regarding the teaching materials, one instructor thought that the commercial texts used in the class, and bought from the book stores, were not suitable in the Thai tourism context. The other two instructors stated that they developed their own texts, because the reading material from the book stores did not cover relevant and required teaching contents. Learning materials in the form of CDs, YouTube, passports, tickets, and brochures could also be adopted for teaching in the English Tourism classroom. Regarding teaching methodology, the teaching methods often used in the English for Tourism classroom were task-based. All three teachers suggested the same idea, that to make the English for Tourism course more effective, teachers should provide their own texts to allow the students to practice real-life tourism situations. Technology was an important teaching aid, which could enable students to learn the English language both within and outside the classroom. The main tests used in the course were paper-based with oral presentations.

Regarding their attitudes toward existing English language tourism courses in Thailand, the Thai tourist guides reported that most English for tourism courses studied at university did not adequately serve their needs. These tourism courses were text-based, without the flexibility of practical learning in real tourism situations. The contents of the English texts did not relate with real-life situations. Most of the Thai tourist guides suggested that English language tourism courses in Thailand should offer more opportunity for the students to practice using English in real-life tourism situations with the course contents related to real tourism activities.

5.3 Discussion

Among the four English language skills, speaking and listening were considered to be the two most necessary for Thai tourist guides. Thai tourist guides reported that oral communication skills were significantly important to them. This result agreed with the findings from the study by Nawamin (2012) in that speaking skill was considered the most necessary among the four English skills, followed by listening, reading and writing skills, respectively. Suyanune and Sri-Sumueng (2013) conducted a needs analysis in the English competence of Thai tourist guides and also found quite similar results. They reported that participants ranked speaking and listening skills as the most necessary. However, the results from the present study considered speaking more necessary than listening, although both oral communication skills are important for tourist guides'. These results therefore conform to the fact that to be able to competently fulfill their jobs, for instance traveling with their tourist customers on the trips, the tourist guides must be able to communicate orally with their clients.

Speaking skills were considered most important for Thai tourist guides, to allow them to perform routine duties. Thai tourist guides' responsibilities were mainly to explain, provide information, and communicate with clients. Apart from conversing with the tourists, the guides also had to listen to what their customers wanted. In other words, although it was ranked after speaking, listening was also a very important and necessary skill, since it was the skill that allowed the guides to understand what their customers and other contacted people wanted.

Regarding the areas in speaking which needed improvement, the top three lacks reported by Thai tourist guides included the use of correct idioms, use of

technical terms, and use of basic expressions. For listening, the top three lacks included the understanding of the various English accents, determining the meaning of unfamiliar vocabulary, and understanding general vocabulary. These results agreed with the findings of Nawamin Prachanant (2012) in research on the needs analysis of the English language used in the tourism industry, and Euchet (2014) regarding research on inbound tourist guides' perceptions about the requirements of tourism students of the English language, and their competence for internships in Thailand. Euchet (2014) claimed that tourism students faced difficulties when listening to international tourists, because of the many varieties of English accents. Students reported that recorded verbal instructions in the English for Tourism courses were normally based on either American or British standard accents. As a result, students were never exposed to the many different varieties of English accents such as Cornish or Irish brogue. Students found listening to the different varieties of English of international tourists very challenging and time-consuming (Euchet, 2014). In this study Thai tourist guides admitted that their lack of understanding of the various English accents was common when they first began working as tourist guides. Over time they gained more practical experience and proficiency in listening to and understanding the huge variety of English accents.

The native English speaking foreign tourists who were being guided by the Thai tourist guide study participants, reported similar main areas of English language communication that needed improvement for Thai tourist guides. These included use of technical terms, correct grammar, and the correct use of idioms for speaking, whereas lack of vocabulary, cross cultural knowledge differences, and difficulty in

understanding the various English accents were considered as the top three lacks which needed improvement for listening.

The results concerning the main areas of English language communication that needed to be improved by Thai tourist guides showed discrepancies between the reports of Thai tourist guides, and those from the native English speaking tourists. The latter reported that the main areas which needed improvement in speaking were correct grammar usage, and cross-cultural knowledge, whereas these two aspects were considered the last by Thai tourist guides. Such results are interesting, and should be noted by the instructors of the English language for Tourism courses in Thailand, and also the Thai tourist guides themselves. The tourists were concerned about the grammatical appropriateness of the language, and knowledge regarding cross-cultural issues.

For the lacks in the three situations when performing tasks, the Thai tourist guides reported the top three main lacks as occurring while traveling. They included providing information, giving directions, and telling tourists how to do something or imparting instructions. The foreign tourists also reported that the Thai tourist guides had the most lacks in the traveling situation, including providing information, and making suggestions. These results showed that both Thai tourist guides and native English tourists reported the same findings, that providing information was the top ranked lack that needed to be improved. However, foreign tourists reported that asking about tourists' interests and opinions was a lack for Thai tourist guides, while this was considered as low ranked by the Thai tourist guides.

Regarding the attitudes of instructors toward their English language tourism course students, the instructors reported that students lacked self-confidence to speak the English language. Most of the students were shy and withdrawn when they were asked to speak English publicly. Wiriyachitra (2000) investigated English language learning in Thailand and discovered that the students were very shy and did not speak English language with their classmates and teachers. The students acted as passive learners, and found the English lessons unchallenging. The English instructors realized that speaking English confidently was the most lack of Thai tourism students; however, the foreign tourists considered this as a low ranked lack for Thai tourist guides. This might be because Thai tourist guides, especially those with many years experience, have had chances to practice speaking English in their duties, and they have gained self-confidence. Alptekin (1993) pointed out that when learners had the chance to practice and were in situations where they felt familiar, and then they could relax and speak English more easily. Consequently, they gradually gained self-confidence by repeatedly following the same every day job cycles.

As additional findings toward existing English language tourism courses in Thailand, Thai tourist guides pointed out that most of the English language for Tourism courses which they studied did not serve their needs and requirements. The Tourism courses were text-based, with little relevance to learning in real-life tourism situations. The text contents were not relevant to real work situations. Most Thai tourist guides suggested that the English language tourism courses in Thailand should be redesigned to provide more opportunities for students to practice using English in real-life tourism situations, with the course contents related to real tourism activities. All the English instructors wanted to take their students outside the classroom to

practice in real situations, and help them to become familiar with real work situations. However, there were practical aspects against this because of the large numbers of students in each class. Euchet (2014) reported results from inbound tourist guides' perceptions about the requirements of tourism students in English language competence for the internships in Thailand. These revealed that communication: speaking and listening competences were inadequate for English language tourism learning. Students reported that speaking and listening tasks were rarely taught in the English courses; the class did not provide adequate learning environments for the requirements of inbound tour activities.

The instructors pointed out that the course contents used in teaching the English language for Tourism course covered all the four English language skills of speaking, listening, writing, and reading. The course contents were academic, using descriptive English texts related to real tourism situations. Materials such as CDs, YouTube, passports, tickets, and brochures were used for teaching in the classroom. The teaching methods frequently included task-based instruction. In recent years, a lot of academic attention has been given to task-based language learning and teaching (Puangsuk, 2001; Zhang, 2008; Izadapanah, 2010; Thomson & Millington, 2012; Zhang, 2013). The task-based approach focuses on target language usage with communicative outcomes. This can provide many ideas for lesson design and planning. This modern approach to language learning has many benefits over the outdated grammar-focused classroom, and can finally serve Thai tourist guide English language students through an authentic approach to language learning outside the classroom.

The three teachers suggested the same ideas for making the English language for Tourism courses more effective. Teachers should provide relevant and modern texts, authentic learning materials, and create practical opportunities for the students to practice in real-life tourism situations. Euchet (2014) suggested that the English language for Tourism courses should encourage students to develop their performance based on realistic and relevant tourism situations, and authentic English language usage. Furthermore, the three teachers also suggested that English language for tourism instructors should pay more attention to activities in the classrooms to make the learning more effective. Praphal (2003) conducted a survey to investigate the proficiency of Thai students, and develop the English language teaching and learning methods in Thailand. He suggested that teachers should set the objectives of learning, and provide appropriate tasks and activities to help their students succeed in English language learning activities.

5.4 Implications of the Findings

This study surveyed the needs in English language oral communication of Thai tourist guides in terms of necessities and lacks. Additional results were also presented from the interview discussions. The results from three instruments were taken into consideration to offer positive implications to improve the learning methods and activities in the English language for Tourism courses. Details are as follows:

For the necessities and lacks, the findings revealed that all four English language skills were considered important to Thai tourist guides. The English

instructors also suggested that the English for tourism courses should provide the four English language skills to the students.

Therefore, the sample unit of English for tourism course in this study proposed the inclusion of the four English language skills: speaking, listening, reading, and writing. However, speaking and listening skills were considered more important than reading and writing. The sample unit therefore put more emphasis on speaking and listening skills, as the two most necessary and important skills for Thai tourist guides.

The necessities and lacks in English speaking skills were considered most necessary for Thai tourist guides. Most of the tasks in the sample unit were therefore devoted to practice the speaking skills of the students. When considering each aspect of speaking skill, basic expression was the most necessary for Thai tourist guides. Therefore, basic expression was included in the first tasks in the sample unit. The students will learn to speak basic expressions and discuss general topics related to tourism activities. The use of correct idioms, and technical terms was also considered most necessary for Thai tourist guides; these were reported at the top rank for lacks in speaking skills. Therefore, the sample teaching units also placed emphasis on these two aspects to best serve the learners' needs. The correct usage of idioms and technical terms was proposed in the second task of the sample unit. For using correct idioms, students will learn to use the terms to express the attitude of the Buddha. They will learn the correct usage of various idioms related to tourism activities. Students will be asked to write the correct idioms in the blank spaces. The use of correct grammar was also reported as top rank lacks for Thai tourist guides. The sample unit will also emphasize this aspect, teaching the correct usage of the modal verb, through practice sentence structures and sample sentences.

Regarding the necessities and lacks in listening skill, the results revealed that determining the meaning of unfamiliar vocabulary and the comprehension of the various English accents were reported in the top ranks of most necessary for Thai tourist guides, and also reported as the top rank lacks by both Thai tourist guides and the native English speaking tourists. Therefore, the sample unit put great emphasis on these aspects. To rectify their problems with determining the meaning of unfamiliar vocabulary, the students will be instructed how to make an informed choice of the meaning from the contexts in dialogue. They will also study three different English accents which repeat the same dialogue, and learn to familiarize themselves with the subtle speech differences. To assist in the understanding of various English accents, the students will listen carefully to three different English accents: British, Indian, and Japanese, all speaking the same dialogue.

Regarding the lacks in performing tasks in the three situations: transferring in, travelling and transferring out, results showed that Thai tourist guides did not have any lacks in situations of transferring in and out. In the situation of traveling, providing information was reported as the top ranked lack by both Thai tourist guides and native English speaking tourists. Therefore, task five of the sample teaching unit provided activities for the students to practice information transfer. Students will learn to pass on information regarding tourist attractions in Chiang Mai and Thai festivals. They will also practice giving directions and making suggestions as these two aspects were also considered in the top rank lacks for Thai tourist guides.

The English language for Tourism course should place emphasis on practicing English language speaking and listening skills. Learning activities should be occasionally set in real situations, to allow the students to become familiar with

experiences that they may encounter on the job. The sample unit, therefore, will provide opportunities for the students to act as tourist guides, providing information on selected destinations to their friends at real tourist attractions. In addition, it is strongly recommended that learning activities should be set in a relaxed learning environment. Alptekin (1993) pointed out that when learners had the chance to practice in a familiar situation, they became less stressed and could better concentrate on the language learning. Instructors should therefore have a close rapport with their students to enhance achievement.

The sample unit provided eight tasks of activities, all concerning necessities and lacks in English language oral communication of Thai tourist guides. Each task of the sample unit dealt with different aspects as follows: (also listed in appendix H)

Task 1: Get ready

This is the warm up task. It deals with saying basic expressions for students to express their ideas. The students will have the opportunity to speak out loud and share their opinions.

Task 2: Word study

The student will learn technical terms that express different types of the Buddha's attitudes, and idioms related to tourism.

Task 3: Intonation

This task will enable students to learn the correct spoken intonations for different kinds of sentences.

Task 4: Listening activity

In this task the students will listen to various English accents: British, Indian, and Japanese. They will also learn how to make an informed choice on the meaning of unfamiliar vocabulary, and to give discussion

Task 5: Speaking activity

For this task the student will learn grammar and sentence structure by making suggestions, and they will practice making suggestions with others.

Task 6: Writing activity

The student will practice writing English. The topics will be relevant to tourism aspects.

Task 7: Reading

The students will read passages of English text and practice their reading comprehension skills by answering questions.

Task 8: Real situation tourist guide practice

Practical ‘on the job’ training with activities relevant to real-life tourism situations.

5.5 Recommendations for further study

- 1) Future studies may collect data from a larger population sample size in the field of tourism, with different demographic characteristics and tourism attractions, or use other data gathering techniques to gain more information.
- 2) Data collections are recommended from the employers of Thai tourist guides, to more clearly determine and discover employee needs.

- 3) Data for this study were collected mainly through a quantitative method. It is therefore recommended that qualitative research techniques should be utilized to gather more in-depth information.



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APPENDICES

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APPENDIX A

Guide-questionnaire

มัลลเทศก์และการสื่อสารด้านภาษาอังกฤษ

แบบสอบถามฉบับนี้ใช้เพื่อเป็นส่วนหนึ่งของการศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต (ศศ.ม.) สาขาภาษาอังกฤษเป็นภาษานานาชาติ จุฬาลงกรณ์มหาวิทยาลัย แบบสอบถามฉบับนี้สร้างขึ้น โดยมีจุดประสงค์หลักเพื่อสำรวจความคิดเห็นเกี่ยวกับความต้องการและปัญหาด้านทักษะการใช้ภาษาอังกฤษเพื่อการสื่อสารของมัลลเทศก์ชาวไทย คำตอบของท่านมีประโยชน์อย่างยิ่งต่อการวิเคราะห์เพื่อหาแนวทางการพัฒนาหลักสูตรภาษาอังกฤษสำหรับมัลลเทศก์ชาวไทย

ขอความกรุณาตอบคำถามทุกข้อ คำตอบของท่านจะถือเป็นความลับ และใช้เพื่อจุดประสงค์สำหรับการศึกษาในวิทยานิพนธ์ฉบับนี้เท่านั้น หวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่าน จึงขอขอบพระคุณมา ณ โอกาสนี้

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง: กรุณากรอกข้อมูลในช่องว่าง และทำเครื่องหมาย ✓ ด้านหน้าคำตอบที่ตรงกับข้อมูลของท่านมากที่สุด.

1. ชื่อ _____ นามสกุล _____
2. เพศ () ชาย () หญิง
3. เชื้อชาติ _____
4. เบอร์ติดต่อ _____
5. อายุ () 20-25 ปี () 26-30 ปี () 31-35 ปี () 36-40 ปี
() 41-45 ปี () 46-50 ปี () 50 ปีขึ้นไป
6. ระดับการศึกษา () มัธยมศึกษาตอนต้น () มัธยมศึกษาตอนปลาย

อนุปริญา ปริญาตรี ปริญาโท อื่นๆ, _____ (โปรดระบุ)

7. ระยะเวลาที่ประกอบอาชีพมัคคุเทศก์ _____

ตอนที่ 2 ความต้องการด้านทักษะการสื่อสารภาษาอังกฤษ

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ในช่องว่าง.

1. กรุณาระบุระดับความสามารถทักษะภาษาอังกฤษแต่ละด้านของมัคคุเทศก์ชาวไทยในภาพรวมขณะปฏิบัติหน้าที่เป็นมัคคุเทศก์

ทักษะ	5 ดีเยี่ยม	4 ดี	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
ด้านการพูด					
ด้านการฟัง					
ด้านการอ่าน					
ด้านการเขียน					

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2. กรุณาระบุความจำเป็นต่อการใช้ทักษะภาษาอังกฤษของมัคคุเทศก์ชาวไทยในภาพรวม

ทักษะ	5 จำเป็นมากที่สุด	4 จำเป็นมาก	3 จำเป็นปานกลาง	2 จำเป็นน้อย	1 จำเป็นน้อยที่สุด
ด้านการพูด					
ด้านการฟัง					
ด้านการอ่าน					
ด้านการเขียน					

3. กรุณาระบุความจำเป็นต่อการใช้ทักษะภาษาอังกฤษในแต่ละด้านของมัคคุเทศก์ชาวไทยในภาพรวม

ทักษะการพูด	5 จำเป็น มากที่สุด	4 จำเป็นมาก	3 จำเป็นปานกลาง	2 จำเป็นน้อย	1 จำเป็น น้อยที่สุด
การกล่าวบทสนทนาทั่วไป เช่น <ul style="list-style-type: none"> Where have you been? We are not allowed to take a photo. 					
การใช้คำศัพท์ทั่วไป เช่น Itinerary souvenir เป็นต้น					
การใช้คำศัพท์เฉพาะทาง เช่น garuda gable apex เป็นต้น					
การใช้ภาษาที่ถูกต้องตามหลักไวยากรณ์					
การใช้สำนวนได้อย่างเหมาะสม เช่น back of the beyond on the nose เป็นต้น					
การใช้ท่วงทำนองเสียง(Intonation) อย่าง ถูกต้อง					
ความคล่องแคล่วในการพูด					
ความมั่นใจในการพูด					
ความรู้ความเข้าใจด้านวัฒนธรรม ระหว่างประเทศ					
ทักษะการฟัง	5 จำเป็น มากที่สุด	4 จำเป็นมาก	3 จำเป็นปานกลาง	2 จำเป็นน้อย	1 จำเป็น น้อยที่สุด
การฟังบทสนทนาทั่วไป เช่น <ul style="list-style-type: none"> How do you do? I have been to Samed island. 					
การฟังคำศัพท์ทั่วไป เช่น pottery accident เป็นต้น.					

การคาดเดาคำศัพท์ที่ไม่รู้					
ความเข้าใจสำเนียงภาษาอังกฤษที่หลากหลาย เช่น, สำเนียงอังกฤษ, สำเนียงอเมริกัน, สำเนียงสิงคโปร์ เป็นต้น					
ความรู้ความเข้าใจด้านวัฒนธรรมระหว่างประเทศ					

ตอนที่ 3 ความบกพร่องด้านทักษะการสื่อสารภาษาอังกฤษ

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ในช่องว่าง

1. โปรดระบุระดับปัญหาของการใช้ทักษะภาษาอังกฤษในแต่ละด้านที่มัลลฑลเทศก์ชาวไทยมักประสบปัญหา

ทักษะ	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
ด้านการพูด					
ด้านการฟัง					
ด้านการอ่าน					
ด้านการเขียน					

2. กรุณาระบุระดับความต้องการที่จะพัฒนาทักษะภาษาอังกฤษในแต่ละด้านของมัลลฑลเทศก์ชาวไทย

ทักษะการพูด	5 ต้องการมากที่สุด	4 ต้องมาก	3 ต้องการปานกลาง	2 ต้องน้อย	1 ต้องการน้อยที่สุด
มัลลฑลเทศก์ชาวไทยจำเป็นต้องพัฒนาด้านต่อไปนี้... การกล่าวบทสนทนาทั่วไป เช่น <ul style="list-style-type: none"> ● Where have you been? ● We are not allowed to take a photo. 					
การใช้คำศัพท์ทั่วไป เช่น Itinerary souvenir เป็นต้น					
การใช้คำศัพท์เฉพาะทาง เช่น garuda gable apex เป็นต้น					

การใช้ภาษาที่ถูกต้องตามหลักไวยากรณ์					
การใช้สำนวนได้อย่างเหมาะสม เช่น back of the beyond on the nose เป็นต้น					
การใช้ท่วงทำนองเสียง(Intonation) อย่างถูกต้อง					
ความคล่องแคล่วในการพูด					
ความมั่นใจในการพูด					
ความรู้ความเข้าใจด้านวัฒนธรรม ระหว่างประเทศ					
ทักษะการฟัง	5 จำเป็น มากที่สุด	4 จำเป็นมาก	3 จำเป็นปานกลาง	2 จำเป็นน้อย	1 จำเป็น น้อยที่สุด
นักอุตสาหกรรมชาวไทยจำเป็นต้องพัฒนาตัวเองไปนี้... การฟังบทสนทนาทั่วไป เช่น <ul style="list-style-type: none"> ● How do you do? ● I have been to Samed island. 					
การฟังคำศัพท์ทั่วไป เช่น pottery accident เป็นต้น.					
การคาดเดาคำศัพท์ที่ไม่รู้					
ความเข้าใจสำเนียงภาษาอังกฤษที่หลากหลาย เช่น, สำเนียง อังกฤษ, สำเนียงอเมริกัน, สำเนียงสิงคโปร์ เป็นต้น					
ความรู้ความเข้าใจด้านวัฒนธรรมระหว่างประเทศ					

3. โปรดระบุระดับความถี่ของการประสบปัญหาด้านการใช้ภาษาอังกฤษเพื่อการสื่อสารในแต่ละสถานการณ์ของ นักอุตสาหกรรมชาวไทย

สม่ำเสมอ	=	5	(Using 76%-100%)
ประจำ	=	4	(Using 51%-75%)
บางครั้ง	=	3	(Using 26%-50%)
นานๆครั้ง	=	2	(Using 1%-25%)
ไม่เคย	=	1	(Using 0%)

การปฏิบัติหน้าที่	5 ดีมาก	4 ประจำ	3 บางครั้ง	2 นานๆครั้ง	1 ไม่เคย
<p>มัลลเทศก์ชาวไทยมักประสบปัญหาด้านต่างๆ ดังนี้ ...</p> <p>1.สถานการณ์รับนักท่องเที่ยว</p> <p>-การกล่าวคำทักทาย</p> <p>-การแนะนำตัวเอง</p> <p>-การแนะนำบุคคลอื่น</p> <p>-การถามข้อมูลส่วนตัวของนักท่องเที่ยว</p> <p>-การเสนอบางสิ่งบางอย่างให้แก่นักท่องเที่ยวเมื่อเจอกันครั้งแรก</p> <p>-การให้ของที่ระลึก นามบัตร หรือ อื่นๆ</p> <p>-อื่นๆ _____ (โปรดระบุ)</p>	-----	-----	-----	-----	-----
<p>2.สถานการณ์ท่องเที่ยว</p> <p>-การถามไถ่ปัญหาและความต้องการของนักท่องเที่ยว</p> <p>-การถามเกี่ยวกับความสนใจของนักท่องเที่ยว</p> <p>- การถามเกี่ยวกับความคิดเห็นของนักท่องเที่ยว</p> <p>- การเสนอสิ่งของบางอย่างให้นักท่องเที่ยวเช่น เครื่องดื่ม อาหาร ลูกอม</p> <p>- การเสนอความช่วยเหลือแก่นักท่องเที่ยว</p>	-----	-----	-----	-----	-----

- การเดือนความจ่านักท่องเที่ยว	-----	-----	-----	-----	-----
-การเดือนกัณฑ์นักท่องเที่ยว	-----	-----	-----	-----	-----
- การให้คำแนะนำแก่นักท่องเที่ยว	-----	-----	-----	-----	-----
-การบอกกล่าวนักท่องเที่ยวเกี่ยวกับวิธีการทำบางสิ่งบางอย่าง	-----	-----	-----	-----	-----
-การให้ข้อมูลแก่นักท่องเที่ยว	-----	-----	-----	-----	-----
-การบอกทางแก่นักท่องเที่ยว	-----	-----	-----	-----	-----
-การอธิบายภูมิประเทศแก่นักท่องเที่ยว	-----	-----	-----	-----	-----
-การให้คำแนะนำแก่นักท่องเที่ยว	-----	-----	-----	-----	-----
- การให้เหตุผลแก่นักท่องเที่ยว	-----	-----	-----	-----	-----
- การขอโทษ	-----	-----	-----	-----	-----
- การตรวจสอบความเข้าใจของนักท่องเที่ยว	-----	-----	-----	-----	-----
-อื่นๆ _____ (โปรดระบุ)	-----	-----	-----	-----	-----

3.สถานการณ์ส่งนักท่องเที่ยว					
- การกล่าวคำลาต่อนักท่องเที่ยว	-----	-----	-----	-----	-----
- การเสนอบางสิ่งบางอย่างให้แก่นักท่องเที่ยวก่อนกลับ	-----	-----	-----	-----	-----
- การกล่าวตอบคำขอบคุณของนักท่องเที่ยว	-----	-----	-----	-----	-----
- อื่นๆ _____ (ไปรษณีย์)	-----	-----	-----	-----	-----

ตอนที่ 4: คำถามปลายเปิดเกี่ยวกับความต้องการและปัญหาด้านทักษะการสื่อสารภาษาอังกฤษ

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ด้านหน้าคำตอบและกรอกข้อมูลในช่องว่างที่ตรงกับข้อมูลของท่านมากที่สุด.

1. จากการสังเกตของท่าน ท่านคิดว่ามัคคุเทศก์ชาวไทยมีความสามารถด้านภาษาอังกฤษเพียงพอต่อการปฏิบัติหน้าที่มัคคุเทศก์หรือไม่

() เพียงพอ,

เพราะ _____

() ไม่เพียงพอ,

เพราะ _____

2. ขณะปฏิบัติหน้าที่เป็นมัคคุเทศก์ ท่านประสบปัญหาด้านทักษะการสื่อสารภาษาอังกฤษอะไรบ้าง กรุณาอธิบายสถานการณ์

3. ท่านต้องการพัฒนาทักษะภาษาอังกฤษด้านไหนบ้างเพื่อการประกอบอาชีพมัคคุเทศก์และทำไมท่านต้องการพัฒนาทักษะด้านนี้

4. ท่านกำลังศึกษาอยู่ในคอร์สเรียนภาษาอังกฤษหรือไม่?

() ใช่ กำลังศึกษาที่ _____

() ไม่

5. ท่านมีความเห็นว่าคอร์สเรียนภาษาอังกฤษที่ท่านเคยศึกษานั้นสามารถตอบสนองความต้องการของท่านหรือไม่ และทำไมคอร์สภาษาอังกฤษที่ท่านเคยศึกษาจึงตอบสนองความต้องการของท่าน หรือ ไม่ตอบสนองความต้องการของท่าน

6. ท่านมีความเห็นว่าคอร์สเรียนภาษาอังกฤษที่จะช่วยให้ความสามารถด้านทักษะการสื่อสารมีประสิทธิภาพควรมีลักษณะเป็นอย่างไร

APPENDIX B

Guides-questionnaire

Thai tourist guides and English Oral Communication

The information from this questionnaire will be used as a part of Master's Degree study in English as an International Language at Chulalongkorn University. The main objective of this questionnaire is to identify English oral communication needs and problems of Thai tourist guides. Please answer all of the questions. Your responses will be kept strictly confidential and will serve only for the purpose of the study.

Part I: General Information

Directions: Please fill in the blanks provided and put ✓ at the front of your choice.

1. First Name _____ Last Name _____
2. Gender () Male () Female
3. Nationality _____
4. Contact Number _____
5. Age () 20-25 years () 26-30 years () 31-35years () 36-40years
 () 41-45years () 46-50years () more than 50 years
6. Education () Lower secondary school () Upper secondary school
 () Vocational school () Bachelor's degree
 () Master's degree () Other, ____ (Please Specify)
7. Years of Experience Working as a Tourist Guides _____

Part II: Necessities in English oral communication skills

Directions: Please answer all of questions below by marking ✓ in the blank using the given criteria.

1. Please rate the English proficiency level of Thai tourist guides in general when performing their jobs as a tourist guide.

Skills	5 Excellent	4 Good	3 Average	2 Inadequate	1 Poor
Speaking					
Listening					
Reading					
Writing					

2. Please rate the necessity of English skills for Thai tourist guides in general.

Skills	5 The most	4 A lot	3 Moderate	2 A little	1 Least
Speaking					
Listening					
Reading					
Writing					

3. Please rate how necessary the following aspects are to Thai tourist guides when performing their job?

Speaking skills	5 Most necessary	4 A lot necessary	3 Moderately necessary	2 Little necessary	1 least necessary
Saying basic expressions, such as <ul style="list-style-type: none"> • Where have you been? • We are not allowed to take a photo. 					
Using general vocabularies, such as itinerary, souvenir, etc.					
Using technical terms, such as garuda, gable					

apex, etc.					
Using correct grammar					
Using correct idioms, such as back of the beyond, on the nose, etc.					
Speaking with appropriate intonation					
Speaking fluently					
Speaking confidently					
Cross cultural knowledge					
Listening skills	5 Most necessary	4 A lot necessary	3 Moderately necessary	2 Little necessary	1 least necessary
Understanding basic expressions, such as <ul style="list-style-type: none"> • How do you do? • I have been to Samed island. 					
Understanding general vocabularies, such as pottery, accident, etc.					
Determining the meaning of unknown vocabulary					
Understanding various English accents such as, British accent, American accent, Singlish accent, etc.					
Cross cultural knowledge					

Part III: Lacks in English oral communication skills

Directions: Please answer all of the questions below by marking \surd in the blank using the given criteria.

1. Please rate the level of difficulties using each English skill encountered by Thai tourist guides.

Skills	5 The most	4 A lot	3 Moderate	2 A little	1 Least
Speaking					
Listening					
Reading					
Writing					

2. Please rate how much Thai tourist guides need to improve for each of the following English aspects.

Speaking skills	5 Most needed	4 A lot needed	3 Moderately needed	2 A little needed	1 Not needed
Thai tourist guides need to improve...					
Saying basic expressions, such as <ul style="list-style-type: none"> • Where have you been? • We are not allowed to take a photo. 					
Using general vocabularies, such as itinerary, souvenir, etc.					
Using technical terms, such as garuda, gable apex, etc.					
Using correct grammar					
Using correct idioms, such as back of the					

beyond, on the nose, etc.					
Speaking with appropriate intonation					
Speaking fluently					
Speaking confidently					
Cross cultural knowledge					
Listening skills	5 Most needed	4 A lot needed	3 Moderately needed	2 A little needed	1 Not needed
Thai tourist guides need to improve...					
Understanding basic expressions, such as <ul style="list-style-type: none"> • How do you do? • I have been to Samed island. 					
Understanding general vocabularies, such as pottery, accident, etc.					
Determining the meaning of unknown vocabulary					
Understanding various English accents such as, British accent, American accent, Singlish accent, etc.					
Cross cultural knowledge					

3. Please rate the frequency degree of English oral communication difficulties in tourism tasks encountered by Thai tourist guides.

Always	=	5	(Using 76%-100%)
Frequently	=	4	(Using 51%-75%)
Sometimes	=	3	(Using 26%-50%)
Seldom	=	2	(Using 1%-25%)
Never	=	1	(Using 0%)

Tasks	5 Always	4 Frequently	3 Sometimes	2 Seldom	1 Never
The difficulties Thai tourist guides have included the following: ...					
1.Situation of transferring in					
-Greeting	-----	-----	-----	-----	-----
-Introducing yourself	-----	-----	-----	-----	-----
-Introducing other people	-----	-----	-----	-----	-----
-Asking tourist personal detail	-----	-----	-----	-----	-----
-Offering tourist something when first meeting	-----	-----	-----	-----	-----
-Giving souvenir, name card, etc.	-----	-----	-----	-----	-----
Other _____ (Please specify)	-----	-----	-----	-----	-----

2.Situation of travelling					
-Asking tourists' problems and wants	-----	-----	-----	-----	-----
-Asking about tourists' interest	-----	-----	-----	-----	-----
- Asking tourists' opinion	-----	-----	-----	-----	-----
- Offering tourists something, e.g. drink, food, candy, etc.	-----	-----	-----	-----	-----
- Offering help	-----	-----	-----	-----	-----
- Reminding tourists	-----	-----	-----	-----	-----
-Warning tourists	-----	-----	-----	-----	-----
- Making suggestions	-----	-----	-----	-----	-----
-Telling how to do something	-----	-----	-----	-----	-----
-Giving information	-----	-----	-----	-----	-----
-Giving direction	-----	-----	-----	-----	-----
-Describing landmarks	-----	-----	-----	-----	-----
-Giving advice	-----	-----	-----	-----	-----
- Giving reason	-----	-----	-----	-----	-----
- Apologizing	-----	-----	-----	-----	-----
- Checking tourists' understanding	-----	-----	-----	-----	-----
Other _____ (Please specify)	-----	-----	-----	-----	-----

3.Situation of transferring out					
- Saying good bye	-----	-----	-----	-----	-----
- Offering tourists' something before leaving	-----	-----	-----	-----	-----
- Responding to tourists' thanks	-----	-----	-----	-----	-----
- Other _____	-----	-----	-----	-----	-----
- _____ (Please specify)	-----	-----	-----	-----	-----

Part IV: Open-ended questions of want and problem in English Oral Communication

Directions: Please put ✓ at the front of your choice and fill in the blanks provided.

1.From your observation, do Thai tourist guides generally have sufficient proficiency for working as a tourist guide ?

() Yes,

because _____

() No,

because _____

2.What are English language problems in English oral communication that you usually face with while working as a tourist guide? Describe the situation.

3.What is English language skill that you want to improve the most for working in tourist guides career? Why?

4.Are you taking any English Course Now?

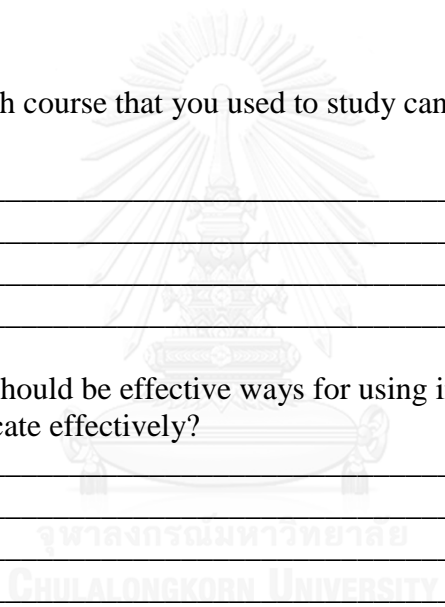
() Yes,

at _____

() No,

5.Do you think English course that you used to study can serve your need? why or why not?

6.What do you think should be effective ways for using in an English training course to help you communicate effectively?



APPENDIX C

Tourist-questionnaire

Thai tourist guides and English Oral Communication

The information from this questionnaire will be used as a part of Master's Degree study in English as an International Language at Chulalongkorn University. The main objective of this questionnaire is to identify English oral communication needs and problems of Thai tourist guides. Please answer all of the questions. Your responses will be kept strictly confidential and will serve only for the purpose of the study.

Part I: General Information

Directions: Please fill in the blanks provided and put / at the front of your choice.

1. First Name _____ Last Name _____
2. Gender () Male () Female
3. Nationality _____
4. Your First Language is _____
5. Date of interview _____
6. Age () 18-25 years () 26-30 years () 31-35years () 36-40years
() 41-45years () 46-50years () more than 50 years
7. Education () Lower secondary school () Upper secondary school
() Vocational school () Bachelor's degree
() Master's degree () Other, ____ (Please Specify)

Part II : Lacks in English oral communication skills

Directions: Please answer all of the questions below by marking √ in the blank using the given criteria.

1. Please rate English proficiency level of this Thai tourist guide when performing the job as a tourist guide.

Skills	5 Excellent	4 Good	3 Average	2 Inadequate	1 Poor
Speaking					
Listening					
Reading					
Writing					

2. Please rate how much this Thai tourist guide needs to improve for each of the following English aspects.

Speaking skills	5 Most needed	4 A lot needed	3 Moderately needed	2 Little needed	1 Not needed
This tourist guide needs to improve... Saying basic expressions, such as <ul style="list-style-type: none"> • Where have you been? • We are not allowed to take a photo. 					
Using general vocabularies, such as itinerary, souvenir, etc.					
Using technical terms, such as garuda, gable apex, etc.					
Using correct grammar					

Using correct idioms, such as back of the beyond, on the nose, etc.					
Speaking with appropriate intonation					
Speaking fluently					
Speaking confidently					
Cross cultural knowledge					
Listening skills	5 Most needed	4 A lot needed	3 Moderately needed	2 Little needed	1 Not needed
This tourist guide needs to improve... Understanding basic expressions, such as <ul style="list-style-type: none"> • How do you do? • I have been to Samed island. 					
Understanding general vocabularies, such as pottery, accident, etc.					
Determining the meaning of unknown vocabulary					
Understanding various English accents such as, British accent, American accent, Singlish accent, etc.					
Cross cultural knowledge					

3. Please rate the frequency degree of English oral communication lacks in tourism tasks of this Thai tourist guides.

Always	=	5	(Using 76%-100%)
Frequently	=	4	(Using 51%-75%)
Sometimes	=	3	(Using 26%-50%)
Seldom	=	2	(Using 1%-25%)
Never	=	1	(Using 0%)

Tasks	5 Always	4 Frequently	3 Sometimes	2 Seldom	1 Never
The lacks this tourist guide has included the following: ...					
1.Situation of transferring in					
-Greeting	-----	-----	-----	-----	-----
-Introducing yourself	-----	-----	-----	-----	-----
-Introducing other people	-----	-----	-----	-----	-----
-Asking tourist personal detail	-----	-----	-----	-----	-----
-Offering tourist something when first meeting	-----	-----	-----	-----	-----
-Giving souvenir, name card, etc.	-----	-----	-----	-----	-----
Other _____ (Please specify)	-----	-----	-----	-----	-----

2.Situation of travelling					
-Asking tourists' problems and wants	-----	-----	-----	-----	-----
-Asking about tourists' interest	-----	-----	-----	-----	-----
- Asking tourists' opinion	-----	-----	-----	-----	-----
- Offering tourists something, e.g. drink, food, candy, etc.	-----	-----	-----	-----	-----
- Offering help	-----	-----	-----	-----	-----
- Reminding tourists	-----	-----	-----	-----	-----
-Warning tourists	-----	-----	-----	-----	-----
- Making suggestions	-----	-----	-----	-----	-----
-Telling how to do something	-----	-----	-----	-----	-----
-Giving information	-----	-----	-----	-----	-----
-Giving direction	-----	-----	-----	-----	-----
-Describing landmarks	-----	-----	-----	-----	-----
-Giving advice	-----	-----	-----	-----	-----
- Giving reason	-----	-----	-----	-----	-----
- Apologizing	-----	-----	-----	-----	-----
- Checking tourists' understanding	-----	-----	-----	-----	-----
Other_____					
(Please specify)	-----	-----	-----	-----	-----

3.Situation of transferring out					
- Saying good bye	-----	-----	-----	-----	-----
- Offering tourists' something before leaving	-----	-----	-----	-----	-----
- Responding to tourists' thanks	-----	-----	-----	-----	-----
-Other _____ (Please specify)	-----	-----	-----	-----	-----



APPENDIX D

Guide-observation

Thai tourist guides and English Oral Communication

The information from this observation will be used as a part of Master's Degree study in English as an International Language at Chulalongkorn University. The main objective of this observation is to identify English oral communication needs and problems of Thai tourist guides. Please answer all of the questions. Your responses will be kept strictly confidential and will serve only for the purpose of the study.

Part I: General Information

1. Tourist guide's name _____

2. Gender () Male () Female

3. Contact Number _____

Part II : Lacks in English oral communication skills

1. Indicate of English proficiency level of this Thai tourist guide when performing the job as a tourist guide.

Skills	5 Excellent	4 Good	3 Average	2 Inadequate	1 Poor
Speaking					
Listening					
Reading					
Writing					

2. Indicate of each English aspects this tourist guide needs to improve.

Speaking skills	5 Most needed	4 A lot needed	3 Moderately needed	2 A Little needed	1 Not needed
This tourist guide needs to improve... Saying basic expressions, such as <ul style="list-style-type: none"> • Where have you been? • We are not allowed to take a photo. 					
Using general vocabularies, such as itinerary, souvenir, etc.					
Using technical terms, such as garuda, gable apex, etc.					
Using correct grammar					
Using correct idioms, such as back of the beyond, on the nose, etc.					
Speaking with appropriate intonation					
Speaking fluently					
Speaking confidently					
Cross cultural knowledge					
Listening skills	5 Most needed	4 A lot needed	3 Moderately needed	2 A Little needed	1 Not needed
This tourist guide needs to improve...					

Understanding basic expressions, such as <ul style="list-style-type: none"> • How do you do? • I have been to Samed island. 					
Understanding general vocabularies, such as pottery, accident, etc.					
Determining the meaning of unknown vocabulary					
Understanding various English accents such as, British accent, American accent, Singlish accent, etc.					
Cross cultural knowledge					

3. Indicate of the frequency degree of English oral communication lacks in tourism tasks of this Thai tourist guides.

Always	=	5	(Using 76%-100%)
Frequently	=	4	(Using 51%-75%)
Sometimes	=	3	(Using 26%-50%)
Seldom	=	2	(Using 1%-25%)
Never	=	1	(Using 0%)

Tasks	5 Always	4 Frequently	3 Sometimes	2 Seldom	1 Never
The lacks this tourist guide has included the following: ...					
1.Situation of transferring in					
-Greeting	-----	-----	-----	-----	-----
-Introducing yourself	-----	-----	-----	-----	-----
-Introducing other people	-----	-----	-----	-----	-----
-Asking tourist personal detail	-----	-----	-----	-----	-----
-Offering tourist something when first meeting	-----	-----	-----	-----	-----
-Giving souvenir, name card, etc.	-----	-----	-----	-----	-----
Other _____ (Please specify)	-----	-----	-----	-----	-----
2.Situation of travelling					
-Asking tourists' problems and wants	-----	-----	-----	-----	-----
-Asking about tourists' interest	-----	-----	-----	-----	-----
- Asking tourists' opinion	-----	-----	-----	-----	-----
- Offering tourists something, e.g. drink, food, candy, etc.	-----	-----	-----	-----	-----
- Offering help					

- Reminding tourists	-----	-----	-----	-----	-----
-Warning tourists	-----	-----	-----	-----	-----
- Making suggestions	-----	-----	-----	-----	-----
-Telling how to do something	-----	-----	-----	-----	-----
-Giving information	-----	-----	-----	-----	-----
-Giving direction	-----	-----	-----	-----	-----
-Describing landmarks	-----	-----	-----	-----	-----
-Giving advice	-----	-----	-----	-----	-----
- Giving reason	-----	-----	-----	-----	-----
- Apologizing	-----	-----	-----	-----	-----
- Checking tourists' understanding	-----	-----	-----	-----	-----
Other _____ (Please specify)	-----	-----	-----	-----	-----
3.Situation of transferring out					
- Saying good bye	-----	-----	-----	-----	-----
- Offering tourists' something before leaving	-----	-----	-----	-----	-----
- Responding to tourists' thanks	-----	-----	-----	-----	-----
Other _____ (Please specify)	-----	-----	-----	-----	-----

APPENDIX E

Guide-interview

Thai tourist guides and English Oral Communication

The information from this interview will be used as a part of Master's Degree study in English as an International Language at Chulalongkorn University. The main objective of this interview is to identify English oral communication needs and problems of Thai tourist guides. Please answer all of the questions. Your responses will be kept strictly confidential and will serve only for the purpose of the study.

Part I: General Information

Directions: Please fill in the blanks provided and put ✓ at the front of your choice.

1. First Name _____ Last Name _____
2. Gender () Male () Female
4. Contact Number _____ 5. Date of interview _____
6. Age () 20-25 years () 26-30 years () 31-35years () 36-40years
() 41-45years () 46-50years () more than 50 years
8. Company that you are working for _____
9. Years of experience working as a tour guide _____

Part II: Needs and Problems of Thai tourist guides

Directions: Please put ✓ at the front of your choice and fill in the blanks provided.

1. What do you think your current level of English proficiency is?

() Excellent

() Good

() Average

() Poor

() Very Poor

2. Do you think your current English Proficiency is sufficient for working as a tourist guide?

() Yes,

because _____

() No,

because _____

3. What are English language problems in English oral communication that you usually face with while working as a tourist guide? Describe the situation.

4. What is English language skill that you want to improve the most for working in a tourist guide career? Why?

5. Are you taking any English Course Now?

() Yes,

at _____

() No,

6. Do you think English course that you used to study can serve your need? why or why not?

7. What do you think should be effective ways for using in an English training course to help you communicate effectively?

APPENDIX F

Instructor interview

Thai tourist guides and English Oral Communication

The information from this interview will be used as a part of Master's Degree study in English as an International Language at Chulalongkorn University. The main objective of this interview is to identify English oral communication needs and problems of Thai tourist guides. Please answer all of the questions. Your responses will be kept strictly confidential and will serve only for the purpose of the study.

Part I: General Information

Directions: Please fill in the blanks provided and put \surd at the front of your choice.

1. First Name _____ Last Name _____
2. Gender () Male () Female
3. Nationality _____
4. Contact Number _____ 5. Date of interview _____
6. Age () 20-25 years () 26-30 years () 31-35years () 36-40years
() 41-45years () 46-50years () more than 50 years
7. Education () Bachelor's degree () Master's degree
() Doctor's degree () Other, _____(Please specify)
8. Education institute that you are working for _____
9. Years of experience working as an English for tourism teacher _____

Part II: Instruction of current existing "English for Tourism Course"

Directions: Please answer the following questions.

1. Are there any textbooks in your English for tourism course? What are they?

2. What is the course content?

3. What kind of teaching material would you prefer in English for tourism course for developing students' English oral communication skill?

4. What kind of teaching method would you prefer in English for tourism course for developing students' English oral communication skill?

5. What kind of learning activities would you prefer in English for tourism course for developing students' English oral communication skill?

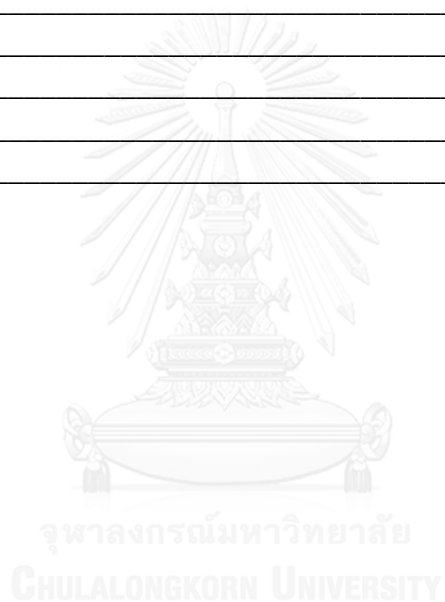
6. After finishing English for tourism course, do you think students have sufficient English proficiency for working as a tourist guide?

7. Do you think what should be changed or added in English for tourism course in order to serve the needs of students?

8. What are English language problems in English oral communication that students usually have?

9. What do you think it should be effective ways, using in English for tourism course to help student communicate effectively?

10. How the English for tourism training course assessment should be?



APPENDIX G

Sample Material Development

I. Rationale

Tourist guide perceived that speaking skill was the most necessary for being a Thai tourist guide, followed by listening skill, reading and writing skill respectively. For speaking skill, using basic expression, using general vocabulary, using correct idiomss, and using technical terms are perceived as the most necessary aspects to speak English significantly in performing their duties. According to listening skill, understanding various English accents, basic expression, and guesing unknown vocabulary are perceived as the most necessary to perform duties as a tourist guides. Thai tourist guide reported that the most lack skills to perform their duties were speaking skill, followed by listening skill. The top three main areas that needed to develop in speaking skill were using correct idioms, technical terms, and saying basic expression. When considering listening skill, they needed to develop understanding various English accent, determining the meaning of unknown vocabulary, understanding general vocabulary. In addition, when considering three situation of travelling: situation of transferring in, situation of travelling, and situations of transferring out, the tourist guides reported that they seldom had lacks in situation of transferring in and situation of travelling, while they thought they never had lack in situation of transferring out. The major lack in transferring in situation were offering tourist something when first meet, asking tourists' personal detail, and introducing other. As regards to travelling situation, the major lacks were giving information, giving direction, and telling how to do something. In addition, the major lacks in transferring out

situation was offering tourist something before leaving, saying good bye and responding to tourist thank respectively.

As regards to the native English speaking tourists' attitude toward lacks in English speaking and listening of Thai tourist guide when performing their job, the tourists reported that there was a little need for Thai tourist guide to improve English speaking skill to perform their job. To consider the most significant lacks in English speaking aspect that Thai tourist guides should improve were using technical terms, using correct grammar, and using correct idioms. When considering English listening skill, the tourists reported that Thai tourist guide didn't have lack in listening skill, so there was no need for them to improve English listening skill to perform their job. However, when considering in English listening aspects, the native English speaking tourists pointed out that the most lack aspect of Thai tourist guides was determining the meaning of unknown vocabulary, cross cultural knowledge and understanding various English accent. As regarding to lacks in the three situation of travelling: situation of transferring in, situation of travelling, and situations of transferring out, the tourists reported that Thai tourist guides never had lacks in situation of transferring in and transferring out, while they seldom had lack in situation of travelling. When considering the major lack in transferring in situation was offering tourist something, asking tourists' personal detail, and introducing other people. As regards to travelling situation, the major lacks were asking about tourists' interest, giving information, making suggestion. Moreover, the major lacks in transferring out situation were offering tourist something before leaving, saying good bye, and responding to tourist thanks.

According to the English instructors' attitude toward lacks of Thai tourism students, the results from the interview interestingly show that all of instructors admitted that their student were lacks of confident to speak English. Most of students were shy when they were asked to speak English. In addition, instructors also admitted that her students were also lack of speaking fluently skill.

Considering the existing tourism course in Thailand, the Thai tourist guides reported that most of English for tourism that they learnt from university didn't serve their needs because those tourism courses were text-based, so they didn't have chance to learn in real situation. Moreover, the contents in the text were not related to real situation. Most of Thai tourist guides suggested that the tourism course in Thailand should provide more chance for students to practice using English in real situation and the course content should related to real tourism activities. As regard to English instructors' opinion toward existing tourism course in Thailand, All of instructors reported that most of their students were shy when they speak English and they also lack of speaking fluently skill, Teachers should pay more attention to activities in the class room to make student practice more speaking skill. All of instructors would like their students to practice in real situation, making their students familiar with international situation. According to course contents, the instructors pointed out that the course content used in teaching English for tourism course should cover all of four English skills, speaking, listening, writing, and reading skill. The topic will help students to practice using English in real situation and the course content will relate to real tourism activities.

II. Theoretical Framework

Task-based approach refers to an approach based on the use of tasks as the central unit of planning and instruction in language teaching. Skehan (1996) defines a task-based approach as “Activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use.” TBLT is presented as a logical development of the CLT movement (Richards & Rodgers, 2001) because it draws on the principles that formed part of CLT which are: Activities that involve real communication are essential for language learning; and it used for carrying out meaningful tasks promote learning. Designing a task-based lesson, it should involve consideration of the stages. According to Willis (1996), there are three common principle phases

- 1) Pre-task: The purpose of the pre-task is to prepare students to perform the task in ways that will promote acquisition by focusing on cognitive demands, linguistic demands, and motivation.
- 2) Task cycle: During this task learners will have chance to use their existing target language. The teachers should be a facilitator delivering guidance to their students
- 3) Post-task or the language focus stage, during this task, specific language features from the task are highlighted and worked on. Teachers should provide feedback on the learners’ performance.

As task-based focus on target language use and communicative outcomes, it provides many ideas to design lesson plan for Thai tourist guides. The task-based will help promoting English communication learning of Thai tourist guides. It also has a benefit over the grammar-focused classroom because it can provide Thai tourist guide students with an authentic language to be used outside the classroom. It can reflect the students' use of cognitive learning processes by offering them more opportunities to think and express ideas creatively (Ellis, 2003). The teachers also play important role in task-based teaching in order to motivate their student, support friendly classroom environment, and boost student's self-confidence.



APPENDIX H

A Sample of Unit and Lesson Plan

Unit 1: Giving information

Goals and Objectives

- Students be able to learn all four English skills
- Students be able to describe traditions and festival in Thailand
- Students be able to make suggestion to others by using modal verb: should
- Students be able to give information of tourist attraction in Thailand
- Students be able to understand various English accents

Content

- Giving information

Materials and Medias

- Written Texts: Worksheets, Information form, Brochures
- Visual Aids: Pictures, Graphs
- Audio/ Video: Audio of various English accents
- Computers and Internets: Internet

SAMPLE MATERIALS

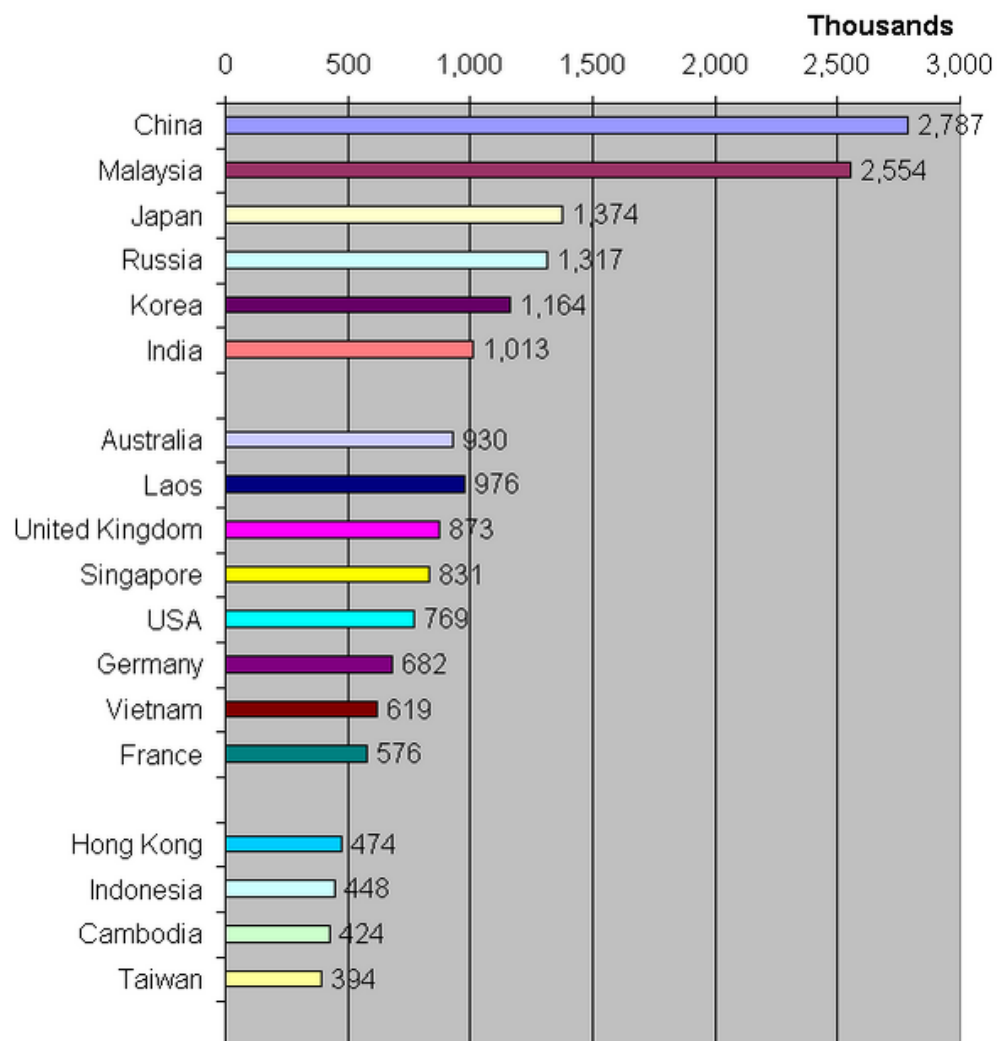


**ENGLISH FOR
TOURISM I**

Giving Information

Task 1: Get Ready

Tourist to Thailand: Country of origin (2012)



(Source: <http://www.thaiwebsites.com/tourists-nationalities-Thailand.asp>)

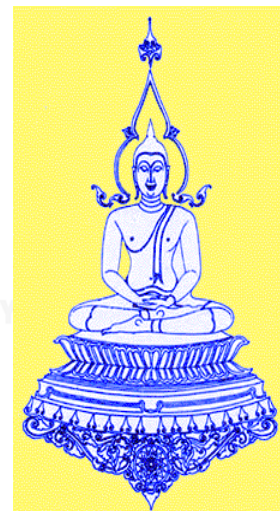
Discuss about the data above:

1. Which country has taken the top spot? Why?
2. Discuss possible reasons why Thailand receives more visitors from the United Kingdom than from the Whole U.S.A.

Task 2: Word Study

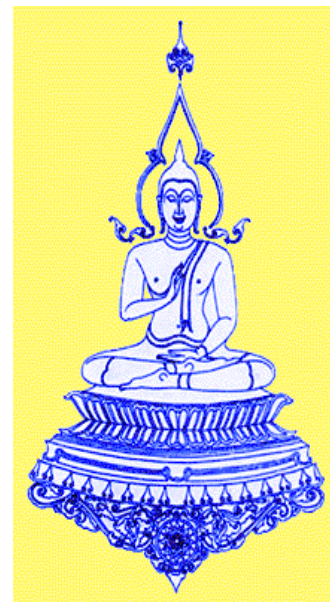
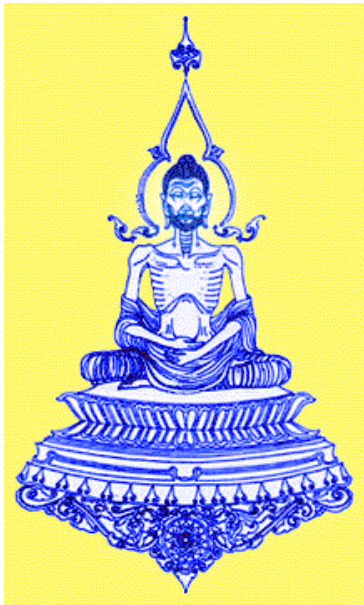
a) Write the correct word from the list to describe each picture of Buddha attitude.

- The attitude of persuading the relatives not to quarrel
- The attitude of enlightenment
- The attitude of difficult deeds
- The attitude of giving the first sermon



1. _____

2) _____



3) _____

4) _____

(Source: <http://www.photikhun.org>)

- b) Use the proper idiom provided in the box to fill out the missing word in each sentence.

call it a day
a full plate

watch your back
off track

hit the road
travel light

1. *He looks exhausted. Let's _____.*
2. *Keep your mobile in a safe place and _____ on the train.*
3. *We'll _____ as soon as the van arrives.*
4. *Please _____ tomorrow. We have a long distance to walk.*
5. *Don't go _____. This city is dangerous.*
6. *We have _____ tomorrow, so please arrive on time.*

Task 3: Intonation

Write the correct lines of intonation

- _____ Could you please tell me how to get to Wat Phra Kaew temple?
 _____ Can I get there by train?
 _____ Yes, certainly sir
 _____ No, of course not
 _____ Which hotel would you like to stay?

Task 4: Listening Activity

Listen to the dialogue with different English accents (British accent, Indian accent and Japanese accent). Use vocabulary in the box to fill out the missing vocabulary and discuss about the data.

destinations	cruise packages	contacted cater	honeymooners
steered away	geared	offer	off season

(Dialogue)

My wife and I went on a cruise vacation this summer, and it was one of the best experiences of our lives. Because there are many cruise travel 1) _____ and 2) _____, we first 3) _____ a cruise travel agent who supplied us with a lot of information and travel tips about the whole cruise experience. He told us that cruise lines 4) _____ to different crowds, including singles, 5) _____, and families, and each cruise provides different activities and facilities on ship. Because we were going on our honeymoon, we 6) _____ from a family cruise and choose one 7) _____ just for people like us. I was a little worried that we would spend all our time on ship, but the cruise agent said that cruise vacations often 8) _____ land and shore excursions where you can get off the ship and explore the different lands and cultures during your vacation. Before deciding on the cruise package, the cruise agent suggested that we plan our trip during a 9) _____ time of year in terms of price and weather. The price of a cruise is less in the 10) _____ (fall and spring), but the fall is hurricane season in the Caribbean, so this is something to consider. In the end, proper planning helped us have a wonderful cruise experience.)

Sources: <http://www.dailvesl.com/cruise-vacations.htm>

Discussion

1. What does attract people to go on cruise vacations?
2. What kind of activities on cruise that people will not be able to experience on other kind of trip?

Task 5: Speaking Activity

- a) Grammar: The modal verbs used for advice: **Should**

Should

- I. Should is used for **advice in the present**. The structure is as follows:

Subject + Should + Verb

- You should eat Thai spicy salad.
- You should arrive before 6.00 AM.

- II. Should is used for **advice in the past**. The structure is as follows:

Subject + Should + Have + Past Participle

- You should have gone to Phiphi island.
- She should have called me before the trip.

- III. Should is also used to give **negative advice**.

Subject + Should + Not+ Verb

- You should not take pictures in this place.
You shouldn't take pictures in this place
- You should not smoke in this area.
You shouldn't smoke in this area

b) Making suggestion

John and his friends are in Chiangmai and have only 5 days to explore the north of Thailand before leaving to their country. Give them the information and must cover the statement below.

Wat Prathat Doi Suthep



Maesa Elephant Camp



Doi Inthanon



1. Advising about places they shouldn't miss

2. Advising how they can get to the places.

3. Advising about some good souvenirs and good quality products

4. Advising how much should they pay for that

5. Advising some of local festival, tradition or ceremonies

Task 6: Writing Activity

Praying for rain



Phi ta khon



Loy kra thong



Songkran



Bun Bang Fai



Choose one of the Thai festivals above and write the essay to describe the chosen festival including the information below:

1. What is this festival called?
2. When did the festival originate?
3. How is the festival important in Thailand?
4. How is the festival performed?
5. Where and when we can find this festival?

Task 7: Reading Activity

The information below is about international food. Read the information and answer the questions

Tom Yam Kung (Central region)



If you ask any foreigners who have ever visited Thailand about their favorite Thai food, their answers, almost without exception, will be *tom yam kung*.

Tom yam kung, or spicy shrimp soup, is the number one of the top ten Thai dishes loved by foreigners, according to a recent investigation. And in fact, it is one of the most favorite dishes for Thai people as well. It is simply because it is so delicious for its unique sour and spicy taste that you will certainly need it more and more if you try it just once.

Thai food generally not only provides a wonderful taste but also includes medicinal properties in its herbal ingredients as well. *Tom yam kung* is one of the best examples. To make you acquainted with this special Thai dish, this article will introduce you to the recipe for the soup and its herbal properties.

Ingredients :

- 1 pint of water
- 10 large shrimps
- 1 cup of mushrooms
- 1 stalk of lemon grass chopped
- 2 kaffir-lime leaves
- 1 table spoon of chopped coriander leaves
- 1/2 teaspoon of ground chilli
- 1/2 teaspoon of salt
- 2 tablespoons of lime juice
- 2 tablespoons of fish sauce

Chili

Chili is used as cough medicine. It is useful for the respiratory system, blood circulation and heart as well.

Lime

Lime helps to prevent coughing, flu and scurvy.

Kaffir-lime

Kaffir-lime is used to deodorize the strong smell of some food. Its juice can cure cough, dandruff and some types of stomach ache.

Those are just some of the medicinal properties in *tom yam kung*. Besides, it is full of nutrients from shrimps and vegetables. You will see that the food not only makes you full, but makes you healthy. That is an important reason why *tom yam kung* is noted as the number one of Thai dishes.

Sources:

http://www.thaiwaysmagazine.com/thai_article/2008_tom_yam_kung/tom_yam_kung.html

a) Read the passage and write down the information in the table

Region	Dish	Ingredient

b) Answer the questions below.

1. What is Tom Yam Kung?

2. Why Tom Yam Kung is the most favorite dish among foreigners and Thai people?

3. Explain steps to cook Tom Yam Kung?

4. What are the benefit of chili, lime and kaffir lime?

5. Explain steps to cook Tom Yam Kung?

6. What are the benefit of chili, lime and kaffir lime?

Task 8: Guide practicing in real context

Walking tour activity: Choose one of tourist attraction around Koh rattanakosin area. You will act as a tourist guide describing the tourist attraction using appropriate language to your friends who act as foreign tourists.



Material: Task sheet, evaluation sheet

Content: Tourist attraction, origin of places, local festival, local custom, etc.

VITA

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