

CHAPTER 4

RESULTS

Chapter Four presents the data obtained by using two questionnaires. One was the questionnaire on the needs of English and English training course. It was used for collecting data from 81 local guides who dealt with Rural Tourism and Homestay at Umphang District, Tak Province. Another one was the questionnaire on the opinions about the needs of English improvement and an English training course for the local guides. It was used for collecting data from 50 policy makers who were concerned with planning the policy on Rural Tourism and Homestay in the district. The questionnaires were administered with the subjects in June 2004. The research questions were provided as the framework for the analysis of data. In addition, the data were coded and analyzed by using SPSS Program version 10.0 for the data processing in order to answer the following research questions.

1. To what extent do the local guides need English language for communication in the rural tourism and homestay activities?
2. To what extent do the local guides need each English skill for communication in the rural tourism and homestay activities?
3. To what extent do the local guides need language functions and topics on each skill in the rural tourism and homestay activities?
4. What are the opinions of the policy makers on the needs of English improvement and an English training course for the local guides?
5. What is a guideline for organizing an English training course on Rural Tourism and Homestay for the local guides?
6. What kind of syllabus that corresponds to the needs of the local guides who deal with rural tourism and homestay activities?

The results are presented in four main parts as follows:

- 4.1 The Needs of English and an English Training Course of the Local Guides
- 4.2 The Opinions of the Policy Makers on the Needs of English Improvement and an English Training Course for the Local Guides
- 4.3 A Guideline for Organizing an English Training Course on Rural Tourism and Homestay for the Local Guides
- 4.4 A Syllabus Design Corresponding to the English Needs of the Local Guides

4.1 The Needs of English and an English Training Course of the Local Guides

This part consists of the data from 81 local guides. The results are presented in three parts as follows:

4.1.1 Part One: Personal Information

4.1.2 Part Two: The Extent of Needs for the English Language, English Skills, and Language Functions and Topics on Each Skill

4.1.3 Part Three: The Opinions on an English Training Course on Rural Tourism and Homestay and other Suggestions on English Needs and an English Training Course

4.1.1 Part One: Personal Information

Part One presents personal information about gender, age, educational background, marital status, experience in rural tourism and homestay activities, and background of English knowledge. The personal information is shown in Table 4.1.

Table 4.1 Personal Information of the Local Guides

Personal Information (n = 81)	Number	Percentages (%)
1. Gender		
1.1 Male	72	88.9
1.2 Female	9	11.1
2. Age		
2.1 26 – 35 years	30	37.0
2.2 36 – 45 years	30	37.0
2.3 46 – 55 years	9	11.1
2.4 56 years and over	7	8.6
2.5 15 – 25 years	4	4.9
Missing	1	1.2
3. Educational background		
3.1 Primary school (Prathomsuksa 6)	27	33.3
3.2 High school (Mattayomsuksa 6)	23	28.4
3.3 Secondary school (Mattayomsuksa 3)	12	14.8
3.4 Others (Prathomsuksa 4 and Non-education)	8	9.9
3.5 A bachelor's degree	6	7.4
3.6 High certificate vocational education	2	2.5
3.7 A diploma's degree	2	2.5
3.8 Certificate vocational education	1	1.2
3.9 Higher than bachelor's degree	0	0
4. Marital status		
4.1 Married	65	80.2
4.2 Single	13	16.0
4.3 Widowed	2	2.5
4.4 Divorced/Separated	1	1.2

Table 4.1 shows that 88.9 percent of the local guides were male and 11.1 percent were female. In terms of age, 37 percent of them, which were equal to the ones who were between 36 to 45 years, were between 26 to 35 years. With regard to the educational background, 33.3 percent of them finished primary school (Prathomsuksa 6) while the next 28.4 percent finished high school (Mattayomsuksa 6). In terms of marital status, most of them (80.2%) were married.

Personal information about experiences of the local guides in dealing with Rural Tourism and Homestay are presented in Table 4.2.

Table 4.2 Experiences of the Local Guides in Dealing with Rural Tourism and Homestay

Experiences	Number	Percentages (%)
1. Number of years in dealing with Rural Tourism and Homestay (n = 81)		
1.1 5 years and over	40	49.4
1.2 3 – 4 years	20	24.7
1.3 1 – 2 years	15	18.5
1.4 Less than 1 year	4	4.9
Missing	2	2.5
2. Tourism activities the samples deal with (n = 81)		
2.1 Acting as a tour guide	66	81.5
2.2 Homestay activities	10	12.3
2.3 Both kinds of the activities	5	6.2
3. Methods of communication with foreign tourists (n = 97)		
3.1 Using gestures	34	35.1
3.2 Speaking English and Thai	25	25.8
3.3 Speaking English	13	13.4
3.4 Using both gestures and speaking	12	12.4
3.5 Showing pictures	9	9.3
3.6 Others e.g. communicating through guides, speaking Thai only, etc.	4	4.1

Table 4.2 shows that nearly half of the local guides (49.4%) have the experience for five years and over. In terms of tourism activities, 81.5 percent of the local guides acted as tourist guides, 12.3 percent dealt with homestay activities and 6.2 percent dealt with both kinds of activities. With regard to the methods of communication with foreign tourists, 35.1 percent of them used gestures. The next 25.8 percent spoke both English and Thai, and 13.4 percent of them spoke English.

Table 4.3 lists the kinds of information the tourist required which are based on the experience of the local guides.

Table 4.3 Kinds of Information that the Tourists Required

Kinds of Information that Tourists Required (n = 81)	Mean	S.D	Levels of Requirement
1. Tourist attractions	4.54	0.63	The greatest
2. Life styles of local people	4.17	0.80	Great
3. Environment	3.99	1.08	Great
4. Weather	3.73	0.97	Great
5. Cooking	3.47	0.92	Moderate

Table 4.3 shows that the information about tourist attractions was required at the greatest level with the mean scores of 4.54. The information about life styles of local people, environment, and weather was required at a great level with the mean scores of 4.17, 3.99, and 3.73, respectively. The information about cooking was required at a moderate level (mean = 3.47).

Table 4.4 shows personal information related to background of English knowledge of the local guides.

Table 4.4 Background of English Knowledge of the Local Guides

Background of English Knowledge	Number	Percentages (%)
1. Have you ever learned English? (n = 81)		
1.1 No	41	50.6
1.2 Yes	40	49.4
2. Where did you learn English? (Each respondent can choose more than 1 answer, n = 55)		
2.1 From schools	29	52.7
2.2 From friends or English speakers	19	34.5
2.3 From English language trainers	5	9.1
2.4 From others (e.g. self study)	2	3.6
3. Number of years of learning English (n = 40)		
3.1 1 – 2 years	14	35.0
3.2 3 – 4 years	10	25.0
3.3 Less than 1 year	8	20.0
3.4 5 years and over	8	20.0

Table 4.4 shows that half of them (50.6%) have not learned English. For those who have learned English, half of them (52.7%) learned English from school and the next 34.5 percent learned English from friends or English speakers. In terms of numbers of years of learning English, 35 percent learned English for 1 to 2 years. The next 25 percent was about 3 to 4 years.

Table 4.5 shows personal information related to English language ability of the local guides.

Table 4.5 English Language Ability of the Local Guides

English Skills (n = 81)	Mean	S.D	Levels of English Language Ability
1. Listening	2.31	1.04	Poor
2. Writing	2.25	1.14	Poor
3. Reading	2.11	1.06	Poor
4. Speaking	2.10	1.06	Poor
5. Translation	2.01	1.16	Poor
Average	2.16	1.09	Poor

Table 4.5 shows that their English was at a poor level for all skills with the average mean score of 2.16. According to the mean scores, listening was the least poor skill (mean = 2.31) and translation was the poorest skill (mean = 2.01).

4.1.2 Part Two: The Extent of Needs for the English Language, English Skills, and Language Functions and Topics on Each Skill

Part Two consists of the results on the extent of needs for the English language, English skills, and language functions and topics on each skill. This part is presented according to the research questions asking for the extent of needs as follows:

4.1.2.1 To what extent do the local guides need English language for communication in the rural tourism and homestay activities?

4.1.2.2 To what extent do the local guides need each English skill for communication in the rural tourism and homestay activities?

4.1.2.3 To what extent do the local guides need language functions and topics on each skill for communication in the rural tourism and homestay activities?

4.1.2.1 To what extent do the local guides need English language for communication in the rural tourism and homestay activities?

Table 4.6 shows the extent of English language needs of the local guides.

Table 4.6 The Extent of English Language Needs of the Local Guides

English Language Needs (n = 81)	Mean	S.D	Levels of Needs
English language needs of the local guides	4.28	0.84	Great

Table 4.6 indicates that the local guides needed English to deal with rural tourism and homestay activities at a great level with the mean score of 4.28.

4.1.2.2 To what extent do the local guides need each English skill for communication in the rural tourism and homestay activities?

Table 4.7 shows the extent of English skill needs of the local guides.

Table 4.7 The Extent of English Skill Needs of the Local Guides

English Skills (n = 81)	Mean	S.D	Levels of Needs
1. Speaking	4.32	0.91	Great
2. Listening	4.27	0.89	Great
3. Translation	4.00	1.25	Great
4. Reading	3.88	1.12	Great
5. Writing	3.79	1.19	Great
Average	4.05	1.07	Great

Table 4.7 shows that the local guides needed all skills at a great level with the average mean score of 4.05. When each skill is considered in terms of mean scores, speaking was ranked at a great level with the highest mean score of 4.32 while writing was ranked at a great level with the lowest mean score of 3.79.

4.1.2.3 To what extent do the local guides need language functions and topics on each skill for communication in the rural tourism and homestay activities?

Table 4.8 shows the extent of needs of the local guides for each language function and topic on listening skill.

Table 4.8 The Extent of Needs for Language Functions and Topics on Listening Skill

Functions and Topics on Listening Skill (n = 81)	Mean	S.D	Levels of Needs
1. Inquiry on information while touring.....	4.20	0.83	Great
2. Inquiry on locations and directions.....	4.14	0.86	Great
3. Greeting and introducing.....	4.04	0.80	Great
4. Requests for advice about traveling in the local area.....	4.04	0.87	Great
5. Inquiry on information about tourist attractions in the local area.....	4.01	0.97	Great
6. Inquiry on information about regulations and taboos about the local area	3.94	0.95	Great
7. Comments and complaints.....	3.94	0.95	Great
8. Inquiry on information about accommodation in the local area.....	3.90	0.92	Great
9. Informing on travel purposes.....	3.85	0.98	Great
10. Inquiry on information about local products, e.g. names, materials, etc.	3.84	0.87	Great
11. Inquiry on information about the local food, e.g. names, ingredients, etc.	3.70	1.05	Great
12. Inquiry on time.....	3.69	1.01	Great
13. Inquiry on how to use equipment used in accommodation.....	3.69	0.91	Great
14. Requests for helps and services.....	3.68	1.02	Great
15. Explanations on how to get to the tourist sites, e.g. by bus, by car, etc.	3.67	1.08	Great
16. Inquiry on information about the local cultures.....	3.65	1.09	Great
17. Bargaining.....	3.64	1.05	Great
18. Inquiry about expenses on touring.....	3.60	1.11	Great
19. Inquiry on information about service places in the local area, e.g. a post office, a bank, a nursing home, etc.	3.48	1.15	Moderate
20. Participation in the conversation with the tourists.....	3.46	1.20	Moderate
21. Inquiry on information via the phone.....	3.44	1.31	Moderate
22. Description on personal background of the tourists.....	3.43	0.99	Moderate
23. Postponing time of checking in and/or traveling in the local area.....	3.32	1.20	Moderate
24. Inquiry on the instructions about how to cook.....	3.28	1.14	Moderate
25. Cancellation on reserved accommodation and/or traveling in the local area	3.14	1.31	Moderate
26. Others (please specify).....	-	-	-
Average	3.71	1.02	Great

The functions and topics on the listening skill consist of 26 items, including the item to be specified. Table 4.8 shows that 18 items of functions and topics were needed at a great level. Other seven items were needed at a moderate level. The average mean score of all 25 functions and topics is 3.71. When each function and topic is considered in terms of mean scores, the five top functions and topics needed with the mean scores greater than 4 were listening to inquiry on information while touring (mean = 4.20), listening to inquiry on locations and directions (mean = 4.14), listening to greeting and introducing (mean = 4.04), listening to requests for advice about traveling in the local area (mean = 4.04), and listening to inquiry on information about tourist attractions in the local area (mean = 4.01). The lowest mean score (mean = 3.14) was listening to cancellation on reserved accommodation and/or traveling in the local area.

Table 4.9 shows the extent of needs of the local guides for each function and topic on the speaking skill.

Table 4.9 The Extent of Needs for Language Functions and Topics on Speaking Skill

Functions and Topics on Speaking Skill (n = 81)	Mean	S.D	Levels of Needs
1. Giving information while touring.....	4.46	0.73	Great
2. Giving advice about traveling in the travel sites in the local area...	4.32	0.88	Great
3. Giving information about travel sites in the local area	4.28	0.85	Great
4. Offering helps and services.....	4.26	0.82	Great
5. Greetings and introducing yourself, others, and welcoming the tourists	4.23	0.75	Great
6. Describing directions, how to get to the tourist attractions.....	4.23	0.90	Great
7. Explaining about regulations and taboos about the local area.....	4.12	0.89	Great
8. Giving information about accommodations in the local area	4.11	0.79	Great
9. Explaining and describing about local cultures.....	4.00	0.97	Great
10. Asking for information about how the tourists get to the tourist sites	3.98	0.95	Great
11. Explaining how to use any equipment in the accommodation.....	3.95	0.89	Great
12. Participating in the conversation with the tourists.....	3.88	1.03	Great
13. Explaining about expenses on touring.....	3.79	1.07	Great
14. Responding to comments or complaints.....	3.79	1.09	Great
15. Asking for the travel purposes of the tourists.....	3.77	1.12	Great

Table 4.9 The Extent of Needs for Language Functions and Topics on Speaking Skill (continued)

Functions and Topics on Speaking Skill (n = 81)	Mean	S.D	Levels of Needs
16. Giving information about local products, e.g. names, materials, etc.	3.74	1.00	Great
17. Telling time.....	3.73	1.10	Great
18. Explaining and describing about local food e.g. names, ingredients, etc.	3.73	1.02	Great
19. Giving information about service places in the local area e.g. a post office, a bank, a nursing home, etc.....	3.65	1.04	Great
20. Giving information via the phone.....	3.59	1.15	Great
21. Responding to bargaining.....	3.57	1.06	Great
22. Giving instructions about cooking.....	3.53	1.04	Great
23. Asking for personal background of the tourists.....	3.41	1.10	Moderate
24. Responding to the postponing time of checking in and/or traveling in the local area	3.32	1.19	Moderate
25. Responding to the cancellation of reserved accommodation and/or traveling in the local area.....	3.12	1.27	Moderate
26. Others (please specify).....	-	-	-
Average	3.86	0.98	Great

The functions and topics on the speaking skill consist of 26 items, including the item to be specified. Table 4.9 shows that 22 items of functions and topics were needed at a great level. Only three items were needed at a moderate level. The average mean score of all 25 functions and topics is 3.86. When each function and topic is considered in terms of mean scores, the nine top functions and topics needed with the mean scores greater than 4 were giving information while touring (mean = 4.46), giving advice about traveling in the tourist attractions in the local area (mean = 4.32), giving information about travel sites in the local area (mean = 4.28), offering helps and services (mean = 4.26), greetings and introducing yourself, others, and welcoming the tourists (mean = 4.23), describing directions, how to get to the tourist attractions (mean = 4.23), explaining about regulations and taboos about the local area (mean = 4.12), giving information about accommodations in the local area (mean = 4.11), and explaining and describing about local cultures (mean = 4.00). The lowest mean score (mean = 3.12) was responding to cancellation of reserved accommodation and/or traveling in the local area.

Table 4.10 shows the extent of needs of the local guides for each function and topic on the reading skill.

Table 4.10 The Extent of Needs for Language Functions and Topics on Reading Skill

Functions and Topics on Reading Skill (n = 81)	Mean	S.D	Levels of Needs
1. Application forms for homestay (n = 15).....	3.73	1.33	Great
2. Replying forms for homestay (n = 15).....	3.67	1.50	Great
3. Maps and explanations.....	3.93	0.97	Great
4. English signboards.....	3.90	1.00	Great
5. Texts or articles about tourism in magazines and newspapers.....	3.72	1.13	Great
6. Memos.....	3.65	1.17	Great
7. Labels of the local products.....	3.62	1.08	Great
8. Important documents e.g. passport, credit cards, etc.....	3.59	1.08	Great
9. Brochures and leaflets about tourism.....	3.52	1.22	Great
10. Letters, emails, which are used to book a homestay and/or to express other purposes e.g. comments and complaints.....	3.47	1.18	Moderate
11. Others (please specify).....	-	-	-
Average	3.68	1.16	Great

The functions and topics on the reading skill consist of 11 items, including the item to be specified. Table 4.10 shows that reading application forms for homestay and reading replying forms were needed at a great level. These functions and topics were needed by 15 local guides who worked as homestay hosts.

The functions and topics from Items Three to Eleven required the responses from 81 local guides who worked as homestay hosts and tourist guides. The results show that seven items of functions and topics were needed at a great level while only one function and topic was needed at a moderate level. The average mean score of all eight functions and topics is 3.68. When each function and topic is considered in terms of mean scores, the two top functions and topics were reading maps and explanations (mean = 3.93), and reading English signboards (mean = 3.90). The lowest mean score (mean = 3.47) was reading letters and emails used to book a homestay and/or to express other purposes e.g. comments and complaints.

Table 4.11 shows the extent of needs of the local guides for each function and topic on the writing skill.

Table 4.11 The Extent of Needs for Language Functions and Topics on Writing Skill

Functions and Topics on Writing Skill (n = 81)	Mean	S.D	Levels of Needs
1. Filling the application forms for homestays (n = 15).....	3.87	1.13	Great
2. Filling the replying forms (n = 15).....	3.80	1.37	Great
3. Maps and explanations.....	3.99	0.96	Great
4. English signboards e.g. names of food, tourist sites, instructions of equipment, names of trees, etc.....	3.96	0.97	Great
5. Others explanations about tourist attractions in the local area.....	3.86	1.00	Great
6. Taking notes about the important documents e.g. passport, credit cards	3.70	1.15	Great
7. Labels of the local products.....	3.68	0.93	Great
8. Memos.....	3.47	1.16	Moderate
9. Brochures and leaflets about tourism.....	3.37	1.30	Moderate
10. Letters and emails.....	3.25	1.42	Moderate
11. Others (please specify).....	-	-	-
Average	3.69	1.13	Great

The functions and topics on writing skill consist of 11 items, including the item to specify the respondents' comments. Table 4.11 shows that filling application forms for homestays and filling replying forms were needed at a great level. These functions and topics were needed by 15 respondents who worked as homestay hosts.

The functions and topics from Items Three to Eleven required the responses from 81 local guides who worked as homestay hosts and tourist guides. The results show that five items of functions and topics were needed at a great level. Other three functions and topics were needed at a moderate level. The average mean score of all eight functions and topics is 3.69. When each function and topic is considered in terms of mean scores, the two top functions and topics were writing maps and explanations (mean = 3.99), and writing English signboards (mean = 3.96). The lowest mean score (mean = 3.25) was writing letters and emails.

4.1.3 Part Three: Opinions about an English Training Course on Rural Tourism and Homestay and other Suggestions on English Needs and an English Training Course

The results in this part are grouped into two topics as follows:

4.1.3.1 Opinions about an English Training Course on Rural Tourism and Homestay

4.1.3.2 Other Suggestions from the Open-ended Questions

4.1.3.1 Opinions about an English Training Course on Rural Tourism and Homestay

Table 4.12 presents the opinions of the local guides about an English training course on Rural Tourism and Homestay.

Table 4.12 Opinions about an English Training Course on Rural Tourism and Homestay

Issues (n = 81)	Number	Percentages (%)
1. Number of learners for each class		
1.1 10 – 20 persons	39	48.1
1.2 21 – 30 persons	34	42.0
1.3 31 – 40 persons	8	9.9
2. Number of months for the English training course		
2.1 3 months	34	42.0
2.2 1 month	21	25.9
2.3 2 months	19	23.5
2.4 Others (e.g. every month, 4 months, 6 months)	6	7.4
Missing	1	1.2
3. Number of days and hours for the English training course		
3.1 3 days/week, 2.30 hrs./day	29	35.8
3.2 Everyday, 3 hrs./day	17	21.0
3.3 1 day/week, 4 hrs./day	14	17.3
3.4 5 days/week, 3 hrs./day	12	14.6
3.5 Others (2 days/week, 4 hrs./day)	9	11.1
4. The most suitable time for the English training course		
4.1 In the evening (after work)	45	55.6
4.2 On Saturday and Sunday	23	28.4
4.3 In the morning	8	9.9
4.4 In the afternoon	2	2.5
4.5 Temporary absence from work for attending the class	2	2.5
4.6 Others (at daytime)	1	1.2

Table 4.12 Opinions about an English Training Course on Rural Tourism and Homestay (continued)

Issues (n = 81)	Number	Percentages (%)
5. Months that the subjects prefer to have the English training course		
5.1 July – September	34	42.0
5.2 January – March	21	25.9
5.3 April – June	16	19.8
5.4 October – December	7	6.6
5.5 Others (e.g. every month, anytime)	3	3.7
6. The extent of knowledge about tourism and/or local sites of the English instructors of the course		
6.1 Very much	33	40.7
6.2 Much	27	33.4
6.3 Moderate	12	14.8
6.4 Not necessary	7	8.6
6.5 A little	2	2.5
7. The English instructors should be:		
7.1 50 percent Thai instructors and 50 percent English native speaker instructors	49	60.5
7.2 Most Thai instructors	12	14.8
7.3 All Thai instructors	10	12.3
7.4 All English native speaker instructors	8	9.9
7.5 Most English native speaker instructors	2	2.5

In terms of class size, the results show that 48.1 percent of the local guides preferred a class of 10 to 20 learners. The next 42 percent preferred a class of 20 to 30 learners.

In terms of course length, 42 percent of the local guides preferred a course of 3 months while 25.9 and 23.5 percent preferred a course of one and two months respectively. In terms of course time, 35 percent of them preferred to have a class of three days per week with two and a half hours per day. The next 21 percent preferred to have a class everyday with three hours per day. The great number of them (55.6%) preferred an evening class. According to the months that the local guides preferred to have the course, 42 percent of them preferred July to September. The next 25.9 percent preferred January to March.

With regard to the English instructors of the course, 40.7 percent of the local guides preferred the instructors who have knowledge about tourism and local sites whereas only 8.6 percent of them stated that it was not necessary. The results also show that 60.5 percent of them preferred to have 50 percent Thai instructors and 50 percent English native speakers instructors.

4.1.3.2 Other Suggestions from the Open-ended Questions

This part presents additional comments and suggestions on English needs and an English training course which can be concluded as follows:

1. The local guides are willing to learn and to improve their English skills because English can support their jobs that increase their incomes.
2. The language contents of the training course should be focused on using English for communication especially for presenting the tourist attractions and public relations.
3. The English instructors should be both Thai and English native speakers.
4. Language teaching and learning activities should be taken place outside the classroom.
5. The training course should be run at least once a year.

4.2 The Opinions of the Policy Makers on the Needs of English Improvement and an English Training Course for the Local Guides

Results on the opinions of 50 policy makers about the needs of English improvement and an English training course for the local guides are presented in two parts as follows:

4.2.1 Part One: Personal Information

4.2.2 Part Two: Opinions on the Needs of English Improvement and an English Training Course for the Local Guides

4.2.1 Part One: Personal Information

Table 4.13 presents personal information including gender, age, educational background, organization the policy makers belong to, and English learning experience.

Table 4.13 Personal Information of the Policy Makers

Personal Information (n = 50)	Number	Percentages (%)
1 Gender		
1.1 Male	43	86.0
1.2 Female	7	14.0
2 Age		
2.1 41 – 50 years	16	32.0
2.2 31 – 40 years	15	30.0
2.3 20 – 30 years	12	24.0
2.4 51 – 60 years	5	10.0
2.5 61 years and over	2	4.0

Table 4.13 Personal Information of the Policy Makers (continued)

Personal Information (n = 50)	Number	Percentages (%)
3 Educational background		
3.1 Primary school (Prathomsuksa 6)	10	20.0
3.2 High school (Mattayomsuksa 6)	10	20.0
3.3 Secondary school (Mattayomsuksa 3)	8	16.0
3.4 Others (Prathomsuksa 4 and lower)	8	16.0
3.5 A bachelor's degree	6	12.0
3.6 Certificate vocational education	3	6.0
3.7 High certificate vocational education	3	6.0
3.8 A diploma's degree	2	4.0
3.9 Higher than Bachelor's degree	0	0
4 Organizations that the respondents belong to		
4.1 Umphang and Maechan Sub-district Administrative Organizations	25	50.0
4.2 Umphang Eco-tourism Club and Umphang Folk House Club	16	32.0
4.3 Umphang Sub-district Municipality Organization	7	14.0
4.4 The heads of Khotha and Umphangkee Karen Villages	2	4.0
4.5 The Tourism Authority of Thailand Northern Office: Region 4	0	0
4.6 The Administrator of Tak Province	0	0
4.7 The Administrators of Umphang District	0	0
5 Are the respondents concerned with planning the policy for Rural Tourism and Homestay at Umphang District?		
5.1 Yes	41	82.0
5.2 No	9	18.0
6 English learning experience of the respondents		
6.1 Never learn English	16	39.0
6.2 Less than 1 year	10	24.4
6.3 5 years and over	7	17.1
6.4 3 – 4 years	5	12.2
6.5 1 – 2 years	3	7.3

Table 4.13 shows that 86 percent of the policy makers were male and 14 percent were female. In terms of age, 32 percent of them were between 41 to 50 years. The next 30 percent were between 31 to 40 years. Only 4 percent were 61 years and over.

With regard to educational background of the policy makers, 20 percent of them finished Primary school (Prathomsuksa 6) which was equal to the ones who finished High school (Mattayomsuksa 6). Only 4 percent finished a diploma's degree. The highest educational

level of them was a bachelor's degree (12%) while the lowest educational level of them was Prathomsuksa 4 and lower (16%).

The policy makers who responded the questionnaire were from Umphang Municipality Organization, Umphang, and Maechan Sub-district Administrative Organizations, the heads of Khotha, and Umphangkee Karen Villages, Umphang Eco-tourism Club, and Umphang Folk House Club. According to their duty, 82 percent of them were responsible for planning policy for Rural Tourism and Homestay at Umphang District whereas only 18 percent were not.

In terms of experience in learning English, 39 percent of them have never learned English. The next 24.4 percent learned English less than one year. The least percentage (7.3%) learned English for one to two years.

4.2.2 Part Two: Opinions on the Needs of English Improvement and an English Training Course for the Local Guides

The results in this Part Two are presented in three parts as follows:

4.2.2.1 Opinions about the Needs of English Improvement for the Local Guides

4.2.2.2 Opinions about the Needs of an English Training Course for the Local Guides

4.2.2.3 Other Comments and Suggestions from the Open-ended Questions

4.2.2.1 Opinions about the Needs of English Improvement for the Local Guides

Table 4.14 presents the opinions of the policy makers about the needs of English improvement for the local guides.

Table 4.14 Opinions about the Needs of English Improvement for the Local Guides

Issues (n = 41)	Mean	S.D	Levels of Needs
1. The extent of needs of the English language for the local guides	4.56	0.63	The Greatest
2. The extent of needs of each English skill			
2.1 Speaking	4.49	0.81	Great
2.2 Listening	4.34	1.06	Great
2.3 Translation.....	3.51	1.36	Great
2.4 Reading	3.00	1.43	Moderate
2.5 Writing	2.93	1.56	Moderate
Average (Items 2.1 – 2.5)	3.65	1.24	Great
3. The extent of needs of English improvement	4.10	0.86	Great
4. The extent of needs of English improvement for the local guides for the development of Rural Tourism and Homestay	3.98	0.88	Great

According to Table 4.14, the policy makers stated that English language is needed for the local guides at the greatest level with the mean score of 4.56. In terms of English skills, the average mean score of all five skills is 3.65. Speaking, listening, and translation were needed for the local guides at a great level with the mean scores of 4.49, 4.34, and 3.51 respectively. Reading and writing were needed at a moderate level with the mean score of 3.00 and 2.93 respectively.

In terms of the needs of English improvement for the local guides, the policy makers stated that English improvement was needed for the local guides at a great level (mean = 4.10). The needs of English improvement for the local guides for the development of Rural Tourism and Homestay was also at a great level (mean = 3.98).

4.2.2.2 Opinions about the Needs of an English Training Course for the Local Guides

Table 4.15 shows the opinions of the policy makers on the needs of an English training course for the local guides.

Table 4.15 Opinions about the Needs of an English Training Course for the Local Guides

Issues	Number	Percentages (%)
1. The subjects' agreement on setting up an English training course for the local guides (n = 41)		
1.1 Agree	41	100.00
1.2 Disagree	0	0.00
2. The organizations or clubs that should be responsible for the language policy that supports an English training course for the local guides (n = 96)		
2.1 The Tourism Authority of Thailand Northern Office: Region 4	30	31.3
2.2 Umphang Eco-tourism Club	25	26.0
2.3 Umphang Municipality Organization	13	13.5
2.4 Umphang Sub-district Administrative Organization	12	12.5
2.5 Mae-chan Sub-district Administrative Organization	7	7.3
2.6 Umphang Folk House Club (Homestay Club)	6	6.3
2.7 Others (e.g. Non-formal education service center)	3	3.1

Table 4.15 shows that all policy makers agreed to set up an English training course for the local guides. With regard to the organization that should be responsible for the training course, 31.3 percent of the policy makers stated that The Tourism Authority of Thailand Northern Office: Region 4 and the next 26 percent recommended Umphang Eco-tourism Club should be responsible for the training course.

4.2.2.3 Other Comments and Suggestions from the Open-ended Questions

This part presents additional comments and suggestions from the open-ended questions which can be concluded as follows:

1. The policy makers expected that after attending the training course, the local guides should be able to communicate with foreign tourists better and be able to use English for promoting the tourism industry in Umphang District.
2. The English training course should be set up as soon as possible.
3. The English training course should be run at least once a year.
4. The local guides should be able to use the internet to promote the tourism industry.
5. There should be some English language counselors in the local area for the local guides when they have problems with English usage. The counselors may be the English language teachers from the schools in Umphang District.

4.1 A Guideline for Organizing an English Training Course on Rural Tourism and Homestay for the Local Guides

From the opinions of the local guides and the policy makers, a guideline for organizing an English training course for the local guides can be summarized as follows:

Course Title:	English for Rural Tourism and Homestay
Class Size:	10 – 20 persons
Course Length:	3 months (90 hours)
Time:	3 days/week, 2:30 hours/ day, in the evenings (after work)
Location:	In Umphang District, Tak Province
Learners:	The adult local guides (Elementary level)
Instructors:	50 percent Thai instructors and 50 percent English native speaker instructors
Course Organizers:	The Tourism Authority of Thailand Northern Office: Region 4 and Umphang Eco- tourism Club

4.4 A Syllabus Design Corresponding to the English Needs of the Local Guides

The syllabus will be a kind of functional – notional syllabus. Its contents are based on listening speaking skills with an emphasis on English functions and topics needed by the local guides for dealing with rural tourism and homestay activities. Language functions and topics with high mean scores of needs would be given priority to be selected for the syllabus contents because they correspond to the target needs of the local guides. The selected functions and topics were grouped into nine modules. Each module consists of sub-functions needed for each target situation. The followings are nine modules of the syllabus of English for Rural Tourism and Homestay.

General objective: To enable the local guides to use English in rural tourism and homestay activities.

Module 1: Greeting and introducing

Module One focuses on listening and speaking skills on how to greet and introduce. This module consists of three sub-functions: greeting, introducing yourself, and introducing other people.

Module 2: Information about accommodation in Umphang District

Module Two focuses on listening and speaking skills for dealing with accommodation. This module contains two sub-functions: listening to inquiry on information about accommodation, and giving information about accommodation.

Module 3: Advising about traveling in Umphang District

Module Three focuses on listening and speaking skills on how to advice about traveling in Umphang District. This module contains two sub-functions: listening to requests for advice about traveling, and giving advice about traveling.

Module 4: Information about tourist attractions in Umphang District

Module Four focuses on listening and speaking skills for dealing with information about tourist attractions. This module contains two sub-functions: listening to inquiry on information about tourist attractions, and giving information about tourist attractions.

Module 5: Locations and directions

Module Five focuses on listening, speaking, reading, and writing skills for dealing with locations and directions. This module contains four sub-functions: listening to inquiry on information about locations, giving information about locations, listening to inquiry on directions, and giving directions.

Module 6: Information while touring

Module Six focuses on listening and speaking skills for dealing with information while touring. This module contains two sub-functions: listening to inquiry on information while touring, and giving information while touring.

Module 7: Dealing with services

Module Seven focuses on listening and speaking skills for dealing with services. This module contains two sub-functions: listening to requests for services, and offering services.

Module 8: Local cultures

Module Eight focuses on listening and speaking skills for dealing with local cultures. This module contains two sub-functions: listening to inquiry on local cultures, and explaining about local cultures.

Module 9: Regulations and taboos about homestays, Karen Villages, and travel areas

Module Nine focuses on listening and speaking skills for dealing with regulations and taboos. This module contains two sub-functions: listening to inquiry on regulations and taboos, and explaining regulations and taboos.

The details of the syllabus contents are shown in Table 4.16.

