

การศึกษาการใช้ภาษาอังกฤษของเจ้าของธุรกิจวิสาหกิจขนาดกลางและขนาดย่อม

A Study of English Language Used by SMEs Business Owners

A Synthesis Report on the Study of English Language Used by Souvenir Sellers, Homestay Owners, and Coffee Shop Service Staff

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บทคัดย่อ

การวิจัยนี้เป็นการศึกษาการใช้ภาษาอังกฤษของผู้ประกอบธุรกิจกลางและขนาดย่อมใน 3 สาขา ประกอบด้วย กลุ่มที่ 1 ธุรกิจขายของที่ระลึก กลุ่มที่ 2 ธุรกิจโฮมสเตย์ และ กลุ่มที่ 3 ธุรกิจร้านกาแฟ การวิจัยในครั้งนี้มีวัตถุประสงค์ในการวิจัยแตกต่างกันดังนี้ คือ กลุ่มที่ 1 และ 2 ธุรกิจขายของที่ระลึก และโฮมสเตย์ มีดังนี้คือ 1. สำรวจความพึงพอใจในการใช้ภาษาอังกฤษของผู้ประกอบธุรกิจ 2. ศึกษาการเปลี่ยนแปลงการใช้ภาษาของผู้ประกอบธุรกิจ และ 3. ศึกษาองค์ประกอบของโปรแกรมการศึกษาที่มีผลต่อความพึงพอใจและการเปลี่ยนแปลงการใช้ภาษาของผู้ที่เข้ารับการอบรมและใช้สื่อประกอบการอบรม ส่วนในกลุ่มที่ 3 ธุรกิจร้านกาแฟ มีวัตถุประสงค์ 2 ประการคือเพื่อศึกษาความเปลี่ยนแปลงในการใช้ภาษาของพนักงานผู้ให้บริการในธุรกิจกาแฟ และเพื่อประเมินการใช้ชุดการเรียนรู้ของพนักงานให้บริการธุรกิจร้านกาแฟ โดยใช้วิธีวิจัยแบบ “กรณีศึกษา” โปรแกรมการศึกษาประกอบด้วย 4 องค์ประกอบได้แก่ 1. คู่มือการใช้ภาษาอังกฤษ 2. ซีดี 3. วีซีดี และ 4. การฝึกอบรบในกลุ่มที่ 1 และ 2 ใช้คู่มือการใช้ภาษาอังกฤษและซีดี ควบคู่ไปกับการฝึกอบรบ ส่วนกลุ่มที่ 3 ใช้คู่มือ ซีดี และวีซีดี โดยไม่มีการฝึกอบรบ เครื่องมือที่ใช้เก็บข้อมูลประกอบด้วย 4 วิธี คือ แบบสอบถาม การสัมภาษณ์ บันทึกของผู้ให้การอบรม และการประชุมแบบเพื่อนปากคำ แบบสอบถามมี 2 ชุด ชุดที่ 1 วัตถุประสงค์เพื่อประเมินความพึงพอใจ หลังการฝึกอบรบ ในกลุ่มที่ 1 และ 2 คือธุรกิจขายของที่ระลึกและโฮมสเตย์ แบบสอบถามชุดที่ 2 วัตถุประสงค์เพื่อสำรวจการใช้ชุดการเรียนรู้ ของพนักงานผู้ให้บริการธุรกิจร้านกาแฟในกลุ่มที่ 3 โดยใช้แบบวัด 5 ระดับของ Likert ส่วนการสัมภาษณ์ใช้เพื่อเก็บข้อมูลเกี่ยวกับความเปลี่ยนแปลงในการใช้ภาษา การบันทึกของผู้ให้การฝึกอบรบแสดงวิธีที่ผู้ประกอบการตอบสนองต่อการฝึกอบรบ และการประชุมแบบเพื่อนให้ปากคำ โดยมีวัตถุประสงค์เพื่อวิเคราะห์ความเที่ยงตรงและค่าความเชื่อถือได้ของข้อมูล

ผลการวิจัยมี 4 ประการดังนี้

1. ผู้เข้ารับการอบรมทุกคนในกลุ่มที่ 1 และกลุ่มที่ 2 มีความพึงพอใจต่อการใช้ภาษาอังกฤษของตนเอง ซึ่งเป็นกลุ่มที่ได้รับการอบรมภาษาอังกฤษ ถึงแม้ว่าผู้เข้ารับการอบรม จะไม่พอใจกับการใช้ภาษาของตนในหัวข้อ “Other Expressions” แต่ทุกคนพึงพอใจภาษาอังกฤษทุกบทเรียนที่ได้รับการฝึกอบรม

2. มีการเปลี่ยนแปลงที่สำคัญ 2 ประการของทั้ง 3 กลุ่ม เมื่อสิ้นสุดโปรแกรมการศึกษา คือ การเปลี่ยนแปลงในการใช้ภาษา และการเปลี่ยนแปลงทางด้านความคิดเห็นต่อการใช้ภาษาอังกฤษ โดยเฉพาะในกลุ่มที่ 3 พบว่ามีการเปลี่ยนแปลงอย่างชัดเจนในการใช้ภาษา 3 ประการคือ ความคล่องในการใช้ภาษา ใช้จำนวนภาษามากขึ้นกว่าเดิม และมีความรู้ในศัพท์ จำนวนมากขึ้น

3. พนักงานทุกคนในธุรกิจร้านกาแฟ ใช้คู่มือภาษาอังกฤษ มากกว่าใช้ซีดี และวีซีดี ถึงแม้จะทราบดีว่า ซีดี จะช่วยฝึกการออกเสียงที่ถูกต้อง แต่อุปกรณ์คือ ไม่มีเวลาเพียงพอที่จะฟังซีดี หรือดูวีซีดี

4. ในกลุ่มที่ 1 และ 2 พบว่าองค์ประกอบของโปรแกรมการศึกษา ทั้ง 3 ได้แก่คู่มือการใช้ภาษาอังกฤษ ซีดี และการฝึกอบรม ทำให้ผู้เข้ารับการอบรมเกิดความพึงพอใจและการเปลี่ยนแปลงการใช้ภาษาอังกฤษ อาจกล่าวได้ว่าการฝึกอบรมเป็นองค์ประกอบที่มีประสิทธิภาพมากที่สุด ที่ทำให้เกิดการเปลี่ยนแปลงในการใช้ภาษา ในขณะที่ซีดีมีประสิทธิภาพน้อยที่สุด เนื่องจากผู้ใช้ไม่มีเวลา และไม่มีเครื่องเล่นซีดี

ผลการศึกษาครั้งนี้แสดงให้เห็นว่าการฝึกอบรมและการใช้คู่มือภาษาอังกฤษเป็นเครื่องมือสำคัญในการพัฒนาการใช้ภาษาอังกฤษของผู้ประกอบธุรกิจกลางและขนาดย่อมในทั้ง 3 สาขา การวิจัยครั้งนี้สอดคล้องกับผลการศึกษาเรื่องการพัฒนาคู่มือภาษาอังกฤษของผู้ให้บริการในร้านอาหาร โดยวิริยะ มุสิกทะและคณะ (2008) และเรื่องการพัฒนาคู่มือภาษาอังกฤษสำหรับผู้ขับเรือหางยาวน้ำเที้ยว ล่องน้ำแม่ น้ำเจ้าพระยา ของณัฐกร โพธิ์วรสินและคณะ (2008) ที่พบว่ากลุ่มตัวอย่างมีการพัฒนาการใช้ภาษาอังกฤษอย่างชัดเจนหลังจากใช้คู่มือภาษาอังกฤษเป็นระยะเวลา 2-3 สัปดาห์

Abstract

The study reports on investigations into the use of English by SMEs business owners in three business areas. These are souvenir sellers (Case1), homestay business owners (Case 2), and coffee shop service staff (Case 3).

The purpose of the study is to investigate participants' use of English in four areas. Not all areas are covered in all cases. They are: 1. investigating the satisfaction of the participants with their ability in the use of English in souvenir selling and homestay businesses, 2. examining the changes in participants after the program interventions in souvenir sellers, homestay business

owners, and coffee shop service staff, 3. assessing the making use of the provisions of the courseware by the coffee shop service staff, and 4. exploring the aspects of the intervention that led to satisfaction and changes in the use of English in souvenir sellers and homestay business owners.

The study design used “case study” as method of the investigation. The program intervention comprises of four components. They are: 1. an English booklet, 2. a CD, 3. a VCD, and 4. language training. The English booklet and the CD were complemented with the training course for Cases 1 and 2 whereas Case 3 used only the English training which consisted of an English booklet, a CD, and a VCD but with no training included in the program. Participants were 10 souvenir sellers in Damnoen Saduak Floating Market in Ratchaburi province (Case 1), 6 homestay owners in Tha Kha District in Samut Songkhram province, (Case 2), and 10 coffee shop service staff in Bang Lumphu area in Bangkok (Case 3).

Data collection and analysis were obtained from questionnaires, interviews, trainers’ journal, and peer debriefing. There were two types of questionnaires: the first one aims to explore satisfaction of participants (Cases 1 and 2), in their use of English following the intervention and the latter questionnaire to investigate participants’ making use of the courseware in Case 3. Both questionnaires employed a 5-point Likert scale. The interviews provided information about the changes and improvement of participants’ use of English. Moreover, the trainers’ journal provided the trainers’ reflection on how participants were responsive to the language training. The final research tool employed in all three cases was “Peer debriefing” that the researchers had discussion sessions with an expert and other researchers in other similar projects.

Findings present four significant areas of the study. The first reveals that all participants in Cases 1 and 2 are satisfied with their use of English after the intervention. It is important to note that both cases included language training as part of the program intervention. Although the participants in Case 1 seemed not to be satisfied with their use of English in the last function: “Other Expressions”, it is evident that the participants in both cases show their satisfaction in every function. The second area reveals that there are two critical changes in participants’ use of English after the intervention in all three cases. The former one was the change in language use, and the latter was the change in the participants’ perspective views on the use of English. In particular, participants in Case 3 obviously changed in three areas of language use which are fluency, frequency, and new vocabularies and expressions gained. Thirdly, all participants in the Coffee Shop Case made use of the courseware though most of them relied more on the booklet than the

CD and the VCD in their use of English. Although they realised the benefits of CD in helping them with pronunciation, working schedule seemed to be a problem in finding time to listen to the CD and to watch the VCD. Lastly, in Cases 1 and 2, the findings reveal that there are three aspects of program intervention that constitute to the outcomes in participants' satisfaction and the changes in their use of English. They are the training, the booklet, and the CD. It could be said that while the training is the most effective component causing the changes, the CD seems to have the least effect due to their time constraints and lack of CD players.

In conclusion, results of the study reveal that English training and English booklet are very important for improving SMEs business owners in three business areas. In terms of using English booklet, this study is supported by the study of English language used by wait attendants (Musika, Yaiyong, Thampramote, & Andrew Bennett, 2008) and long tail boat riders (Phoworasin, Kittiworapoom, & Hemranondha, 2008) who found that wait attendants and boat riders noticeably changed their use of English after 2 – 3 weeks of using English booklet.

Introduction

The study investigates the use of English by SMEs business owners in three business areas; souvenir sellers, homestay owners, and coffee shop service staff. The rationale for this study originates from the economic crisis in Thailand in 1997 (ELDC, 2005b). This had affected the whole country especially in the fall of national income, particularly in international tourism which was the top income earner for the country (Tourism Authority of Thailand, 2008b). The government had implemented policy to increase national income by boosting small and medium enterprises for Thai novice entrepreneurs known as SMEs (The Office of Small and Medium Enterprises Promotion, 2008), and promoting tourism in Thailand (Tourism Authority of Thailand, 2008a). Income from tourism industry had dramatically increased to 482,319 million baht in 2006 from 367,380 million baht in 2005. This had made a great change in revenue from a deficit of -4.42 in 2005 to +31.29 in 2006 (Tourism Authority of Thailand, 2008b).

However, boosting SMEs business and promoting tourism industries had affected business individuals who had business with international customers and clients. They expressed needs to use English for communication. After carrying out a survey on satisfaction of SMEs business owners in their use of English, the results showed that all respondents were not satisfied with their ability in using English with international customers. The respondents were souvenir

sellers, homestay owners, and coffee shop service staff. Though the government at that time established the English Language Development Centre (ELDC) to help business employees (English Language Development Centre (ELDC), 2005), it was not always possible for them to have access to the ELDC language services. Also, the goal of ELDC was to cooperate with educational sectors in supporting and giving advice to companies but not running language training (ELDC, 2005a). Moreover, local SMEs business owners who ran their own business rarely had any chance to access to these academic services from ELDC. Thus, they lacked opportunity to develop their use of English if they did not attend language training provided by government organisations.

The programs examined in this study were based on the needs of SMEs business owners in developing their use of English. Since English is the most popular international language in Thailand which SMEs business owners use to communicate with foreign customers and clients (Bangkok Metropolitan Administration, 2005), having good competence of English (Richards & Rodgers, 2001; Rubin & Kantor, 1984) will certainly affect their income (Chartrakul et al., 2004; ELDC, 2004). Thus, in order to serve the national policy in strengthening Thai community and society and to respond to university mission in developing local community knowledge (Suan Dusit Rajabhat University, 2005), we decided to carry out a study of programs designed to increase the English used by the SMEs business in three business areas. These are souvenir sellers, homestay business owners, and coffee shop service staff.

Purpose of the study

The purpose of the study is to investigate participants' use of English in four areas.

1. To investigate the satisfaction of the participants with their ability in using English in souvenir selling and homestay owners. (Cases 1 & 2)
2. To examine the changes in participants after the program interventions in souvenir sellers, homestay owners, and coffee shop service staff. (Cases 1, 2, & 3)
3. To assess how the coffee shop service staff make use of the provision of the courseware consisting of the English booklet, the CD, and the VCD. (Case 3)
4. To study the aspects of the intervention that led to the changes in the outcome of the participants' use of English. (Case 1 & 2)

Method of the study

The method used is case study (Stake, 1994; Strauss & Corbin, 1998; Yin, 2003). The intervention (Owen, 1999, pp. 90 - 95; 2006) for Case 1 (Souvenir Sellers) and Case 2 (Homestay Owners) involved 30-hour English training followed by 4 weeks of using the booklet and the CD after the training. An English booklet and a CD complemented the training. However, in Case 3 (Coffee Shop Service Staff) there was no training included as part of the intervention, as distinct from program design in the other two programs in this study. This was the result of our need assessment which showed that coffee shop service staff could not spare the time for language training. Thus, the intervention involved only participants' using the English booklet, the CD, and the VCD for 6 weeks. There are four research questions for the study.

1. To what extent are the participants in homestay owners and souvenir selling business satisfied with their ability to use English in their business?
2. In what ways have the participants changed their use of English after the intervention?
3. How much does the coffee shop service staff make use of the booklet, the CD, and the VCD?
4. What aspects of the intervention constitute to the changes to the outcomes mentioned in 1 and 2 above in cases of souvenir sellers and homestay owners?

In this study (Cases 1 and 2), the context was the training environment that teaching-learning was set up in two- related sections. One half of the training was formal teaching and learning at sites (Damnoen Saduak Floating Market and Tha Kha District) while the other half of the training was using English with real customers/guests. Its purpose of this was for the trainees to have an opportunity to use English immediately after learning. Our particular interest as a trainer/researcher in the field of EFL was to get as full an understanding as possible of the phenomena related to current language learning and using in the real context (Huberman & Miles, 1994; Merriam, 1998; Yin, 2003). This is, in general term, really the object of our study.

1. The participants

Participants in this study are 10 souvenir sellers in Damnoen Saduak Floating Market in Ratchaburi province (Case 1), six homestay business owners in Tha Kha District in Samut Songkhram province (Case 2), and 10 coffee shop service staff in Bang Lumphu area (Case 3). All participants volunteered to be subjects of the study as explained in the followings:

In case 1, ten souvenir sellers in Damnoen Saduak Floating Market in Ratchaburi province were chosen on purpose to be the subject of the study. This is because Damnoen Saduak Floating Market is a popular tourist site (Tourism Authority of Thailand, 2008a, 2008b, 2008c) where traditional way of life still exists. Therefore, the site was chosen on the basis of its cultural value and popularity.

In case 2, eight homestay owners in Tha Kha District, Amphawa district in Samuth Songkhram province volunteered to be the subject of the study. Tha Kha District is close to Bangkok and famous for its traditional Thai living. This small community including a floating market retains simple Thai living along the canal. Tourists are attracted to homestay in this community (Tourism Authority of Thailand, 2007).

In case 3, ten coffee shop service staff volunteered to be the subjects of the study. They were owners, managers, and some of them were full time staff. They worked in ten coffee shops and kiosks. These participants qualified to be the subjects of the study for two reasons: firstly, they were willing to use the English Booklet for Coffee Shop Service Staff that we provided and secondly, the majority of their customers were foreigners. This forced them to use English in everyday life. However, the researchers have lost two subjects since one had quitted selling coffee, and the other could not be contacted.

2. Research materials and instruments

Research materials comprise of four components. They are: 1. the English booklet, 2. the CD, 3. the VCD, and 4. the English training. The following is a summary of use of each component in the training is displayed below:

Table 1 : A Summary of Research Materials

Cases	SMEs Business Owners	Booklet	CD	VCD	Training
Case 1	Souvenir Sellers	✓	✓	✗	✓
Case 2	Homestay business owners	✓	✓	✓	✗
Case 3	Coffee Shop Service Staff	✓	✓	✗	✓

There were four research instruments employed for the study - questionnaire, interviews, trainers' journal, and peer debriefing as follows:

1. The questionnaire

Questionnaire was employed to collect data in all three cases. There were two types of questionnaire. The first aimed to investigate the satisfaction of the participants after the intervention and was developed from the oral questionnaire that was used for need assessment before conducting the study. The second questionnaire was to investigate frequency of English expressions in the Booklet that the Coffee Shop staff used during the intervention. Both questionnaires employed a design of five-rating scale or Likert scale, ranging from the most satisfied to the least satisfied in language used.

2. The trainers' journal

The trainers' journal was another research tool for data collection in Cases 1 and 2 (Homestay and Souvenir). It was essential for researchers to record and observe the participants' performance during the English training program. In fact, it served as both an observation and a reflective tool that provided evidence of the phenomenon being studied. The journal writing recorded the participants' behaviour through the observation every day after the teaching class. There were five entries by the end of the study.

3. The interview

In Cases 1 and 2, a semi-structured interview was used to collect data after the training. The interview was carried out face-to-face around 10-15 minutes. The purpose of the interview was to explore participants' perception in depth, their change or improvement, and their feeling toward the use of English and the English training, and also their satisfaction in English language use. The interview was conducted with participants after we had finished the training for six weeks. The interview questions were divided into two main parts: 1) improvement in English language used after the training; and 2) the causes of changes.

4. Peer debriefing

Two main peer debriefing sessions were conducted during the study. The first session was during the training period when an expert visited the three sites in Bang Lamphu area, Damnoen Saduak Floating Market, and Tha Kha District. Professor John Owen from the University of Melbourne was invited as an expert and debriefer who participated in the meeting

conducted to provide feedback on the data gained. The other session was after collecting data from the questionnaire and the interview.

Data collection and analysis

Data collection was from questionnaire, interviews, trainers' journal, and peer debriefing. In Cases 1 and 2, data from questionnaire and interviews were collected in the sixth week after the 30-hour training whereas the trainers' journal was recorded during the training. In Case 3, interviews data were collected during and after the sixth week of participants' use of the courseware (Booklet, CD, and VCD). Data from questionnaire was also collected after the intervention in the seventh week.

Findings

Findings of the investigation are presented in four areas guided by the research questions. They are – 1. satisfaction in using English, 2. changes after the intervention, 3. making use of the courseware, and 4. influence of program intervention.

1. Satisfaction in using English

The findings on satisfaction of the language use in Case 1 (Souvenir Sellers) and Case 2 (Homestay Owners) reveal that all participants were pleased with their use of English after the intervention.

The souvenir shop owners were satisfied with their use of English in nine functions ranging from the most satisfied, to more satisfied, and satisfied. The top two functions they were satisfied with were 1. Thanking and Saying Goodbye, and 2. Telling the Price respectively. The second two they were satisfied with were 1. Greeting and Invitation and 2. Offering Help. Participants were less satisfied in their using English when they wanted to appeal for repetition. In contrast, the participants had the least satisfaction in using other expressions which were included in the last unit of the booklet. This might be because these expressions were not labelled to use in any particular functions or that the expressions in the other units in the booklet could satisfy their need in using English for selling.

Similarly, all homestay owners were satisfied with their ability in using English in all functions. The seven functions that they were most satisfied with are: 1. Greeting and Invitation, 2. Small Talk, 3. Describing Places and Facilities, 4. Giving Directions, 5. Introducing Tourist

Attractions, 6.Describing Thai Culture and Custom, and 7.Thanking and Departing. In addition, half of the participants agreed that they were satisfied with their ability to communicate on the telephone than the other functions.

It was important to note that their use of English in ten functions could be categorised in three groups prior to their satisfaction. Whereas Describing Cooking Process and Telling the Price and Negotiating were secondly satisfying, telephoning was the least. There was no evidence to explain about these differences.

It was also important to note that participants in both intervention and language training were satisfied with their English ability after the intervention. Although the participants in Case 1 seem not to satisfy their use of English in the last function named as “Other Expressions”, the participants in both cases showed their satisfaction in every function that had been taught during the training. However, when comparing the same functions used in both cases (Cases 1 and 2), the data is shown in Table 2 below:

Table 2: Comparison of satisfaction in the use of English exposed by Souvenir Sellers and Homestay Owners

Functions	Most satisfaction		More satisfaction		Satisfaction %		Less satisfaction		Least satisfaction	
	%		%				%		%	
	HO	SS	HO	SS	HO	SS	HO	SS	HO	SS
1. Greeting and Invitation	50	30	17	40	33	30	0	0	0	0
2. Small Talk	50	10	0	10	50	40	0	30	0	10
3. Telling the Price	34	60	17	10	33	10	0	10	0	10
4. Giving Directions	50	20	33	30	33	20	0	10	0	20
5. Thanking and Saying Goodbye	50	60	17	40	33	0	0	0	0	0

HO = Homestay Owners

SS = Souvenir Sellers

From Table 2 above, the findings show that participants in Homestay group were more satisfied with their use of English than participants in Souvenir group in three functions, i.e., 1) Greeting and Invitation, 2) Small Talk, and 3) Thanking and Saying Goodbye. There was no evidence to claim why participants in Case 2 were more satisfied with their English than the ones in Case 1. However, learning activities and making use of the Booklet and the CD might count for this. In other words, the learning activities that involve learners' participation should have an effect on enhancing participants' ability in speaking. In terms of making use of support materials, participants who frequently make use of the Booklet and the CD should be able to use English effectively.

On the other hand, the Souvenir participants were more satisfied with their use of English in Telling Prices and Thanking & Saying Goodbye than the Homestay owners. This could be that the sellers frequently had more customers to speak to than the Homestay owners.

2. Changes after the intervention

Findings reveal that there was a large change in participants' use of English after the intervention in all three cases. Moreover, we found that there were also other critical grammar use changes. They are 1. attitudes, 2. motivation, 3. fluency, 4. frequency and 5. confidence in their using English. The followings discuss the changes in individual cases.

Case 1: Changes in the Souvenir Sellers

Data from the interview and the trainers' journal present two major changes found in these participants after the intervention. The most important change was language use. There was a great change in participants' use of English in dealing with their customers. However, some participants still used calculators in negotiating prices. This could be because of their selling habit before the training in communicating with their customers. Besides, using a calculator could guarantee understanding in communication about telling prices and numbers. The other major change was that all participants develop positive attitudes towards learning English. This was shown by their having motivation and learning enjoyment during the training. In addition, they evidently showed more confidence in speaking English.

Case 2: Changes in the Homestay Business Owners

Similar to the souvenir sellers, data from the interview and the trainers' journal reveal that Homestay business owners demonstrated their changes in two areas. The first one was their using English. In spite of their limited knowledge of English background and aging (which may

contribute to a tendency to be slow learners), the findings reveal that there were changes in speaking English in every function that was taught during the training. However, there was no significant change in their use of English to describe cooking processes and to inform and negotiate prices. The reasons for this might be that they could demonstrate their cooking without using much English and they could use signs or posters to give information about prices. The other change was their views on using English. Although the participants had limitations on English knowledge, they obviously developed self-confidence, fluency, and motivation in using English. It was important to note that the English training was the most effective cause to all the changes.

Case 3: Changes in the Coffee Shop Service Staff

Coffee shop service staff had made large changes in three areas. Data analysis from the questionnaire after the intervention shows that the changes are in 1. frequency of expressions used, 2. fluency, and 3. language gained.

Firstly, it reveals that participants made a big change in frequency of use of language in all functions after the intervention. Secondly, there was a change in fluency (Harmer, 2007). This was shown in their use of vocabulary and expressions, grammar, and pronunciation. For example, one participant said, "I learned the pace of speech." Another claimed, "I speak longer than ever." This could be seen as the effect of the courseware, particularly the booklet which participants frequently used more than the CD and the VCD. Lastly, participants' had more confidence in speaking. All participants agreed that they gained more confidence in speaking English to their customers. And, to explain the causes of change, the interview shows that the change resulted from the first (stimulating) and the second (follow-up) interviews.

3. Making use of the courseware

In Case 3 (Coffee), findings from the questionnaire show that all participants expressed that English was very important for their career. For instance, 90% said that they used English every day. We found out that all participants made great use of the booklet in every function. The most functions they used were greeting, telling prices, taking order, and giving directions. The least function they used was introducing products. This could be explained that international customers who drink coffee almost everyday know what kind of coffee they want to drink so the participants might not have to recommend or introduce their products. In contrast, findings reveal that the limitations of the courseware were their not fully making use of the CD and the DVD. Only half of

the participants made use of the CD and the DVD. This was because they had no time to watch though participants agreed that the CD was very useful in listening improvement and replaying.

It can be concluded that most participants relied more on the booklet than the CD and the VCD. Although they realised the benefits of CD in helping them with pronunciation, time constraints seem to be problematic in their listening to the CD and watching the VCD.

Conclusions and Recommendations

Four major conclusions could be drawn from the study. They are 1. satisfaction in the use of English, 2. changes after the intervention, 3. making use of the courseware, and 4. aspects of the intervention the led to the outcomes.

1. Satisfaction in the use of English

The first conclusion related to satisfaction in the use of English by souvenir sellers and homestay business owners was that all participants in both cases were satisfied with their use of English after the intervention. To be specific, they were pleased with every function learned during the language training. In Case 1, the four functions they were satisfied with are 1. Thanking and Saying Goodbye, 2. Greeting and Inviting, 3. Offering Help, and 4. Telling the Price. In Case 2, the five functions they were satisfied with are 1. Greeting and Inviting, 2. Describing Places and Facilities, 3. Giving Directions, 4. Introducing Tourist Attractions, and 5. Thanking and Departing. However, there was not much different in the homestay owners' satisfaction with their ability to describe cooking process and to tell prices. This was due to the fact that they did not use expressions in the two functions frequently. The homestay owners could use gesture when demonstrating the cooking and they could write or print signs to show prices of accommodation.

2. Changes after the intervention

After the intervention, it is revealed that there were two major changes in all participants. The first one was the change in English used by the sellers, the homestay owners, and the coffee shop service staff and the other one was the change of attitude towards English. Whereas the change of using English by the homestay owners did not highly increase due to their limitations of English background, the use of various expressions by the souvenir sellers and the coffee shop staff tended to increase highly. Also, the coffee shop staff agreed that their fluency improved; and that their use of appropriate language was increasing in frequency.

The other change of attitude towards English presents positive development in affective perceptions. This includes their having more confidence in speaking English with their customers and guests in all cases. Moreover, the souvenir sellers seemed to have high motivation in participating in the lessons. This was shown by an increasing number of participants during the training.

3. Making use of the courseware

For the coffee shop service staff, they made use of the booklet more than the CD, and the VCD. This was because they found it user-friendly. It appears that 90% of the participants used the booklet every day. On the other hand, only half of the participants made use of the CD and the DVD. Though they agreed that the CD was very beneficial in practicing pronunciation and replaying, though time constraints was a problem

4. Aspects of the intervention that led to the outcomes

In Case 1 and Case 2, findings reveal that there were three components of the program that led to the outcomes concerning the satisfaction in the use of English and changes. The first component was the 30-hour language training. It was interesting to note that participants developed their satisfaction and changes in the use of English in spite of their limitations of English background. It could be said that the most essential element of the program intervention was language training. In addition, on-site supervising during the training could be another important aspect of the intervention that made the change. The second component that causes the change was the English booklet that the sellers and the homestay owners used every day during and after the training. On the other hand, the CD was the third component that led to the outcomes.

It could be concluded that the aspects of the program intervention that led to the outcomes (satisfaction and changes in language use) could be seen as the end-products and processes of the program intervention. The products are the use of English and attitude towards English and the processes are on-site supervision.

5. Recommendations

Three recommendations are suggested. They are for 1. government supporting agencies, 2. improving program intervention, and 3. instructional design.

5.1 Recommendations for government supporting agencies

There are at least three government agencies that could use or encourage the expansion of English training that had been tried and shown to work in this study and with similar

programs that had similar objectives. These are English Language Development Centre (ELDC), Tourism Authority of Thailand (TAT), and educational institutes and universities such as Rajabhat Universities in various provinces all over the country.

5.2 Recommendations for improving program interventions of this type

The program intervention in the three cases was different due to the needs assessment findings undertaken before launching the study program. Implications of program components could be discussed in two areas - language training, and support materials.

5.2.1 Language training

Participants in Cases 1 & 2 agreed that language training was important for the improvement in their use of English. However, it was important to note that the training format was also very significant. For example, all participants expressed that they liked on-site supervising session. This was designed as another main part of the lessons where participants were allowed to use English with their customers and guests while the trainers were on the site to provide language help and advice. Though it seemed to be a practical and effective course design, the drawbacks of the training were the absence of the trainees, limitations of their English background, and time constraints. This could affect effectiveness of training delivery in terms of lesson continuity and learning activities. On the other hand, Case 3 (Coffee) was distinct from the two previous cases as there was no language training conducted for the participants. However, the interview shows that all participants agreed that it could be better to have the training. Even though finding time for the training could be a problem, conducting in a small group should be possible. Moreover, an online course could be another alternative method to develop their English because they can do it at their own convenience.

5.2.2 Support materials

Besides the training, all participants agreed that the booklet was considerably useful in their use of English. Since participants in Case 3 relied only on the courseware, they all agreed that the booklet was their main tool for their use of English.

5.2.3 Recommendations for instructional design

There are two significant concerns for instructional design for language training; they are appropriateness and learning activities.

Reflecting the language change in Coffee Shop Service Staff in Case 3, participants obviously increased the use of polite expressions. As indicated in Table 6, the

frequency of expressions used tended to be polite and long. This indicates appropriate use of language which could make their customers satisfied with their service. Moreover, the participants seemed to be aware of this aspect. Evidently, the participants expressed that the expressions in the booklet were appropriate. From our experience in teaching English, we are aware that knowing how to speak English by using only correct words and grammar is not enough to succeed in effective communication. Appropriateness of language expressions selected underlines the success of communication. It would be useful to participants during the training if trainers raise points of concerns in using appropriate English with their customers and clients. The other concern was learning activities. In Cases 1 and 2 the training was included in the program intervention. Implementing pair-work and group work activities for instructional design would be more effective in practicing the language taught if trainers had been well prepared.

Conclusion

We would like to conclude that the investigations reveal that Thai SMEs individual business owners are aware of the importance of English using for their occupations. Findings show that they did need help in English speaking and they were willing to accept help in language improvement, particularly those who had limited background of English such as Souvenir Sellers and Homestay Owners. It was also discovered that Thai SMEs business owners in Souvenir Selling, Homestay Business, and Coffee Shop Service made changes and improvement after they were trained, and used support materials in this research program. The findings of the study did not yet satisfy our need in helping the SMEs business owners develop their ability of English. There should be other alternative methods to develop their English ability. However, this study shed light on what and how we need to look into if we are to design and carry out similar kinds of language training in the future. These are support materials, instructional design, and on-site supervising. Finally, other areas of further research are suggested, including recommendations for training and support materials. We hope that this study will be beneficial and make contributions to SMEs business owners as well as government and private sectors in improving and promoting the use of appropriate English in their businesses.

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