

THE GUIDELINES FOR ENGLISH LEARNING MEDIA DESIGN FOR COMMUNITY-BASED TOURISM (CBT) THROUGH STAKEHOLDERS' NEEDS ANALYSIS IN PHETCHABUN PROVINCE

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รับบทความ : 5 มกราคม 2565 / ปรับแก้ไข : 16 มีนาคม 2565 / ตอบรับบทความ : 22 มีนาคม 2565

Received : 5 January 2022 / Revised : 16 March 2022 / Accepted : 22 March 2022

DOI :

ABSTRACT

The English language plays an important role in communication, especially in a tourism context because many international tourists speak English. This study aims to investigate the guideline for English learning media design for community-based tourism through stakeholders' needs analysis in Phetchabun Province. Twenty-five participants were selected by purposive sampling for a semi-structured interview with an average IOC score of 0.88. A focus group interview was also used to analyze their English language needs for designing English learning media for CBT. The data were analyzed employing content analysis. There were two key results on needs, including the need for English content in learning media for CBT and the need for English learning media style for CBT stakeholders. These stakeholders believed strongly in the need for English content for a tour guide in CBT by focusing on tourist attractions, local wisdom, and community traditions. They mainly needed to use the English language for welcoming tourists, explaining program tours, describing tourist attractions, saying goodbye, and other useful expressions for tourist guides by focusing on training for students in the community. Additionally, in the COVID-19 situation, they required an online English learning media for listening and speaking skills and needed to practice the English language with native speakers *via* online learning which focused on vocabulary, useful expressions, and long conversations that they may learn or practice by themselves.

Keywords: English learning media, Community-based-tourism, Needs analysis

บทคัดย่อ

ภาษาอังกฤษมีบทบาทที่สำคัญในเรื่องของการสื่อสาร โดยเฉพาะอย่างยิ่งในบริบทของการท่องเที่ยว ภาษาและการท่องเที่ยวมีความเกี่ยวข้องกันอย่างสำคัญยิ่งเนื่องจากการเดินทางของนักท่องเที่ยวที่มาจากหลากหลายเชื้อชาติและมีความหลากหลายทางภาษา งานวิจัยนี้จึงมีวัตถุประสงค์เพื่อศึกษาแนวทางการออกแบบสื่อการเรียนรู้ภาษาอังกฤษสำหรับการท่องเที่ยวโดยชุมชนโดยผ่านการวิเคราะห์ความต้องการของผู้มีส่วนได้ส่วนเสียในจังหวัดเพชรบูรณ์ กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัยครั้งนี้ ได้แก่ ผู้ประกอบการและมีส่วนได้ส่วนเสียกับการท่องเที่ยวในชุมชนบ้านห้วยจำนวน 25 คน โดยใช้วิธีการสุ่มกลุ่มตัวอย่างแบบเจาะจง โดยใช้แบบสัมภาษณ์แบบกึ่งโครงสร้าง ที่มีค่าเที่ยงตรงทั้งฉบับเท่ากับ 0.88 เก็บรวบรวมข้อมูลด้วยการสัมภาษณ์และการสนทนากลุ่ม ทำการวิเคราะห์ข้อมูลโดยใช้

การวิเคราะห์เนื้อหา ผลการวิจัยแสดงให้เห็นความต้องการสองประเด็นหลัก ได้แก่ ความต้องการของผู้ประกอบการและผู้มีส่วนได้ส่วนเสียในประเด็นของเนื้อหาสำหรับการออกแบบสื่อการเรียนรู้ภาษาอังกฤษเพื่อการท่องเที่ยวโดยชุมชน และความต้องการในประเด็นของรูปแบบของสื่อการเรียนรู้สำหรับผู้มีส่วนได้ส่วนเสียกับการท่องเที่ยวโดยชุมชน ผู้มีส่วนได้ส่วนเสียส่วนใหญ่มีความต้องการเนื้อหาภาษาอังกฤษในรูปแบบภาษาอังกฤษเพื่อมัคคุเทศก์สำหรับการท่องเที่ยวโดยชุมชน โดยเน้นเรื่องของสถานที่ท่องเที่ยวในชุมชน วัฒนธรรมและภูมิปัญญาท้องถิ่น อาทิเช่น เจดีย์พ่อขุนผาเมือง วัดโพชนชัย ประเพณีการเส็งกลอง ศาลาข้าวสารดำ อนุสรณ์สถานเมืองรัต และกลุ่มผ้าทอบ้านหวาย กลุ่มตัวอย่างต้องการใช้ภาษาอังกฤษเพื่อกล่าวต้อนรับนักท่องเที่ยว อธิบายโปรแกรมการท่องเที่ยว บรรยายเกี่ยวกับสถานที่ท่องเที่ยว การกล่าวลา และสำนวนอื่น ๆ สำหรับการเป็นมัคคุเทศก์ โดยเน้นการฝึกให้แก่แก่นักเรียนในชุมชน นอกจากนี้ เนื่องจากสถานการณ์โควิด 19 ในปัจจุบัน ผู้มีส่วนได้ส่วนเสียในชุมชนยังต้องการสื่อการเรียนรู้ภาษาอังกฤษในรูปแบบสื่อออนไลน์ และต้องการฝึกภาษาอังกฤษกับเจ้าของภาษาผ่านการเรียนรู้แบบออนไลน์ เนื่องจากสามารถฝึกได้ด้วยตนเอง และต้องการเน้นทักษะการฟัง-พูดที่ประกอบไปด้วยคำศัพท์ ประโยค และบทสนทนา พร้อมคำแปล และสามารถนำไปฝึกฝนด้วยตนเองได้

คำสำคัญ : สื่อการเรียนรู้ภาษาอังกฤษ, การท่องเที่ยวโดยชุมชน, การวิเคราะห์ความต้องการ

INTRODUCTION

Need analysis is a crucial process in English for Specifics (ESP) course design. According to Brown (1995, p. 36), need analysis is necessary data that is systematically collected and analyzed to design language curriculum following the satisfaction and requirement of the learners in particular contexts. "It is also considered as one of the key stages in ESP, the others being the syllabus design, selection and production of materials, teaching and learning, and evaluation." (Dudley-Evans, St John, & Saint John, 1998, p 125). English for Tourism Purposes (ETP) is one of the ESP courses which can assist a person who works in the tourism sector. According to Leslie & Russell (2006, p. 1397), English for tourism is a foreign language skill that is essential for people working in the tourism and hospitality area. English has become a core subject and training program for employees to achieve English proficiency in their job responsibilities (Hsu, 2010, p. 69; Chen, Chiu, & Lin, 2011, p. 84; Kuppan, 2008, unpagged). Thus, it can be assumed that English plays an important role in communication, especially, in a tourism context. Language and tourism are essentially related because of the movement of international tourists and the affecting counters of people who often speak a variety of languages (Nomnian et al., 2020, p. 57). In the context of tourism in Phetchabun province, English for tourism also plays an important role for people who work in tourism areas such as tourist information officers, CBT, and homestay entrepreneurs. Therefore, the development of English for tourism stakeholders is determined as a strategic plan for all provinces in Thailand including Phetchabun.

According to the report of the Ministry of Tourism & Sports, it is indicated that the number of international tourists visiting Thailand increased from 2017 to 2019. This phenomenon can be evident

that tourism in Thailand continues to be popular with foreign tourists and the country is a tourism destination for international visitors. The key factors which affect a great number of international tourists who travel to Thailand are to receive new experiences such as cultural tourism and nature tourism which differ from their countries. Phetchabun is one of the second-tier provinces which is popular for both Thai and international tourists such as nature tourism, cultural tourism, geo-tourism, historical tourism, etc. Furthermore, community-based tourism (CBT) in Phetchabun is promoted by government sectors and is contained in the provincial strategic plan including Ban Wai community which can be linked international tourists to cultural and historical tourism. Ban Huay Prong is being developed to be community-based tourism by government support. It is located in Ban Wai sub-district, Lomsak district, Phetchabun province. The community has several tourist attractions with their particular identity based on local wisdom, culture, history, and community way of life. From the initial survey, it was found that the community was ready and had the potential to develop into a tourist attraction since a community has a history of more than 400 years. Moreover, there is a way of life and folk civilization as well as culture and society that still maintains their tradition (Manager online, 2019, online). It is evident that Ban Huay Prong is growing to be well-known cultural and historical tourism in Phetchabun province. Therefore, doing needs analysis for English language development in the community is necessary in order to promote tourist attractions to international tourists, especially, in terms of using English for communication and English learning media design which is appropriate for the community context and needs of entrepreneurs and stakeholders in the community.

Thus, this study explores the guidelines for English learning media design for community-based tourism through stakeholders' needs analysis in order to enhance tourism in Phetchabun province to globalization as well as to support the provincial strategic plan (2018-2022) of Phetchabun in terms of promoting and developing creative tourism as well as human potential development. This study is part of the research titled namely "the development of communicative English learning material for tourism based on local resources following sufficiency economy philosophy in Ban Wai, Lomsak district, Phetchabun" which aims to examine for needs of communicative English development in a tourism context, to develop English learning media based on stakeholders' needs in Ban Wai sub-district, Lomsak district, Phetchabun, and to evaluate English learning media. However, this paper presents the issue of stakeholders' needs about the English language contents used which is necessary for tourism in authentic situations, and the English learning media style that they need and can help them to improve their English skills during COVID19 and post COVID19 situation. The findings of this research can provide media design processes for English language learning material developers in the community-based tourism context. Designing ESP courses or materials, knowing the learner's needs can enable the developers to design effective language learning materials and be able to create the media or professional English lessons effectively and meet the solid needs of the learners.

RESEARCH OBJECTIVES

The objective of this study was to investigate the guidelines for English learning media design for community-based tourism through stakeholders' needs analysis in Phetchabun Province.

RESEARCH BENEFITS

The research result will be used as a guideline to develop English learning material for community-based tourism, and by people who work in the tourism area.

Literature review

English for Specific Purpose in Tourism Context in Thailand

In Thailand, several English for Specific Purpose (ESP) courses are designed to be selective subjects for students in colleges and universities in different areas, for example, English for engineering, English for Law, English for Nurse, English for Accountant, English for Tourism, English for Agriculture, English for Banking and etc. Focusing on Phetchabun province, ESP courses are also arranged for various purposes for the students and people in both government and private sectors to assist them to promote and communicate with foreigners including tourism entrepreneurs. Especially, in community-based tourism which is in accordance with the second national tourism development plan of Thailand (2017-2021), there are five strategies of Thailand's tourism as follows: (The National Tourism Policy Committee, 2017, online).

Strategy 1: Development of tourist attractions, products, and services, including the encouragement of sustainability, environmentally friendly, and Thai integrity of attractions.

Strategy 2: Development and improvement of supporting infrastructure and amenities, without inflicting negative impact to the local communities and environment.

Strategy 3: Development of tourism human capital's potential and the development of tourism consciousness among Thai citizens.

Strategy 4: Creation of balance between tourist target groups through targeted marketing that embraces Thai and creation of confidence among tourists.

Strategy 5: Organization of collaboration and integration among public sectors, private sectors, and the general public in tourism development and management including international cooperation.

Therefore, English for Tourism can support these strategies and it will be consistent with the government plans in tourism service. Developing the social innovation based on authentic needs of stakeholders will gain the highest effectiveness and respond to the needs of the target group as well as being applicable to be tourism strategic plan in English for community-based tourism for the regarding tourism organization with the sustainable development.

ESP needs analysis

Need analysis is the primary foundation of English for Specific Purposes (ESP). At the initial stages (the 1960s and early 1970s), the concept of need analysis is consisted of communitive of the learners and investigating effective techniques for specific teaching purposes. Presently, it aims to collect information about the learners and to define the target situation and environment of ESP teaching and learning (Minodora Otilia, 2015, p. 54). “Needs Analysis (NA) is the avital stage in designing ESP materials” (Belcher, 2006, p.135). Brown (2016, p. 4) suggested three concepts of need analysis including stakeholders, a defensible curriculum, and the necessary information. Stakeholders are people who are regarding or interested in the curriculum, for instance, teachers, students, administrators, and parents. A defensible curriculum is one of satisfies of language teaching and learning needs of the students and teachers in the particular context which is involved in a way that it can be successfully defended to and accepted by all stakeholders. The necessary information for a defensible curriculum is from all stakeholders that turn out to be available and appropriate in the particular need analysis by all types of quantitative and qualitative information.

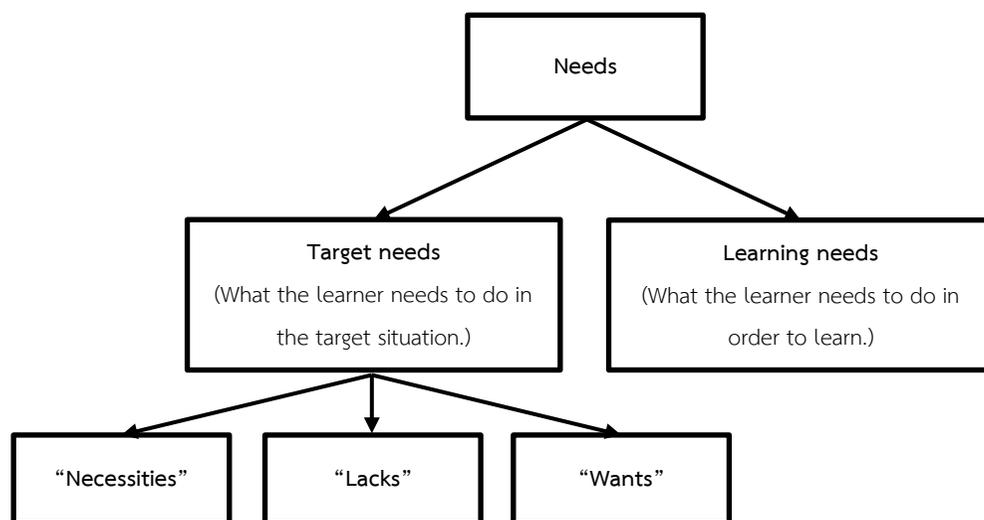


Figure 1 Classification of Needs Analysis

Source : Hutchinson & Waters' (1987, p. 54)

According to Hutchinson and Water has classified need into two categories as follows:

1. Target needs (What the learner needs to do in the target situation.) The target needs are regarded as necessities, lacks, and wants. “Necessities” is what the learners should know, for example, essential linguistic features such as discourses, functions, structures, and lexical needed and used in target situations. “Lacks” is concerned about what the learners already know and what they don’t know. “Wants” refers to what the learners want to obtain for the ESP course.

2. Learning needs (What the learner needs to do in order to learn.) In summary, need analysis is an essential process for designing ESP courses according to the needs of learners to meet their goal in language learning. Most ESP lecturers find appropriate techniques, means, and activities for learners by using target situation analysis, objective needs analysis, linguistic analysis, discourse analysis, genre analysis, subjective needs analysis, present situation analysis, and means analysis.

Community-Based Tourism (CBT)

The term CBT was arisen in 1994 in Thailand by the Responsible Ecological Social Tours Project (REST), under the Thailand Volunteer Service (TVS) (Suansri & Yeejaw-haw, 2013, p. 9). Presently, there are a total of 299 communities managing their tourism program nationwide. Twenty-five communities are ready to classify as community-based tourism classified as in a high level. (Satarat, 2010, p. 6). According to Prachanant (2012, p. 117), CBT has become a crucial and dynamic area of English for tourism, for example, the key main tourism English functions needed by Thai tourism employees were giving information, providing services, and offering help, many employees experienced challenges understanding foreigners' accents, certain words and expressions, vocabulary, and syntactic structure. Nitikasetsoontorn (2015, p. 51) suggests that English communication should be considered to be a training program for CBT entrepreneurs and members in order to promote their language competence as well as develop the necessary skills to encourage sustainable development. Drawing upon focus-group interviews exploring commercial raft entrepreneurs' English language needs, Nomnian (2014, p. 101), has analyzed entrepreneurs' needs of English language for raft service business in Kanchanaburi province, Thailand. The findings show three key results including needs for improving speaking skills; needs for learning English and other languages; and needs for the promotion of entrepreneurs' English proficiency development. These entrepreneurs definitely need to improve their speaking skills the most. They expected to obtain better fluency rather than accuracy because their tourists mostly come from 'non-native' English-speaking countries, for example, China and Myanmar. This study identifies the importance of adult language learning that can encourage these entrepreneurs to be enthusiastic to obtain competitive advantages in their English language skills for occupations.

RESEARCH METHODOLOGY

Research setting and participants

A qualitative research approach was employed in this study to investigate deeper insights from relevant tourism stakeholders in Ban Wai, Lomsak district, Phetchabun. The population in this study was tourism stakeholders in Ban Wai, sub-district, Lomsak district, Phetchabun, Thailand. The samples selected in this study were twenty-five tourism stakeholders from Ban Huay Prong village of Ban Wai sub-district since it is being developed to be community-based tourism by government support. The key informants were selected by purposive sampling. They were Head of community-

based tourism in the community, CBT entrepreneurs, villagers, School Director, teachers, and students who were most relevant in tourism management and have participated in community tourism at least one year.

Research ethics

This research project was approved by Phetchabun Rajabhat University Research Committee PCRU-COA No. 002/64 on November 5, 2021.

Research instruments

The data collection tools were semi-structured interviews and focus group interviews. The interview questions were examined for content validity by three experts to analyze the index of item objective congruence (IOC) which ranges from +1 to -1. It revealed that the average IOC score of the interview was 0.88 which was considered to be acceptable. After that, the interview questions were tested for reliability by pilot testing on a group of 10 CBT entrepreneurs at Ban Saleang Haeng 3, Khao Kho District, Phetchabun. Once the reliability was proved, the interview questions were conducted to 25 key informants at Ban Huay Prong community.

Data collection

Semi-structured interviews and focus group interviews were employed in this study because the researcher needs deeper information and provides a space for sharing ideas.

1. Semi-structured interview

Twenty-five key informants were interviewed for need analysis regarding the contents and learning material styles to develop English learning material (30 minutes/person). The examples of interview questions were as follows:

- Do you think English is important and necessary in tourism and your community?
- In which situation do you normally use English?
- What are your problems with using English?
- How do you overcome these problems?
- What kind of English language skills would you like to improve?
- What kind of language learning material would you like?
- Which suggestions would you like to give to improve English for community-based

tourism?

2. Focus group interview

A Focus group interview was conducted for 40-45 minutes with seven to eight participants selected by purposive sampling. They were Head of CBT, School Director, teachers, and students since they were in charge of giving information about interesting places in the community to tourists as a local tourist guide. For the focus group interview, the researcher took the role of “facilitator” or “moderator” and introduced topics of discussion, but encourage participants to discuss the topics among themselves. The examples of interview questions were as follows:

- In the current situation, what kind of English learning Media would you like?
- What kind of communicative English language learning would you like, especially, in the COVID-19 situation?
- What kind of English language skills are important in community-based tourism and do you need to improve most?
- What kind of English content or topic is necessary for English learning Media design?

Data analysis

All data were analyzed by using content analysis by grouping information following the research objective.

RESEARCH RESULTS

1. Needs for English content in learning material for community-based tourism.

Most CBT entrepreneurs and stakeholders strongly agreed that they needed English for tour guides by focusing on tourist attractions, local wisdom, culture, and tradition in the community such as Pho Khun Pha Mueang Pagoda, Pon Chai Temple, Sean Klong Tradition, The black rice pavilion, Muang Rad Monument, and Ban Wai Weaving Group. In the real situation, they mainly needed the English language for welcoming tourists, explaining program tours, describing tourist attractions, saying goodbye, and other useful expressions for a tour guide. Moreover, they would like the students to play a role as a medium of communication between their community and international tourists because the students are able to improve their English skills better than adults who didn't use English in daily life. Moreover, the students in the community should be trained as a local tour guides in the English language more than adult learners whose backgrounds in English language education are limited.

Extract 1

"...We use English for greeting, explaining tourist attractions, and saying goodbye. There was training from the government sector three years ago so we use these language patterns for training our students as tour guides. They just only memorized the pattern but they didn't understand the meaning..." (Head of CBT in Ban Huay Prong, Interview, November 8, 2021)

Extract 2

"...We need to add Seng Klong festival in the English learning material for CBT because it is our ancient tradition. We would like to present it to foreigners. Seng Klong means a drum competition that is measured by the beauty of sound. Before COVID 19, this tradition

will be held in the annual events such as Pho Khun Pha Maung festival..." (School director of Pho Khun Pha Mueang Uppatham School, Interview, November 8, 2021)

These extracts reveal the situation and content needs in English learning material of entrepreneurs and tourism stakeholders in Ban Wai community.

Extract 3

"...In our community, we have junior tour guides from Pho Khun Pha Mueang Uppatham School. They will take the tourist travel around the community by using Thai and English language..." (CBT entrepreneur in Ban Huay Prong, Interview, November 18, 2021)

Extract 4

"...The junior tour guides will explain interesting places in the community by starting from Pho Khun Pha Mueang Pagoda, Pon Chai Temple, Sean Klong Tradition, The black rice pavilion, Muang Rad Monument, and Ban Wai Weaving Group..." (CBT entrepreneur in Ban Huay Prong, Interview, November 18, 2021)

Extract 5

"...I would like students in our community to be tour guides in order to use the English language to communicate and promote tourist attractions. Maybe they can be YouTubers and we will give them some money..." (Head of CBT in Ban Huay Prong, Interview, November 8, 2021)

The following extracts show that tourism entrepreneurs and stakeholders focus on students in the community to be a medium of communication with international tourists by being a tour guide.

Extract 6

"...I think I'm too old to study English, I cannot speak and I don't know how to speak. I think the children can do it better because they are junior tour guides..." (The villager in Ban Huay Prong community, Interview, November 29, 2021)

The entrepreneurs and stakeholders feel that they have a limitation of using English for communication.

2. Needs for English learning material design for CBT stakeholders.

CBT entrepreneurs and stakeholders needed an online English learning material that focused on listening and speaking skills by starting with vocabulary sentences and long conversations. Moreover, because of the COVID-19 situation, they required online learning material and needed

to practice the English language with native speakers because they can learn by themselves. They also needed to understand the accent and meaning when they talk to foreigners and can respond to them.

Extract 7

“...I cannot read, I cannot speak, I don’t understand when I listen to the English language so I need to improve my English skills by starting from basic contents...” (The student of Pho Khun Pha Mueang Uppatham School, Focus group interview, December 20, 2018)

Extract 8

“...I would like to speak fluently but I don’t know how to say. It is better if we have a chance to improve English language through learning material or training...” (CBT entrepreneur in Ban Huay Prong, Focus group interview, December 20, 2018)

Extract 9

“...We can speak following the pattern we give them but they cannot respond when the tourist asked them a question because we don’t understand the vocabulary meaning. We need to improve our listening and speaking skills...” (The student of Pho Khun Pha Mueang Uppatham School, Focus group interview, December 20, 2018)

The stakeholders found it difficult to understand the meaning when they communicate with foreigners. The following extracts suggest that English for CBT should be focused on vocabulary and basic sentences for the first priority. Most of them are willing to improve their English language skills.

Extract 10

“...Actually, in COVID19 situation, I think online learning material will be better because our people in the community can practice their English skills by themselves. We have free WIFI at our school that everyone can access...” (The teacher of Pho Khun Pha Mueang Uppatham School, Focus group interview, December 20, 2018)

The above extract suggests that English learning material for CBT, especially, during the COVID-19 situation should be self-directed online learning.

DISCUSSION

Ban Huay Prong community has several tourist attractions with their particular identity based on wisdom, culture, and community’s way of life. The community was ready and had the potential to develop into a tourist attraction since a community has a history of more than 400 years. The study on the development of English learning material for community-based tourism based on stakeholders’ needs in Ban Wai community revealed interesting findings as follows:

The need for English for a tour guide in CBT by focusing on tourist attractions wisdom and tradition in the community such as Pho Khun Pha Mueang Pagoda, Pon Chai Temple, Sean Klong Tradition, The black rice pavilion, Muang Rad Monument, and Ban Wai Weaving Group. In the real situation, they mainly needed the English language for welcoming tourists, explaining program tours, describing tourist attractions, saying goodbye, and other useful expressions for tour guides by focusing on training for students in the community. The result is similar to the findings of Nomnian et al. (2020, p. 57) that explored local communities' perceived English language needs and challenges for tourism purposes in Thailand's second-tier provinces of Chiang Rai and Buriram by employing fieldwork observations, semi-structured, and focus-group interviews. The findings showed four main issues; the limitations of host-guest interaction and communication, dependency on tour guides, communities' current communicative English needs, and language users' sociocultural and linguistic identities. CBT leaders and members in the communities need English for communication although it has the limitation of employing. Cultural identities of the communities and individual speakers were constructed by tour guides whose interpretations of cultural meanings could have been lost in translation. This study suggests that multilingual competence among CBT professionals should be promoted to facilitate community communication and more independence from external translators and cultural brokers because of the hegemonic lingua franca status of English.

The needs of English learning material for CBT in Ban Wai community was found that most tourism entrepreneurs and stakeholders needed learning media that focused on listening and speaking skills by starting with vocabulary, sentence, and long conversation. Moreover, because of the COVID-19 situation, they required online learning material and needed to practice the English language with native speakers because they can learn by themselves. They also needed to understand the accent and meaning when they talk to foreigners and can respond to them. This result corresponds with Charoenkongka & Nomnian (2019, p. 211-212) studied the needs of communicative English used by CBT at Koh Klang community, Krabi Province by drawing upon a qualitative research method with 11 stakeholders including a CBT coordinator and 10 entrepreneurs. The result revealed that stakeholders in the Koh Klang community need a bilingual Thai-English booklet as an English language learning material including a tourism glossary regarding local tourist attractions, cultural products, and services. Moreover, this result also corresponds with the need analysis model of Hutchinson and Water (1987, p. 54) which has classified need into two categories; target needs and learning needs. The target needs are regarded as necessities, lacks, and wants. "Necessities" is what the learners should know, for example, essential linguistic features such as discourses, functions, structures, and lexical needed and used in target situations. "Lacks" is concerned about what the learners already know and what they don't know. "Want" refers to what the learners want to obtain for the ESP course. Learning needs is what the learner needs to do in order to learn.

SUGGESTIONS

This study investigated the needs of CBT stakeholders in Phetchabun province by focusing on Ban Wai community for designing English learning material. The result revealed that the needs of contents used to describe tourists attractions as well as guiding steps in Ban Wai reflect the wisdom, culture, and community way of life. Furthermore, the community also needs online learning material with vocabulary, sentences, and conversation for practice to improve their English language skills on listening and speaking during COVID-19 and pos COVID-19. However, these findings should be expanded to other sites in Phetchabun as well as should be purposed as a strategic plan for CBT development in the English language in the province. According to the research result, the researcher has provided a guideline to develop an online English learning material model based on stakeholders' needs for CBT in Phetchabun province as shown in figure 2.

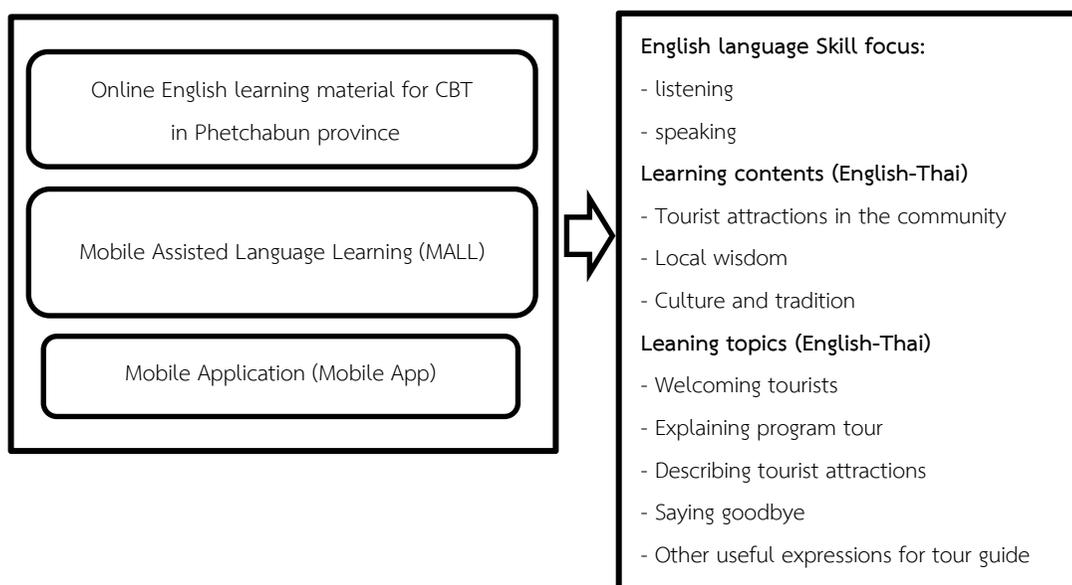


Figure 2 A guideline to develop an online English learning material model based on stakeholders' needs for CBT in Phetchabun province.

Figure 2 shows the model of an online English learning material for community-based tourism (CBT) in Phetchabun which is mainly consisted of three elements; English language skills, learning contents and learning topics. Firstly, the English language skills are referred to as the skill in English that CBT stakeholders need to improve. Secondly, learning content regarded as English for tourism contents which based on stakeholders' needs in order to improve their language competence, for example, tourist attractions in the community, their local wisdom, culture, and community tradition. And lastly, Leaning topics concerning the lessons or topics on the situation that CBT stakeholders use the English language to communicate with international tourists, for instance, welcoming tourists,

explaining program tours, describing tourist attractions, saying goodbye, and other useful expressions for a tour guide. In addition, an online English learning material for CBT in Phetchabun province would be designed to a mobile application following Mobile Assisted Language Learning (MALL) concept.

ACKNOWLEDGEMENTS

This research is funded by Phetchabun Rajabhat University. The researcher would also to thank the Ban Wai tourism entrepreneurs, the Director, teachers, and students of Phor Khun Pha Muang Uppathum School for collaborations in this research project.

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