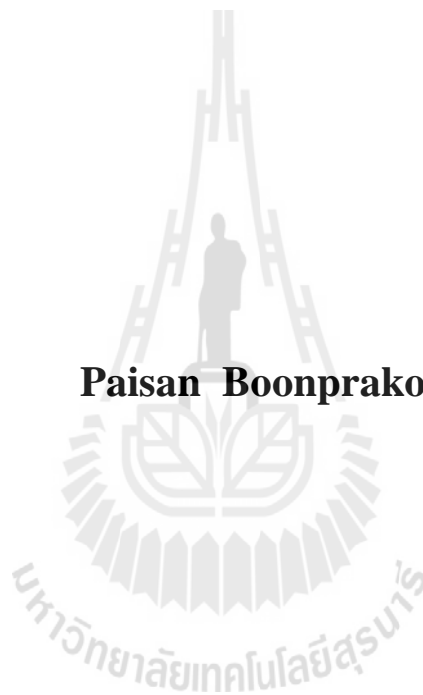


**A BLENDED TRAINING MODEL USING MOBILE
DEVICES TO ENHANCE SPEAKING ABILITY OF
LOCAL TOUR GUIDES**

Paisan Boonprakob



**A Thesis Submitted in Partial Fulfillment of the Requirements for the
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รูปแบบการฝึกอบรมทักษะการพูดภาษาอังกฤษสำหรับมัคคุเทศก์ท้องถิ่นโดย
ผสมผสานการเรียนรู้ผ่านอุปกรณ์สื่อสารเคลื่อนที่



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การวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาและประเมินประสิทธิภาพรูปแบบการฝึกอบรมทักษะการพูดภาษาอังกฤษสำหรับมัคคุเทศก์ท้องถิ่นโดยผสมผสานการเรียนผ่านอุปกรณ์สื่อสารเคลื่อนที่เพื่อเพิ่มความสามารถของมัคคุเทศก์ในการนำเที่ยวโดยใช้ภาษาอังกฤษ การพัฒนาบทเรียนที่ใช้สำหรับ การฝึกอบรมดังกล่าวเริ่มจากการวิเคราะห์ความต้องการของผู้เรียน โดยรวบรวมข้อมูลจากแบบสอบถาม การสัมภาษณ์ และการสังเกตการทำงานของมัคคุเทศก์มีอาชีพในสถานการณ์จริง (Job Shadowing) หลังจากนั้น จึงกำหนดจุดมุ่งหมายของการฝึกอบรม กำหนดเนื้อหาของบทเรียน ย่อส่วนบทเรียนเพื่อบรรจุในอุปกรณ์สื่อสารเคลื่อนที่ iPod Touch กำหนดรูปแบบการฝึกอบรม ซึ่งประกอบด้วย การเรียนในชั้นเรียน 66 ชั่วโมง ภายในเวลา 22 วัน และการเรียนด้วยตนเองนอกชั้นเรียนผ่านอุปกรณ์สื่อสารเคลื่อนที่ iPod Touch เป็นเวลา 4 สัปดาห์ การจัดการฝึกอบรม และการประเมินผลการศึกษาครั้งนี้ เป็นการวิจัยแบบกึ่งทดลองกับกลุ่มตัวอย่างแบบกลุ่มเดียวมีการทดสอบก่อนและหลัง (Pre-experimental Design) กลุ่มตัวอย่างเป็นมัคคุเทศก์ท้องถิ่น บุคลากรของบริษัทนำเที่ยว เจ้าของที่พักตากอากาศที่ต้องนำเที่ยวในบางโอกาสโดยไม่มีบัตรมัคคุเทศก์ และผู้สนใจ จำนวน 15 คน เข้ารับการฝึกอบรมจากการสุ่มตัวอย่างแบบอาสาสมัคร

เพื่อพิสูจน์ประสิทธิภาพของรูปแบบการฝึกอบรมที่สร้างขึ้นที่ส่งผลต่อทักษะการพูดภาษาอังกฤษของกลุ่มตัวอย่าง จึงได้ทำการประเมินเปรียบเทียบผลการทดสอบการพูด ก่อนและหลังการฝึก โดยผู้ประเมิน 3 คน ซึ่งใช้แบบประเมินมาตราส่วนประมาณค่าแบบ 4 ระดับ ทั้งนี้เพื่อวัดระดับการเปลี่ยนแปลงความสามารถในการใช้ภาษา 7 ด้าน ได้แก่ ด้านเนื้อหา รูปแบบการเรียบเรียงเนื้อหา หน้าที่ของภาษา การออกเสียง ไวยากรณ์ภาษาพูด คำศัพท์ และกลวิธีการสื่อสาร ค่าสถิติ แบบนอนพารามตริก (Nonparametric test) ของ Krippendorff's Alpha ถูกนำมาใช้ประเมินความเที่ยงระหว่างผู้ประเมิน (Inter-rater reliability) นอกจากนี้ ยังใช้ข้อมูลจากการประเมินความสามารถในการพูดของตนเองก่อนและหลังการอบรม และความคิดเห็นที่มีต่อการฝึกอบรมในชั้นเรียนและการเรียนด้วยตนเองผ่านอุปกรณ์สื่อสารเคลื่อนที่ iPod Touch โดยใช้แบบสอบถาม

ผลการประเมินการเปลี่ยนแปลงทักษะการพูดพบว่าผู้เข้ารับการฝึกอบรมจำนวน 13 คน มีการเปลี่ยนแปลงที่ระดับสูงกว่า (ระดับ 3) ผู้เข้ารับการฝึกอบรมจำนวน 1 คน มีการเปลี่ยนแปลงที่ระดับสูงมาก (ระดับ 4) และผู้เข้ารับการฝึกอบรม จำนวน 1 คน ไม่มีความเปลี่ยนแปลงค่าความเที่ยงระหว่างผู้ประเมิน หรือค่าอัลฟาทุกด้านของภาษาสูงกว่า .80 ซึ่งเป็นค่าของความเที่ยง

ระหว่างผู้ประเมินที่เชื่อถือได้ ผลการประเมินตนเองมีนัยสำคัญที่ระดับ .001 แสดงให้เห็นว่า ผู้เข้ารับการฝึกอบรมประเมินตนเองในเชิงบวก เจตคติที่มีต่อการฝึกอบรมในชั้นเรียน อยู่ที่ระดับสูงสุด สำหรับบทเรียน 2 หน่วยแรก ได้แก่ Krabi 4-Island Package และ Phi Phi Islands โดยมีค่าเฉลี่ยความพึงพอใจอยู่ที่ระดับ 4.52 และ 4.57 ตามลำดับ และ 2 หน่วยการเรียนรู้หลัง คือ Krabi Jungle Tour และ Kayak Bor Thor ความพึงพอใจอยู่ในระดับปานกลาง มีค่าเฉลี่ย 3.15 และ 3.05 ตามลำดับ ส่วนความพึงพอใจของผู้เข้ารับการฝึกอบรมที่มีต่อการใช้ iPod Touch อยู่ที่ระดับสูง โดยมีค่าเฉลี่ย 4.20 กล่าวโดยสรุปว่า รูปแบบการฝึกอบรมทักษะการพูดภาษาอังกฤษสำหรับ มัคคุเทศก์ท้องถิ่น โดยผสมผสานการเรียนรู้ผ่านอุปกรณ์สื่อสารเคลื่อนที่ iPod Touch ที่สร้างขึ้นมีประสิทธิภาพ



PAISAN BOONPRAKOB : A BLENDED TRAINING MODEL USING
MOBILE DEVICES TO ENHANCE SPEAKING ABILITY OF LOCAL
TOUR GUIDES. THESIS ADVISOR : ASST. PROF. SIRILUCK USAHA,
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LOCAL TOUR GUIDES/ ESP CURRICULUM DESIGN/ MOBILE LEARNING

The purposes of this study were to develop a training model called A Blended Training Model Using Mobile Devices to Enhance Speaking Ability of Local Tour Guides and to evaluate its effectiveness in enhancing local tour guides to be more efficient in their delivery of tour guiding commentary. Based on a needs analysis conducted through questionnaires, interviews, and job shadowing observations, a tailor-made training model was developed by setting objectives and training outcomes, generating content for a textbook, tailoring lesson for iPod Touch projects, and determining the mode of delivery. The training was delivered into two sessions: 66 hours in 22 days of in-house training and 4 weeks of self-training through iPod Touch devices. The implementation and evaluation of the training model were carried out by a 1-group pre-test and post-test design experimental study. The participants were 15 local tour guides, tour agent personnel, hostel owners who conducted tours without a license, and interested persons who were recruited by volunteer sampling.

To prove if the constructed training model enhanced the participants' oral English competency, the pre-test and the post-test results were compared and assessed by three raters using a 4-level scoring scale in order to see degree of change in seven spoken language components: content, organizational pattern, language functions,

pronunciation, spoken grammar, spoken vocabulary, and communication strategies. A nonparametric test, Krippendorff's Alpha, was also used to assess inter-rater reliability. In addition, the trainees assessed their own speaking ability by using a 'Before and After Training Self-assessment' questionnaire. Moreover, to evaluate if the training model met their needs, the trainees were asked to complete five questionnaires to examine their attitudes towards the in-house training and self-training sessions through an iPod Touch.

The findings revealed that based on a 4-point scale, 13 trainees' performances change reached a higher level (Level 3), one reached a much higher level (Level 4), and one showed no change. The reliabilities, or *alphas*, of scoring were all above .80, which is considered acceptable for inter-rater reliability. The self-assessment scores, before and after training, were significantly different at the levels .001 level, indicating that the trainees assessed themselves positively. The overall trainees' attitudes towards the in-house training sessions showed their highest satisfaction on the first two units of Krabi 4-Island Package and Phi Phi Islands with the means of 4.52 and 4.57 respectively, and the last two units of Krabi Jungle Tour and Kayak Bor Thor at a moderate level with the means of 3.15 and 3.05 respectively. The trainees' satisfaction with the iPod Touch was at the high level with a total means of 4.20. In brief, the findings affirmed the effectiveness of the constructed training model for local tour guides.

School of English

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Academic Year 2010

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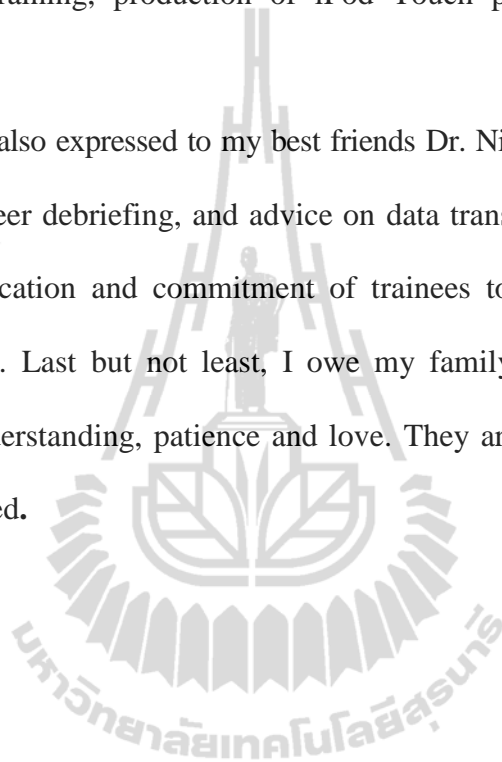
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TABLE OF CONTENTS

	Page
ABSTRACT (THAI).....	I
ABSTRACT (ENGLISH).....	III
ACKNOWLEDGEMENTS.....	V
TABLE OF CONTENTS.....	VII
LIST OF TABLES.....	XII
LIST OF FIGURES.....	XV
CHAPTER	
1. INTRODUCTION.....	1
1.1 Background and Rationale.....	1
1.2 Significance of the Study.....	6
1.3 Purposes of the Study.....	7
1.4 Research Questions.....	8
1.5 Scope and Limitations.....	9
1.6 Definitions of the Key Terms.....	10
1.7 Summary.....	11
2. REVIEW OF RELATED LITERATURE.....	12
2.1 ESP Curriculum Design.....	12
2.1.1 Curriculum Design.....	12
2.1.2 General Characteristics of ESP.....	20
2.1.3 Consideration Factors for ESP Program Preparation.....	22

TABLE OF CONTENTS (Continued)

	Page
2.1.4 Needs Analysis for ESP Program.....	24
2.1.5 Research on Needs Analysis for an ESP Course.....	29
2.1.6 ESP Syllabus Design.....	33
2.1.6.1 Definition of Syllabus.....	33
2.1.6.2 Syllabus Model.....	35
2.1.6.3 Interpretation Techniques.....	39
2.1.7 Teaching ESP.....	41
2.1.7.1 ESP Teaching Models.....	41
2.1.7.2 CLT for ESP.....	44
2.1.7.3 ESP Speaking in CLT.....	47
2.1.7.3.1 Steps in Teaching Speaking.....	48
2.1.7.3.2 ESP Speaking Skills and Communication Strategies.....	50
2.1.7.4 Mobile Learning.....	53
2.1.8 ESP Assessment.....	59
2.1.8.1 Assessing Speaking.....	62
2.1.8.1.1 Difficulties and Troubleshooters of Speaking Test.....	63
2.1.8.1.2 Criteria for Assessing Speaking.....	69
2.1.8.1.3 Rating Scales for Assessing Speaking.....	75
2.2 Research on English for Tourism Localized Curriculum in Thai Context.....	80

TABLE OF CONTENTS (Continued)

	Page
2.3 Conceptual Framework for the Present Study.....	87
2.4 Summary of the Chapter.....	88
3. TOUR GUIDES' PROFILE AND NEEDS ANALYSIS.....	89
3.1 Research Instruments and Procedures.....	89
3.1.1 Profile of Krabi Tour Guides	94
3.1.2 Needs of the Tour Guides within the Training Model.....	94
3.2 Job Shadowing Observation	101
3.2.1 Defining the Concepts of Job Shadowing	101
3.2.2 Conducting Job Shadowing	102
3.2.3 Analyzing the Data	103
3.2.4 Displaying the Findings.....	107
3.2.5 Summary of Findings	130
3.3 Peer Debriefing	131
3.4 Triangulation of Data	133
3.5 Summary	134
4. DEVELOPING A TRAINING MODEL	135
4.1 Setting Goals, Objectives and Training Outcomes	135
4.2 Planning and Syllabus Design	136
4.2.1 The Training Model Rationale	136
4.2.2 The Content and Syllabus	136
4.2.3 The Entry and Exit Tests	145

TABLE OF CONTENTS (Continued)

	Page
4.3 Mode of Delivery for Effective Training Outcomes	146
4.4 Pre-Experimental Design of One Group Pre-test and Post-test	148
4.5 Summary	149
5. IMPLEMENTATION OF THE TRAINING MODEL	150
5.1 Recruitment of Trainees	150
5.2 Training Sessions	153
5.2.1 In-House Training Sessions	154
5.2.2 Self-Training through Tailored Lessons in an iPod Touch	154
5.3 Trainees' Feedback to the Training Sessions	155
5.3.1 Trainees' Attitude toward In-House Training	156
5.3.2 Trainees' Attitude towards Self-Training through an iPod Touch.....	160
5.4 Summary	163
6. PRE-TEST AND POST-TEST RESULTS	164
6.1 Administration of Speaking Tests	164
6.2 Approach to Assessing Spoken English	165
6.3 Analysis of Pre-Test and Post-Test Results	171
6.4 Before and After Training Self-Assessment	175
6.5 Summary	177
7. ANALYSIS OF SPOKEN LANGUAGE	178
7.1 Analysis of Spoken English	178

TABLE OF CONTENTS (Continued)

	Page
7.1.1 First Transcriptions	179
7.1.2 Second Transcriptions	183
7.1.3 Third Transcriptions	187
7.2 Summary	195
8. DISCUSSION OF FINDINGS	196
8.1 Summary of the Findings.....	196
8.2 Research Questions and Responses.....	202
8.3 Suggestions for Research Consumers.....	210
REFERENCES	211
APPENDICES	223
CURRICULUM VITAE	337

LIST OF TABLES

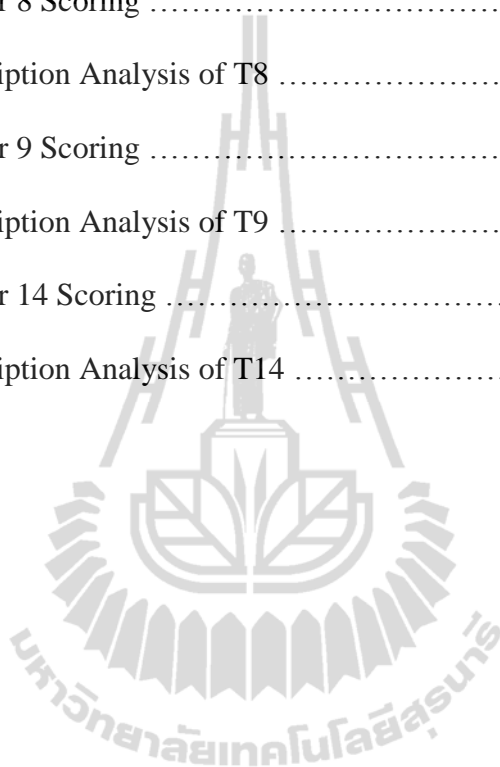
Table	Page
1.1 Numbers of Thai and Foreign Tourists	2
2.1 Criteria for Three Speaking Tests.....	72
2.2 The Israeli Oral Test.....	74
2.3 An Example of a Rating Scale for General Spoken English.....	75
2.4 The National Certificate Descriptive Scale.....	76
2.5 ACTFL Proficiency Guideline-Speaking (ACTFL, 1999).....	76
2.6 Cambridge ESOL Common Scale for Speaking.....	78
2.7 Speaking Scales for Local Tour Guides.....	79
3.1 Tour Guides' Profile	94
3.2 Language Functions	96
3.3 Ordinal Language Functions	97
3.4 Ordinal Tour Guiding Routes	97
3.5 Training Activities	99
3.6 Mobile Device Learning	99
3.7 Proportion of Time for Self-training	99
3.8 Mode of Assessment	100
3.9 Content of Phi Phi Islands	108
3.10 Content of Krabi Jungle Tour	110
3.11 Content of Krabi 4-Island Package	113
3.12 Content of Kayak Bor Thor	114

LIST OF TABLES (Continued)

Table	Page
3.13 Frequency of Usioryng Language Functions (Category 3)	124
3.14 Frequency of Using Communication Strategies (Category 4).....	124
3.15 Frequency Use of Language Functions of Phi Phi Islands	125
3.16 Frequency Use of Communication Strategies of Phi Phi Islands	125
3.17 Frequency Use of Language Functions of Krabi Jungle Tour	126
3.18 Frequency Use of Communication strategies of Krabi Jungle Tour	126
3.19 Frequency Use of Language Functions of Krabi 4-Island Package	127
3.20 Frequency Use of Communication strategies of Krabi 4-Island Package	128
3.21 Frequency Use of Language Functions of Kayak Bor Thor	129
3.22 Frequency Use of Communication strategies of Kayak Bor Thor	129
5.1 Trainees' Attitude towards Krabi 4-Island Package	157
5.2 Trainees' Attitude towards Phi Phi Islands	158
5.3 Trainees' Attitude towards Krabi Jungle Tour	159
5.4 Trainees' Attitude towards Kayak Bor Thor	160
5.5 Trainees' Attitude towards Tailored Lessons in an iPod Touch	162
6.1 Pre-test/Post-test Performance Change Score Sheet	170
6.2 Class Scores by Three Raters	172
6.3 Inter-Rater Median Comparisons	173
6.4 Inter-Rater Reliability of Speaking Assessment Criteria	175
6.5 Results of Wilcoxon Signed Ranks Test	176

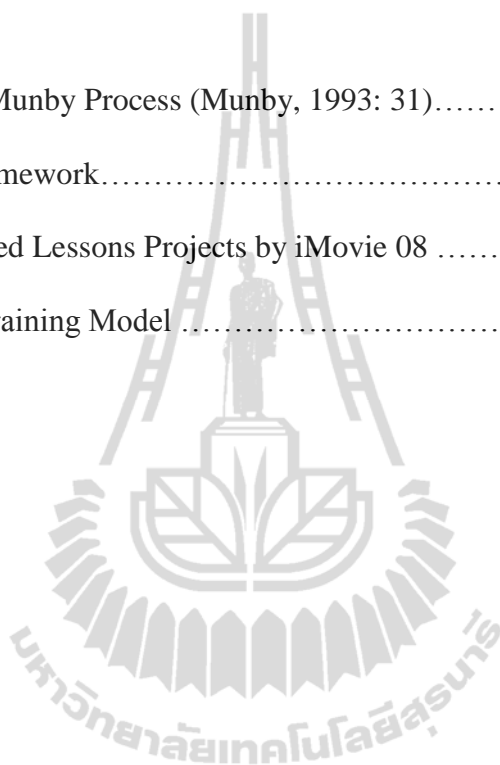
LIST OF TABLES (Continued)

Table	Page
7.1 Trainee Number 8 Scoring	179
7.2 Speech Transcription Analysis of T8	179
7.3 Trainee Number 9 Scoring	183
7.4 Speech Transcription Analysis of T9	183
7.5 Trainee Number 14 Scoring	188
7.6 Speech Transcription Analysis of T14	188



LIST OF FIGURES

Figure	Page
2.1 Outline of the Munby Process (Munby, 1993: 31).....	27
2.2 Conceptual Framework.....	87
4.1 Creating Tailored Lessons Projects by iMovie 08	143
8.1 The Blended Training Model	198



CHAPTER 1

INTRODUCTION

1.1 Background and Rationale

Tourism provides employment and income for communities around popular tourist sites. It also promotes conservation of the local environment and natural resources, as well as development of infrastructure such as roads, parks and other public facilities for both visitors and residents. It is no doubt that the tourism business expands rapidly in every region and becomes a stimulus for developing countries to upgrade tourism products and the services. The World Travel and Tourism Council claims that tourism has become the world's largest industry. It points out that the industry generates more than 10% of global economic output and employment (WTTC, 2003). However, tourism is a sensitive business that is easily influenced or damaged by many factors such as wars, epidemics, natural disasters, and the like. How to make tourism sustainable then becomes a hot issue for many countries and communities to consider. Local involvement has been the main topic to discuss so far. To make tourism sustainable for rural communities, locals should not be left out of the cycle, since their involvement leads to equality of income distribution and protects natural, cultural, and social environments. Improvement of the local tour guides' professional standard is one of the important factors for community involvement. Ap and Wong (2001) stated that tour guides are the key front-line players in the tourism industry. Tour guides, in fact, are the main players in the service system, and they

create a good image of tourism products. In other words, they are very much responsible for the overall impression and satisfaction of tourists. In order to attract international visitors, the local communities demand better-qualified tour guides. The ability to communicate in foreign languages and in English in particular is one of the most desirable qualifications. Likewise, the same is true in Krabi, one of the most popular tourist attractions in Thailand and the setting of the present study.

Krabi, a small town on the west coast of the Andaman Sea, with its mountainous landscape, wonderful seaside beaches, and more than 130 islands, has rapidly developed for tourism. From the data of the TAT Statistics Division, the number of tourists visiting Krabi has been more than a million a year, and has been growing since 2000. From 2000 to 2004, the numbers of tourists were 1.23, 1.36, 1.45, 1.62, and 1.79 millions respectively. However, in 2005 the number dropped to 1.02 million due to a negative impact of the 26th December 2004 Tsunami. In 2006, tourism in Krabi began to flourish again with 1.73 millions of tourists. Apparently, Krabi is still a dream destination for a steadily increasing number of tourists waiting to discover its natural beauty. When looking at the ratio of Thai to international tourists, it is found that Krabi is more popular among foreigners than Thai tourists as shown below.

Table 1.1: Numbers of Thai and Foreign Tourists (Department of Tourism, 2010)

Year	Thais	Foreigners
2000	591,149	645,080
2001	591,372	765,588
2002	575,009	883,762
2003	763,779	859,438
2004	793,123	1,003,468
2005	653,266	373,779
2006	792,421	940,530
2007	936,782	1,189,325
2008	1,399,903	1,546,043

In addition, Dowell et al. (2006) reported that international travelers spent an average of 4.9 days in Thailand compared to 3.6 days in Krabi. More foreigners necessitate better-spoken English among Thais working in tourism.

Dowell et al (2006) stated in “A Strategic Plan for Sustainable Tourism Development in Krabi Province”, after the researchers visited over 60 locations and conducted over 150 interviews with residents and tourists during a two-week study, that many of the people interviewed would like more language training, particularly in English.

According to an officer at Krabi Tourism Authority Office and the president of Krabi Tour Guides Association (Personal Interview, November 24-25, 2006), currently tour guides in Krabi can be classified into two groups. The first, around 20, are professional and licensed. Travel agents or tour operators in Bangkok and Phuket employ these groups of tour guides. Most of these hold at least bachelor’s degrees in fields related to tourism, with a level of English proficiency to communicate effectively with international tourists. Their companies assign them to Krabi, but they are not locals, so few of them have in-depth knowledge of Krabi’s tourist attractions. The other group of tour guides is larger, around 100. Some of them are local tour guides who work for local travel agents. Others have their own tour-operating shops waiting for walk-in tourists. Still others have their own transport service of cars or boats and are often hired as drivers, and tour guides. Unfortunately, they can speak only broken or pidgin English, just enough for very basic communication. Their education ranges from lower secondary school diplomas to bachelor’s degrees. Some of them have connections with local hotels and resorts. From these places they take the hotel guests in their own vehicles to attractions as scheduled, but they can hardly

carry out any conversation with the tourists. The most common complaints about the local tour guides are that they are poor in English and not so knowledgeable about the attractions. The researcher, as a native resident of Krabi, has learned that many tourists to Krabi either search for information themselves from books and on-line sources, or buy photocopied hand-written information from the tourists who have been to the province earlier. In reality, the tourists need the up-to-date information on the sites they are visiting. Dry information is not enough. Unfortunately, local tour guides cannot serve them well. An English language-training program for the local tour guides should serve this immediate need.

The prospective participants in the present study are local tour guides both the ones holding a tour guide license and those working as trainees applying for licenses. A personal interview (May 5-6, 2007) with four employers of the travel agents that supplied scheduled tour packages revealed that their local tour guides still spoke limited English and had a high motivation to learn English because they could not respond to tourists' questions, and many of them wanted to improve their English to make the trips more interesting for their international guests.

Apart from limited spoken English, Krabi tour guides do not have much time for training. They usually work from 8 to 5 every day during the high season, November to April, but during the rainy season, they do not work every day, especially from August to September. Although there are some training courses available, the courses cannot serve their needs for specific guided tour packages or fit their schedules. After such training courses, there are no self-taught materials in the forms of CD, VCD, cassette, or books for them to continue practicing or to consult or retrieve the language needed on demand. Moreover, no training programs have incorporated learning via

mobile phones to enable the tour guides to learn at their leisure. Furthermore, government departments, like English Resource and Instruction Centre (ERIC), which are responsible for teaching English for specific occupations, have a limitation time, few qualified trainers, and do not have curricula that fit the local tour guides' needs. In brief, there is no localized curriculum for Krabi local tour guides.

At present, there are no textbooks or training materials specific for Krabi local tour guides. Many of them complain that they have to search for some information on tourist attractions in Thai at the provincial public library and then simply translate it into English by themselves. Even though there are some teaching and learning materials in English for tourism in the form of textbooks and other printed documents, most of them are on general tourism for anyone working in this field of touring elsewhere, especially in countries outside Asia. The English for tourism in Thailand textbooks do not prepare guides to present Krabi's attractions.

The present study aimed to present local knowledge in internationally understood spoken English. The training expected to furnish local tour guides with more local knowledge, to improve their English skills for tourism purposes, and to sustain their profession. Although not all tourists visiting Krabi actually want to hire a guide, it is better to have well-trained guides who can give clear and accurate information in well-spoken English. With a diversified global audience who needs tour guides, the ability to conduct a tour in intelligible English is essential to gain trust, satisfaction, and even revisits in the future. Ultimately, Krabi's tourism will be made sustainable by Krabi's people and for Krabi's people.

To conclude, a tailor-made training program must be made available. The present study attempted to systematically develop a sound theoretical training model

for local English-speaking tour guides. It was essential for the training model developer to systematically plan a needs analysis, construction, implementation, and evaluation of the program.

1.2 Significance of the Study

It is apparent to most that after 6-12 years of studying English in schools, Thai learners can hardly communicate in the language. This may be due to many factors. As in many non-English speaking countries, English is taught as an academic subject in Thai primary and secondary schools with very little emphasis on applied conversations. According to a study entitled “Profile of Teaching and Learning Foreign Languages and Needs for the Use of Foreign Languages in the Northeast of Thailand” funded by the National Research Council of Thailand (Chaiyai et al, 2005), less than 50% of English language teachers in primary schools were qualified. Although more than 70% of mainly English teaching foreign language teachers were qualified, most recognized speaking skills as needing drastic improvement. Moreover, the teaching of speaking was not emphasized, and assessing speaking was completely ignored. There is no doubt that secondary school graduates’ English speaking skills are not sufficient for even daily conversations. This reflects the same true picture of the whole country, Krabi being no exception. It is, therefore, reasonable to say that after so many years of learning English, the learners’ speaking skills are still far below a usable level for tour guides who have to deal with international tourists.

Ironically, oral English skills at an advanced level are strongly recommended for tour guides by the English Language Development Center, the Office of Higher Education Commission, Ministry of Education, Thailand (ELDC, 2005). For

provincial tour guides, speaking sufficient English to communicate with foreign tourists is not easy, particularly to meet their satisfactions if tourism is to be sustainable. A localized tailor-made training model must be systematically constructed, from needs assessment to model evaluation. Even though the present study aims primarily at training Krabi local tour guides, it should also serve as a model for similar language training programs elsewhere in similar contexts.

1.3 Purposes of the Study

From the study of Suwattikul and Srichai (2004) on the English language needs in the Thai tourism industry, Thai tourism personnel do not meet today's standards for a world-class tourist destination. Problems were found not only with languages but also with communication strategies and knowledge of intercultural communication. One of the reasons for these problems was the weakness in syllabus design. Specifically, syllabi frequently focused only on language and did not consider communication strategies, intercultural communication, or Krabi's attractions as content. In addition, designers did not incorporate ideas from key parties directly involved such as TAT officers, tour agency managers/owners, tourism professionals, or even local tour guides, the target learners. Without participatory planning, the course participants' sense of commitment was not strong enough to take the training seriously until the end of the course. In addition, assessments were not taken seriously to ensure whether the expected learning objectives were achieved. Learning was also disrupted because of the working duties of the learners. The study recommended that studies on the national tourism policy, trends in tourism target markets, and the level of cooperation among all the groups involved be conducted.

With the main goal to develop a localized tailor-made English curriculum for Krabi tour guides, the purposes of the present study were:

1. To construct and develop a blended training model using mobile devices to enhance the English speaking abilities of local tour guides
2. To evaluate the effectiveness of the blended training model using the following indicators:
 - 1) the statistically significant improvement of the tour guides' English speaking ability;
 - 2) the practically significant improvement of the tour guides' English speaking ability;
 - 3) the positive attitudes of tour guides towards the training model;
 - 4) the high satisfaction of tour guides toward the training model.

1.4 Research Questions

To achieve the aforementioned purposes, the present study was directed by the following research questions:

1. What are the characteristics of Krabi tour guides and their needs for an English training model?
2. To what extent does the training model meet the needs of Krabi tour guides?
3. Does the blended training model enhance the participants' oral English competency?

Needs analysis is a very important starting point of the training program because without reliable results of the needs assessment, the researcher may be misled and, therefore, waste his time and others'. Since needs assessment is an essential part of curriculum development and is normally required before a syllabus can be developed for language teaching, it is the first research question prioritizing the learners' needs to set the objectives, to select the content, and to decide the proper mode of delivery at the training stage and evaluation (Richards and Schmidt, 1985). In brief, it paves the way for the rest of the study. In addition, in order to prove whether the constructed training program serves the needs of Krabi tour guides, their improvement must be tracked under a new training regimen. Finally, during implementation and evaluation of the training program, the training course participants' oral English communication must be evaluated to make sure if it has improved at a significant level after the training. Apart from the results of the speaking test scores, the success of the program could be reflected by the training course participants' satisfaction.

1.5 Scope and Limitations

Since the present training program was specially conducted as a localized curriculum for Krabi tour guides, it may not be generalized to others whose contexts are different. Nonetheless, the research process may be applied for other similar ESP curricula because of their shared characteristics especially in English for tourism.

1.6 Definitions of the Key Terms

1) **A Blended Training Model Using Mobile Devices to Enhance Speaking Ability of Local Tour Guides** is a unique localized ESP curriculum designed to suit the needs of Krabi tour guides. Speaking skills are evaluated in the training program. The mode of training delivery is a blend of intensive in-house training and lessons on mobile devices.

2) **Krabi** is a small province on the west coast of the Andaman Sea in the south of Thailand, whose natural beauty has attracted a large number of international tourists, especially during the high season starting from November to April.

3) **Local tour guides** refer to local licensed tour guides, tour agent personnel, hostel owners who conducted tours without a license, and interested adult learners applying for Tourism Authority of Thailand (TAT) blue-card licenses, which are granted to tour guides working in the Krabi area. These people were prospective trainees in the present study and were recruited by volunteer sampling.

4) **Mobile Learning** refers to self-directed learning that takes place through a small, portable computing device, namely an iPod Touch. The tailored lessons constructed in a multimedia design by iMovie Application and put into the mobile device are for the trainees to use as the second mode of the training delivery after the in-house training session. Mobile learning lets the users learn the lessons on-demand at their own pace and preference. For the present study's training model, mobile learning was integrated to facilitate content retention and to enhance the tour guides trainees' English speaking skills.

5) The **Mobile Device** refers to iPod Touch 3rd Generation onward. The iPod Touch is a portable media player, personal digital assistant, and Wi-Fi mobile

platform designed and marketed by Apple Inc. The 3rd generation iPod Touch has iPhone OS 3.1 to 4.1. It is available with 8 GB or 32GB or 64GB of flash memory.

6) **ESP Curriculum Design** refers to a process of developing a curriculum for the learners who have particular needs in English. In this study, the curriculum was designed to satisfy specific tour guiding purposes. Nonetheless, the development follows general procedures of curriculum design, including needs analysis, syllabus design, implementation, and evaluation of its effects on the learner's language ability.

1.7 Summary

Chapter 1 gives the overview of the present study, which aimed to develop the Blended Training Model Using Mobile Devices to Enhance Speaking Ability of Local Tour Guides through four main phases: needs analysis, development of the training model, implementation, and evaluation of the training model. It covers the background and rationale, significance of the study, purposes of the study, research questions, and definition of the key terms. The next chapter reviews the related literature on theories and principles upon which the training model construction was based.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents the related literature, upon which the conceptual framework of A Blended Training Model Using Mobile Devices to Enhance Speaking Ability of Local Tour Guides was based. ESP curriculum design and research studies on English for Tourism Localized Curriculum in Thai context were reviewed. Then, based on the literature review, the conceptual framework consisting of four phases was presented followed by the chapter summary.

2.1 ESP Curriculum Design

In the present study, ESP (English for Specific Purposes) was coiled in curriculum design. Curriculum design and general characteristics of ESP were then reviewed, followed by consideration factors for ESP program preparation; needs analysis for an ESP program, research on needs analysis for an ESP course, ESP syllabus design, teaching ESP, and finally ESP assessment.

2.1.1 Curriculum Design

Curriculum design in language teaching, as defined by Richards and Schmidt (1985), includes the study of needs analysis of the purposes for which learners need a language, the setting of objectives, the development of a syllabus, teaching methods, and evaluation of the effects of these procedures on the learners' language ability. In this section, a review of a classic theory of curriculum designed by Tyler (1949) and its application by other educators are presented.

Tyler (1949) focuses curriculum design to satisfy specific purposes or objectives. His curriculum theory uses the “ends-means” approach. By first defining the end purpose or objective, the curriculum is then organized and learning activities selected to fulfill the purposes or objectives. In the Tyler model then, the curriculum maker identifies needs of the learners and the identified needs determine objectives of the training program. Tyler believes that curriculum development starts with a discussion of philosophy, that is, philosophy impacts upon the development of the curriculum objectives. His rationale poses the four classic questions that he urges curriculum developers to raise as a means of building a curriculum.

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided those likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

(p. 1)

As cited in Trede and Russel (1999), several authors have used Tyler’s work to arrive at more contemporary definitions of curriculum and curriculum development. They find that technical and vocational training models are often referred to as the ends-means approach to curriculum development. Emphasis is placed on determining educational purposes and these purposes are used to develop curriculum objectives and outcomes. Beauchamp (1975) defines curriculum as a written document to be used by teachers for developing strategies for specific groups of students. Within the curriculum framework, he proposes learning opportunities for students, intended outcomes, activities, and instructional materials, and a timetable. Sharpes (1988) defines curriculum as the “art” of teaching itself; that is, the

curriculum is what the teacher knows, how the teacher delivers the subject matter, and the teacher's personality. McNeil (1990) believes that curriculum theorists are not merely engaging in solving the practical problems of curriculum, but also are pursuing societal and individual components. Through this curriculum conceptualization, McNeil promotes needs assessment as a way to enhance community involvement, and the development of goals and objectives. Resources can then be targeted in a most effective manner. The framework within this model involves identifying and prioritizing curriculum and its goals by groups of stakeholders. The curriculum must be in a form that can be communicated to those associated with the learning institution, should be open to critiques, and should be able to be readily transformed into practice. The curriculum exists at three levels: what is planned for the students, what is delivered to the students, and what the students' experience. If a curriculum is defined more broadly than syllabus or course of study, then it needs to contain more than mere statements of content to be studied. A curriculum has at least four important elements: content, teaching and learning strategies, assessment, and evaluation process.

Tyler's fundamental questions that are used as guidelines to develop a curriculum and plan of instruction can be clarified to reveal the process. The first question "What educational purposes should the school seek to attain" is given the importance as the criteria to select materials, to outline content, to develop instructional procedures and tests, and to prepare examinations. To obtain the objectives, the curriculum developers can seek the information as least from five sources:

1) Studies of the learners themselves as a source of educational objectives provide a comparison between the present condition of the learner and the acceptable norm. Tyler writes “Need in this sense is the gap between what is and what should be” (p. 6). Moreover, it may indicate certain knowledge, attitudes, skills, and the like, the development of which would help learners to meet their needs more effectively. To ascertain students’ interests, Tyler suggests using any number of methods that may include observations by teachers, interviews (students and parents), general and specific interest questionnaires, proficiency tests of student skill sets, reviews of community data, and even related records. The present study applied the notion to the first phase of the framework, that is, to study fundamental data of local tour guides and to conduct needs analysis in order to know the local tour guides in terms of their oral communicative skills and what they needed. In addition, the findings in this phase provided the objectives of the training program which would bridge the gap between where the trainees were and what they wanted to become.

2) Studies of contemporary life outside the school are worthwhile to utilize data obtained from studies of contemporary life as one source for suggesting possible educational objectives. It is for the applications of things learned to the life situation. The idea of job analysis developed and used to work out a training program is an example of the studies of contemporary life. Therefore, the local tour guides’ working condition should be studied and incorporated into the training program.

3) Suggestions on objectives from subject specialists are as invaluable. Tyler notes that experts are the best suited to provide the required and necessarily compelling responses as they have extensive understanding of the field and will have insight into its benefits to themselves and awareness of its effects on those with whom

they work. This action reflection among experts should reveal a list of suggestions about the broad functions a field of study can supply. By looking through this lens, developers will keep curriculum up-to-date and scholarly based.

4) The use of philosophy in setting objectives. Philosophy to promote four values of effective and satisfying personal and social life is emphasized. The four values are the recognition as a human being, participation in the social group, encouragement of variability, and intelligence to deal with problems.

5) The use of psychology of learning in setting objectives. Interestingly, Tyler explains that forgetting of knowledge learned is very rapid, 50 percent of the material known is forgotten within one year, and 80 percent is forgotten in two years. The opportunity to use this knowledge in daily life not only reduces the forgetting of knowledge but also increases the amount of knowledge the learners have acquired while taking the course. In addition, he suggests that objectives concentrating on specific knowledge are more attainable and the results more permanent when there are opportunities for this knowledge to be used in the daily lives. The psychological concept was agreeable to the idea in setting a mobile learning by transferring the lessons into a cell phone for the course participants in the present study to continue using them on demand after the training.

The second question “What educational experiences can be provided that are likely to attain these purposes?” focuses on learning that takes place through the experiences and educational objectives will be attained. Tyler defines the term “learning experience” as the interaction between the learner and the external conditions in the environment to which he can react. To attain the objectives, the learners must have experiences that give them an opportunity to practice the kind of

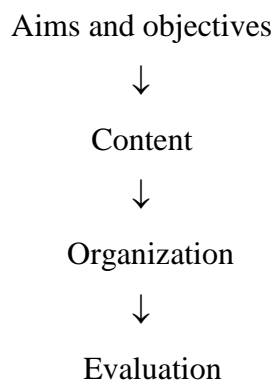
behavior implied by the objectives. Meanwhile, the learners must obtain satisfaction from carrying on the kind of behavior and their reactions in the experience are within the range of possibility. The same particular educational objectives may be obtained from a wide range of creative experiences. In an opposite way, the same learning experiences can bring about several outcomes. Tyler also illustrates four characteristics of learning experiences as 1) developing skills in thinking; 2) helpful in acquiring information; 3) helpful in developing social attitudes; 4) helpful in developing interests.

The third question “How can these educational experiences be effectively organized?” refers to the learning experiences that must be put together to form some kind of coherent program. Tyler proposes ‘continuity, sequence, and integration’ as the criteria for effective organization. The principles of organization such as ‘chronological, increasing breadth of application, increasing range of activities included, the use of description followed by analysis, and the development of specific illustrations followed by broader and broader principles are explained. The organizing structures at the lowest level are: 1) ‘the lesson’ in which a single day is treated as a discrete unit; 2) ‘the topic’ which may last for several days or several weeks; 3) ‘the unit’ which includes experiences covering several weeks and is organized around problems or major learner purposes. Quite apparently, the organizing structure for the training program of the present study should be in the third type of ‘the unit’, since each unit includes experience organized around learner purposes to be able to describe orally about tourist attractions.

The fourth question is “How can we determine whether these purposes are being attained? Tyler clarifies that evaluation is a process for finding how far the

learning experiences as developed and organized are actually producing the desired results and the process of evaluation will involve identifying the strengths and weaknesses of the plans. In order to determine the changes in learners as the educational objectives, he proposes at least two appraisals: one taking place in the early part of the educational program and the other at some later point so that the change may be measured. The stage of evaluation in the present study was designed as one-group pre-test/post-test. The pre-test was conducted to know where the trainees were at the beginning and the post-test was administered to see how far the trainees have progressed at the end. The evaluation devices can be varied through speaking tests, observations, interviews, questionnaires, for instance. The results can then be in the forms of scores, or descriptions, or both. They depend on the implication of the educational objectives. Tyler concludes that evaluation is a powerful device for identifying the strengths and weaknesses of the training program and for clarifying the educational objectives. It also influences learning and teaching.

Many prominent curriculum specialists refer to Tyler's in developing their own curriculum development models. Richards (2001) summarizes Tyler's aforementioned four fundamental questions into a simpler model:



Based on Tyler's model, Richards (2001) proposes the curriculum development process in seven steps:

1. Needs analysis
2. Situational analysis
3. Planning learning outcomes
4. Course organization
5. Selecting and preparing teaching materials
6. Providing for effective teaching
7. Evaluation

Taba (1962) recommends a 7- step curriculum development procedure:

Step1: Diagnosis of needs

Step 2: Formulation of objectives

Step 3: Selection of content

Step 4: Organization of content

Step 5: Selection of learning experiences

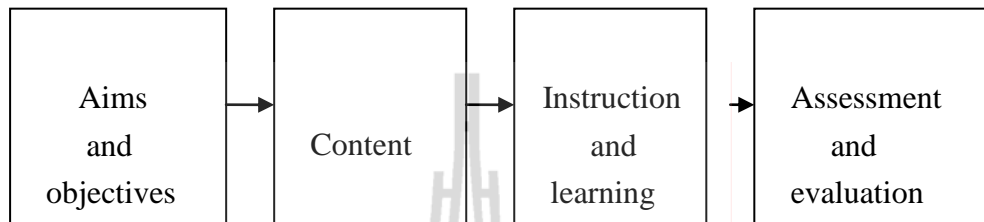
Step 6: Organization of learning experiences

Step 7: Determination of what to evaluate and of the ways and means
of doing it

Brown (1995) presents six crucial components in the development and
maintenance of a sound language curriculum:

1. Needs analysis
2. Goals and objectives
3. Language testing
4. Materials development
5. Language teaching
6. Program evaluation

Nakjan (2006) states in his study that there are four main parts in curriculum:



Based on a review of these brief theoretical backgrounds of curriculum development, a 4-phase conceptual framework for the construction of an English training program for local tour guides was proposed for the present study.

Phase 1: Fundamental data and needs analysis

Phase 2: Developing training program

2.1) Setting goals, objectives and training outcomes

2.2) Program planning and syllabus design

2.3) Mode of delivery for effective training outcomes

2.4) Trainees' speaking test

Phase 3: Try-out of the training program

Phase 4: Implementation and evaluation

The framework was described and added in more details later at the end of the chapter after the related literature of other theoretical principles concerned had been reviewed.

2.1.2 General Characteristics of ESP

As the present study encompassed curriculum design and ESP, a review of ESP was necessary. ESP stands for 'English for Specific Purposes'. Richards and

Schmidt (1985) define ESP as the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. As the name implies, ESP courses are designed to the specific learning and language use for a specific group of learners in a particular socio-cultural and professional context. It may be different from those of General English in terms of content, teaching methodology and situations. Simply said, ESP is defined as English for specific needs. According to Dudley-Evans and St. John (1998), ESP can be categorized into two branches, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The first includes English for Science and Technology (EST), English for the Law (ELP), English for Medical Purposes (EMP), to name a few; the latter embraces English for Business, English for Tourism, English for Automotive Industry, and the like.

ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could initially start from the level of learners at secondary school, intermediate, to advanced. The most crucial characteristic of ESP consists of language teaching which is designed to meet the specified needs of the learners, related to content to particular disciplines, occupations, or activities, centered on the language appropriate to these activities in syntax, lexis, discourse, semantics, and the analysis of this discourse (Price-Machado, 1998). English for Business programs are the most popular in the English as a Foreign Language world. Businesses or individuals, require classes in negotiation, correspondence, bid and report writing, and in supervising bilingual and ESL/EFL workers. Meanwhile, English for Tourism classes are mushrooming in the new industry of traveling in global borderless contexts. English-medium

communication is the vital and effective weapon to destroy the barrier obstructing the world people contact. Traveling seems to be the quickest access that brings people in different cultures, nationalities, and different in languages to meet in the aspect of informal , recreational, relaxing and understanding, apart from the precedent ones in business or in politics. Classes for tourism personnel, especially tour guides, focus on spoken English in giving an explanation, a respond to tourists' questions, requests, and opinions, and a presentation of information about tour guiding.

2.1.3 Consideration Factors for ESP Program Preparation

For ESP program preparation, the following four factors should be put into consideration. They are demands for ESP program, ESP learners, specific language needed, and ESP teachers. According to Price-Machado (1998), they are the 'absolute characteristics' of the movement, in particular, which provide guidance in the design of ESP curricula and teaching over the years.

Firstly, ESP programs are developed because there is a demand, since teachers, supervisors, government agencies, professionals, students, or others see a need for language courses in which certain content, skills, motivations, processes, and values are identified and integrated into specialized, often short-term courses. Another reason is that private sectors throughout the world require specialized language training or education for certain employees.

Secondly, for the learners in ESP, self-directed, learner-centered concepts must be recognized. Hutchison and Waters (1987) note that in the context of these considerations, the ESP learners are best described as the actively involved members of the learning process, able to make decisions, and responsible, largely, for the teaching methodology implemented. Sifakis(2003) suggests that adult learners'

greater sense of perspective and ability to make judgments (about themselves and others) based on accumulated experience, combined with their inherent autonomy and need for establishing clear goals, be fruitfully implemented in ESP teaching/learning situations. The learners' perspective and ability can be achieved by making the ESP learner an active participant, not only in the actual learning process, but also in the syllabus and lesson planning stage. Sifakis adds that notwithstanding whether learners pay for their own lesson or are sponsored, they are, in most cases, voluntarily involved in learning, conscious of the learning process as a necessary step towards their personal and / or academic / vocational fulfillment, and to a considerable degree, conscious of and reflective on their own learning preferences and difficulties.

Thirdly, as far as the language needs considerations of ESP participants are concerned, a different distinction must be made of the two following aspects. They are the situation of General English language learning – acquiring knowledge and/or skills that are related to using a language for general communicative purposes and learning in ESP situations – acquiring knowledge and/or skills that are related to using a language under certain circumstances and for ESP.

Finally, one of the central issues to be considered before reaching the steps of preparation and course design is teacher availability. The nature of the teachers who will be involved in an ESP program should be made clear and realized. It is to answer such questions as 'what content, skills, and literacy will they be expected to teach?'; 'how much teacher training have they completed?'; 'what does a teacher have to know about the language of welding, or tourism, to address the needs of learners who have chosen these vocations?' As Chen (2000) remarks in her study, the ESP teacher should possess basic concepts of specific field to design an ESP

syllabus. Generally, there is no espoused ESP curriculum corresponding to the particular teaching setting many prospective ESP teachers may encounter. It is for teachers to develop their own curricula according to given learners' needs and to given teaching conditions. A conventional theory-into-practice ESP training model could seem insufficient without the context-specific principles of ESP curriculum development. Underhill (1998) defines of the ESP teachers as an advisor or a counselor. According to the New Encyclopaedia Britannica (1993), counseling is "the process of helping an individual discover and develop his educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness" (v. 3, p. 676). The counselor's function is finding ways to both appreciate and enhance learners' learning and studying needs as well as increasing the scope of adult learners' exploratory behavior by offering psychological assistance where necessary, state Ellis and Johnson (1994).

In brief, the four factors including demand for ESP program, learners, language, and teachers play a crucial role in preparation an ESP program. These factors were also the main sources of needs analysis for this English training program in the present study.

2.1.4 Needs Analysis for ESP Program

Needs analysis (Richards and Schmith, 1985) refers to the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. They state that needs assessment makes use of both subjective and objective information (e.g. data from questionnaires, tests, interviews, and observation) and seeks to obtain information on:

- a) the situations in which a language will be used (including who it will be used with)

- b) the objectives and purposes for which the language is needed
- c) the types of communication that will be used (e.g. written, spoken, formal, informal)
- d) the level of proficiency that will be required (pp. 353-354).

According to Richards (1990), needs analysis serves the purposes in language curriculum development as follows:

- 1) It provides a mechanism for obtaining a wider range of input into content, design, and implementation of a language program through such persons as learners, teachers, and administrators in the process.
- 2) It identifies general or specific language needs that can be implied in developing goals, objectives and content for a language program.
- 3) It provides data that can serve as the basis for reviewing and evaluating an existing program (pp. 1-2).

Ellis and Johnson (1994) assert that “Needs Analysis” is a method of obtaining a detailed description of a learner’s needs or a group of learners’ needs. It takes into account the specific purposes for which the learners will use the language, the kind of language to be used, the starting level, and the target level to be achieved. The information could be obtained from a range of different people such as company staff, trainers, and the learners themselves. It will have implications for the training.

According to Hawkey (1979), a needs analysis enables the course designer to achieve two simple goals:

- 1) A detailed profile of what the learner needs to be able to do in English in the occupation or studies for which he is being trained
- 2) A specification of the language skills, functions and forms required to carry out the communication described in the needs profile.

Brindley (1989) proposes that a fundamental principle underlying learner- centered systems of language learning is that teaching/learning programs

should be responsive to learners' needs. It is now widely accepted as a principle of program design that a needs analysis is vital prerequisite to the specification of language objectives. Brindley further suggests that the teacher take into account pre-course information about the learners' objective needs in planning the preliminary learning activities. According to Jordan (1997), a needs analysis should be the starting point for devising syllabuses, courses, materials, and the kind of teaching and learning that takes place. Thus, before writing English for Specific Purposes syllabus, the syllabus designer should have comprehensive information about the learners' language needs in order to establish acceptable objectives. It is also necessary to conduct an analysis of learners' needs before embarking on the design of a course.

ESP is English instruction based on actual and immediate needs of learners who have to perform successfully real-life tasks unrelated to merely passing an English class or exam. Therefore, 'Needs Assessment' is obliged through attempting to determine as closely as possible what learners will need to do and how they will need to do it in an English language context, even though ESP shares much with 'General English' curricula and overlaps with content-based designs. ESP needs assessments can be done effectively through questionnaires and surveys, interviews of experts, students, and other stakeholders, observations, job-shadowing, and analysis of spoken or written language.

Munby (1978) proposes a model of language needs analysis called a process model for specifying communicative competence in a foreign language. The model is called the "Communication Needs Process" (C.N.P.), which consists of certain questions about key communication variables that are used to identify the target language needs of the learners.

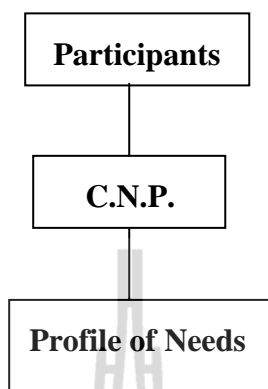


Figure 2.1: Outline of the Munby Process Model

The C.N.P. of the Munby model in summary is as follows:

0. **Participant:** Learner's age, sex, nationality, first language, target language
1. **Purposive domain:** Occupational/academic framework in general providing details of study or job description
2. **Setting:** The time and place in which the job or study is carried out
3. **Interaction:** The role(s) in which the participant finds himself, in terms of status, age group and social relationships
4. **Instrumentality:** Essentially whether language will be used as spoken or written, and whether communication will be direct or indirect
5. **Dialect:** The variety of English used in the target situation
6. **Target level:** The level of linguistic proficiency that will be required
7. **Communicative event:** What the learner will have to do in English
8. **Communicative key:** The manner in which communication needs to be carried out (p.33)

Dudley-Evans and St. John (1998) summarize that the main sources for needs analysis are:

- the learners
- people working or studying in the field
- ex-students
- documents relevant to the field
- clients

- employers
- colleagues
- ESP research in the field

The main data collection methods for needs analysis include:

- questionnaires
- analysis of authentic spoken and written texts
- discussion
- structured interviews
- observation
- assessment

A needs analysis for the present study was based on Dudley-Evans and St. John in terms of data sources and collection methods. Sources of the data were the local tour guides, international tourists, and other tourism stakeholders. The methods of data collection were questionnaires, interviews, and observations from job shadowing. Observations in real work places contributed details of job duties, environment, and the authentic spoken interactions taking place in the real-life situations. Interviews were appropriate as well to go in depth to clarify any unclear information and to gain additional data apart from the observed one. Questionnaires came last to collect the data from a larger group of subjects in order to crosscheck to make certain that the collected information reflected real needs for the training program. To prepare the questions for the interviews and questionnaires used in the present study, the C.N.P. of Munby Process Model was used. The needs analysis results derived from C.N.P, which is set under eight the key communication variables, provided basic information on the training program participants' profile and their language needs.

2.1.5 Research on Needs Analysis for an ESP Course

The following research studies were conducted as needs analysis for the development of ESP courses.

Soranastaporn (1993) investigated the needs, problems and wants in English teaching and learning of nursing students at Nursing Colleges under the Supervision of the Nursing College Division, Office of the Permanent Secretary, Ministry of Public Health, Thailand. The findings indicated that nursing students and teachers not only felt positive towards English but also wanted more English language courses. Students and teachers expressed a need in reading. However, the students also wanted to practice listening and speaking while teachers wanted them to practice reading and writing.

Koetpo-kha (1994) investigated the needs and problems in English learning of science students at Silpakorn University at Sanamchan campus in order to develop an ESP course. A questionnaire was administered to three groups of subjects, 87 science students, 36 science teachers, and 6 English teachers. The findings revealed that all had positive attitudes towards the ESP course design. They agreed that the science students had problems in developing English language skills, the most crucial problems being speaking, listening, translating, and writing, respectively. The science students needed ESP courses for occupational uses and academic studies, emphasizing on four skills, and to be delivered through the communicative language teaching methodology. They also preferred English as a medium of teaching and Thai for explanation when necessary, authentic content, and assessment criteria measured by scores for classroom tasks, mid-term, and final exams.

Khemateerakul (1996) investigated students' needs and problems in an intensive English course of the International Program at Bangkok University. A

questionnaire was administered to 316 students and 35 instructors to see their opinions on language skills needed, scheduling, class size, instruction, and evaluation. All respondents perceived most urgently needed skills were listening, reading, writing, and speaking, respectively. The students perceived all English skills as moderate problems while instructors perceived writing and speaking skills as students' most serious ones. Both the students and their instructors wanted the listening skills to be emphasized in the intensive English course. They preferred English as the medium of instruction. The students wanted general content, whereas instructors preferred academic content.

Sucompa's study on "A Survey Study of Currents Needs and Problems in Using Technical English for Tourism for the Higher Certificate Level Students of Rajamangala Institute of Technology (RIT)" was conducted to determine content, method, and duration of the course (1998). A total of 644 participants consisting of 394 tourism workers, 95 employers or owners of travel agencies, 20 English language teachers, and 135 tourism students participated in the study. The findings revealed some similarities and differences in language needs and problems among the subjects:

- 1) tourism workers regarded reading, speaking, and listening to be somewhat more important than writing and translation. They reported few problems in using English;
- 2) employers and owners of travel agencies wanted tourism workers to speak, read, and listen more fluently than to translate and write. In their view, speaking was the most needed skill;
- 3) RIT English language teachers believed that tourism students needed more speaking, reading, listening and writing than translation. Speaking was perceived the most needed skill. The teachers believed students had an average level of problems in using English, especially in reading;
- 4) RIT tourism students regarded translation as the most important, followed by reading, listening, speaking, and

writing, respectively. They believed native teachers of English are urgently needed; 5) all groups wanted their present English course for tourism to be modified in terms of content, methodology, and class schedule.

Edwards (2000) conducted a study entitled “Language for Business: Effective Needs Assessment, Syllabus Design and Materials Preparation in a Practical ESP Study,” which took place in a specialized business context involving three senior German bankers at the German Central Bank in Frankfurt. He explained that the initial course’s aims and objectives were determined by a personal interview with an employer, and the needs analysis was briefly conducted on the first day of the course. A combination of the employer interview and the basic needs analysis questions seemed to be an adequate basis for planning the course that satisfied all of the participants involved in the process. He concluded in this step that student input was crucial to the successful design of an ESP course in any context and added that, in an ESP course, the syllabus must be flexible and supplemented by a variety of existing authentic materials and relevant topic-based activities, such as role-play, communicative information-gap and opinion-gap exercises, and so on. The use of authentic, current materials was highly appreciated by ESP students and was an important motivating factor in their learning. The students themselves and their vast accumulated store of subject matter knowledge constituted the most valuable source of course material. Test results, interviews, and frequent informal means in the forms of role-plays, presentations, and discussions in class were used to assess the course. The researcher concluded that an effective and flexible ESP course design could be derived from the teachers’ own practical experiential knowledge and from the students themselves. This may be more effective than following explicit directives as to how to do needs analysis and develop ESP curricular. Current

authentic texts in the media, and widely available international textbooks published for such fields could be used selectively and efficiently adapted to the specific needs of particular students in an ESP context.

The research entitled “From Needs Analysis to Curriculum Development: Designing in the USA” by Boshier and Smalkoski (2002), which was an ESP course design for non-native, served as a good sample for English for Tourism Training Program. The course “Speaking and Listening in a Health-Care Setting” was developed to respond to what was identified as students’ area of greatest difficulty, communicating with clients and colleagues in the clinical setting. A needs analysis was conducted through several procedures, primarily interviews, observations, and questionnaires in order to gather information about the objective needs of the course participants. The course, which was assessed based on objectives and evaluated by the survey of students’ subjective needs, was considered successful in helping students learn how to communicate more effectively in the clinical setting. They asserted that familiarity with textbooks and relevant studies in the ESP sub-specialty field and in the target field itself would help with the selection of appropriate materials and methods. The more ESP instructors knew about the target field and the more experiences they had in the target setting, the more effective they would be in setting appropriate objectives for the course and in helping students master the language and cultural aspects of communicating effectively in that setting. The researchers finally recommended that since there may not be appropriate ESP materials currently available in some fields, instructors may have to adapt materials from textbooks in the target field itself.

In brief, surveying of needs is a starting point of ESP program. A needs analysis that is conducted with target learners of the training program and other stakeholders offers essential information for the course setters, providing the nature of English language needs, problems, and wants of the learners. The experts in the specific field of study and instructors of the programs also play an important role in the stage of conducting a needs analysis. They are helpful in setting appropriate objectives, contents, instructions, and evaluation. In other words, needs analysis is an initial step to the writing of a syllabus specification.

2.1.6 ESP Syllabus Design

This section discussed definition of syllabus, syllabus models, and interpretation techniques.

2.1.6.1 Definition of Syllabus

Richards and Schmidt (1985) define syllabus as a description of the contents of a course of instruction and the order in which they are to be taught. Language-teaching syllabuses may be based on different criteria, such as (1) grammatical items and vocabulary (Structural Syllabus), (2) the language needed for different types of situations (Situational Method), (3) the meaning and communicative functions which the learner needs to express in the target language (Notional Syllabus), (4) the skills underlying different language behaviors, or (5) the text types learners need to master. Therefore, syllabus design is a phase in curriculum development that deals with procedures for developing a syllabus.

Syllabus composing of content of the program and its sequence is regarded as an important tool by which the teacher can cultivate the activities and achieve the learners' learning objectives. Feez (1998) explains that learners cannot

learn everything about a subject at once nor can they learn effectively from a random collection of unrelated items. Therefore, the teacher needs to develop a systematic plan for course content, which will lead to the desired learning outcomes. In designing a course of study, three essential steps should be involved:

- 1) analyzing learner needs
- 2) selecting what needs to be learnt
- 3) sequencing the elements of the course to make learning effective

In accordance with Feez's concept of content selection, Price-Machado (1998) states that in all ESP situations, practitioners must continuously assess what types of content are central, how content is used and valued, and the relationships between vocabulary and central concepts. Another essential element of successful curriculum design is selecting content that motivates students. In the following quote, which continues to influence ESP curricula, Widdowson argues:

“process-oriented approach accepts from the outset that the language data given to the learner will not be preserved in store intact, but will be used in the mental mill. Hence the language content of the course is selected not because it is representative of what the learners will have to deal with after the course is over but because it is likely to activate strategies for learning as the course progress”
(1981, p.5)

Feez (1998) contends that a syllabus actually is an explicit and coherent plan for a course of study. Constructed by selecting and sequencing content, and based on explicit objectives, a syllabus is thus a public document that is usually prepared by teachers and negotiated with learners. A syllabus is the plan of what is to be learnt in a course of study. Here the teacher must decide on both the content and the teaching methodology. This will make the process of course design reach the

achievement stage. In designing a syllabus and in deciding on what methodology to use, the teacher will be drawing on both theory and practice.

2.1.6.2 Syllabus Models

For the teacher or course designer, Feez (1998) proposes that sticking to only one or another approach is quite dangerous to lose access to valuable aspects of the approaches, which have gone out of date. Therefore, the effective teachers have always been **eclectic**, selecting strategically from the array of available approaches to ensure their learners have the best possible learning experiences and outcomes. It thus seems necessary to review some of the prominent syllabus models in order that the course designer considers and selects one or some of them, and then develop techniques, activities, and materials accordingly. The following syllabuses are presented along the association of language teaching methodology trends.

Structural Syllabus

Elements of a structural syllabus:

- lexical items and grammatical structures
- vocabulary and structures sequences according to their perceived complexity
- based on the idea that the learner accumulate all the building blocks of the language one by one thus eventually constructing the whole language

Limitations

- focus on the vocabulary, grammar and phonology of language without placing very much emphasis on context and meaning
- lexical items and grammatical structures are illustrated in sentences which are often contrived and isolated from the kind of extended stretches of language which occur in real life
- grammatical elements tend to be sequenced from the simple to the complex even though in practice this may not reflect how difficult each element is for learners to use

Situational Syllabus

Elements of a situation syllabus

- organized from the perspective of field and experiential meanings

- elements are usually dialogues placed in everyday setting, e.g. *In the restaurant or Buying a train ticket*
- dialogues include lexical items and grammatical structures which are practiced by the learners in follow-up activities
- settings are sequenced according to perceptions of learner need as well as according to the perceived difficulty of the grammar and vocabulary needed to operate in that setting

Limitations

- some situational syllabuses are criticized for being structural syllabuses in disguise because vocabulary and grammatical structures are selected first and then situations are built around these
- tends to place an unbalanced emphasis on field or the topic and social activity
- often does not take into account:
 - the relationship of interactants
 - the overall social purpose of the language being used
 - the way the language hangs together to make a whole text
- language used in situational syllabuses often seems contrived and stilted

Topic-based Syllabus

Elements of a topic-based syllabus

- sequencing is determined by the order of the social activity or by the logic of the topic itself
 - a syllabus designed around the topic of *Employment in Thailand* might be organized to reflect the real-life sequence of the job-seeking process
 - courses based on other topics, such as Environment, might begin with everyday knowledge about the topic and then move on to more specialized knowledge

Limitations

- sometimes the links between learning more about the topic and learning more about language are not made explicit which leads to confusion on the part of the learners

Functional-notional syllabus

Elements of a functional-notional syllabus

- elements of these syllabuses are functions and notions

- function are described as the ‘communicative purposes around which we use language’ (Nunan 1988:35), e.g. greeting, persuading, describing and suggesting
 - notions are general areas of meaning based on ideas, concepts, logical relationships or entities, e.g. time, cause, emotion or size
- Limitations
- functions and notions are an atomistic approach to language learning
 - functions are often based on interactions between two people and are expressed as simple exchanges involving two or three moves, for example, an initiating move such as an invitation, followed by a response such as an acceptance or a refusal
 - teachers tend to be given long lists of functions and notions and it is often difficult to select which ones to include in a syllabus and then to sequence these

Process Syllabus

Elements of a process syllabus

- the process syllabus is not planned before the course commences
- the elements of the course and the sequence of those elements are jointly negotiated with the learners as the course progresses
- the syllabus is a retrospective record of what occurred during the course
- rather than a prospective plan of what will happen
- the focus is the process of language learning rather than products or outcomes
- a process syllabus is usually recorded as a list of activities undertaken by the learners, that is, a process syllabus is recorded in terms of methodology

Limitations

- a process syllabus requires a highly committed teacher with an extensive knowledge of language and a repertoire of teaching strategies which can be drawn on at any time as the course progresses
- the learners in such a course need to have clear ideas about what they want to learn and how they want to learn it
- learners must have:
 - high level of education in their first language

- an approach to learning which is compatible with Western humanist models of education
- well-formed and appropriate learning goals and the skills and strategies needed to exploit the learning situation to achieve those goals
- plenty of time
- access to a variety of resources

Task-based and procedural syllabuses

Elements of task-based and procedural syllabuses

- focus is on process rather than product
- a task-based syllabus is recorded in terms of methodology
- basic elements are purposeful activities and tasks which emphasize communication and meaning
- learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks
- activities and tasks can be either:
 - those which learners might need to achieve in real-life
 - those which have a pedagogic purpose specific to the classroom
- activities and tasks of a task-based syllabus are sequenced according to difficulty
- the difficulty of a particular task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available

Limitations

- often reflect the limitations of the process syllabus type outlined earlier
 - learners often find the lack of content specification confusing
- (pp. 14-17)

The content-based syllabus, which draws attention of second language curriculum developers, offers sound principles for ESP instruction. According to Richards and Rodger, (2001), content-based syllabus consists of useful elements and some limitations summarized below.

Content-based syllabus

Elements of a content-based syllabus

- teaching is organized around the content rather than around the linguistic
- the subject matter is primary, and language being learned with little or no direct or explicit effort
- the learners would learn the language as a by-product of learning about the real world content
- approaches include demonstration, imitation, miming, the use of objects, pictures, and audiovisual presentation, and proposals supporting translation, explanation, and definition as aids to understanding meaning.

Limitations

- focus on content teaching without equal attention to language teaching
- authentic materials are like the kinds of material used in native-language instruction
- teachers must be a content-area expert

It is apparent that every syllabus has its own strengths and weaknesses. Supported by Feez's opinion mentioned earlier, a mixed syllabus may be the best for an ESP course, that is, to integrate the elements of a range of syllabus types, e.g. lexical items, grammatical structures, topics, situations and notions, learning and tasks. However, course objectives must be derived from a needs analysis and used as the basis for the selection of the elements. Learners are the most important factor to consider here since a chosen syllabus is to respond to their needs.

2.1.6.3 Interpretation Techniques

In the field of tour guiding, there is a special technique to convey the sequenced content to tourists, the target listeners. It is a technique of interpretation for tour guides. In this aspect, interpretation may vary in definition different from others. It is a creative means of presenting information and communicating ideas and feelings that help people enrich their understanding and appreciation of their world and their role within it (Weiler and Ham, 2001).

According to Ham (1992), effective interpretation has four components:

1) *Interpretation is entertaining and interesting.*

Interpretation usually involves voluntary audiences; therefore, the guide's ability to maintain the group's interest throughout the activity is crucial. Although entertaining is not the main purpose of interpretation, it is an important element which needs to be considered when designing activities.

2) *Interpretation must be relevant to the audience.*

Good interpretation enables visitors to make a connection between the information being presented and their previous knowledge and experiences. This is vital, as studies suggest that new information can only be processed if the visitors are able to link it to what they already know.

3) *Interpretation should be organized.*

Interpretive activities need to be structured in such a way that visitors can easily follow what is being communicated. This is achieved by presenting information in a clear logical order so that ideas flow from the introduction to the body to the conclusion.

4) *Interpretation has an underlying theme or message.*

Effective interpretation presents information in a way that supports and relates to a key idea or theme. Themes are not the same as topics, rather, they answer the question "so what?" about the topic.

For the present study, the content and its sequence obtained from the needs analysis will be integrated with the interpretation techniques and then put into the lessons. The syllabus is expected to serve the local tour guides' needs in Krabi.

2.1.7 Teaching ESP

Price-Machado (1998) explains that in making curricular decisions, ESP practitioners have been influenced over the years by trends in applied linguistics and general ESL/EFL teaching, when relevant to their students, moving through the methodological variations, from grammar-based to communicative, to process-based, and to genre-based curricula. Nevertheless, whatever the current trends, it is a basic responsibility of an ESP practitioner to be context- and students-sensitive. This section discusses ESP teaching models, CLT for ESP, ESP speaking in CLT, and mobile learning.

2.1.7.1 ESP Teaching Models

Dudley-Evans (1998) notes that ESP learners bring to their language learning some knowledge of their own specialized field and the communication within it. Teaching ESP is different from teaching EFL because learners have knowledge that they need to use which the ESP teachers do not have. The ESP teacher is often more of a 'consultant' than a 'teller', giving advice, suggesting alternatives and allowing the learner to make informal decisions. Dudley-Evans proposes 'the deep-end strategy' for teaching ESP by claiming that it is more appropriate than PPP (present, practice, perform). The deep-end strategy is suitable for intermediate plus students. It is to set a task and ask students to perform, providing preparation time before performance. Its strong point is that the approach to the task is the students' and is likely to reflect their personal and professional world. It is particularly effective on short intensive courses where learners are proficient in the communicative events in their L1. The main input stage may come after the performance, based on comments from the teacher and from the learners and peers.

As the learners control the preparation, the teacher's duty is to develop materials that support each learning stage and to supply them only on requests, as an option.

Dinapoli (2000) contends that tasks have become an essential feature of second language learning in recent years. In second language learning, the quality and quantity of the learners' exposure to the target language is not nearly as intense as it was for first language acquisition. L1 and L2 skills development both depend on contextualized input; however, while contextualized input is natural in the L1 acquisition experience, it is limited, if not utterly lacking, in the L2 learning process. Planned (rehearsed) and unplanned (spontaneous) role playing are explored as pedagogic tools, as well as how space for these devices can be created in the L2 classroom by including spontaneity and the use of tutorials.

In the course of Tourism 2 at the University of Valencia School of Tourism, Dinapoli allows students the opportunity to work through odd sequences, in which deviances across speakers' utterances are affected in an unplanned manner, help them to experience what it means to contextualize 'real' language. Communicative tasks such as role-plays and interactive problem solving activities, case studies and drama are all practically useful performance activities for achieving this.

Richards (2001) does not make a clear cut to decide which teaching method is the best suitable for teaching ESP. He reviews two teaching models implicit in many language programs: the *operative* model and the *problem-solving* model,

In an “operative” model, the teacher is restricted to meeting the requirements of a centralized system, such as the delivery of a textbook as planned, to a set timescales. Such a limited role, limited to that of curriculum transmission, implies training objectives based on mastery of a set of competencies determined by the centralized syllabus. In the case of the “problem-solving” model, a decentralized curriculum gives teachers greater autonomy in making educational decisions. A diversified language curriculum, characterized by adaptation to learners’ need, requires teachers to be able to diagnose problems and adapt materials and design original activities (Robert, 1998 cited in Richards, 2001, p. 215).

Besides, Richards gives samples of teaching models that are often based on particular methods or approaches, as follows;

The communicative approach: The focus of teaching is authentic communication; extensive use is made of pair and group activities that involve negotiation of meaning and information sharing. Fluency is a priority.

The cooperative learning model: Students work in cooperative learning situations and are encouraged to work together on common tasks and to coordinate their efforts to complete tasks. Rewards systems are group-oriented rather than individual oriented.

The process approach: In writing class, students take part in activities that develop their understanding of writing as a process. Different stages in the writing process (planning, generating ideas, drafting, reviewing, revising, editing) form the focus of teaching.

The whole-language approach: Language is taught as a whole and not through its separate components. Students are taught to read and write naturally with a focus on real communication, authentic texts, and reading and writing for pleasure (pp. 215-216).

That is to say in planning the kind of teaching that will characterize a language course, it is necessary to develop a model of teaching that is compatible with the overall assumptions and ideology of the curriculum and of the language program. Different models of teaching make different assumptions about the nature of language and of language learning, the roles of teachers, learners, and instructional materials, and different assumptions about the processes of language learning and teaching.

One of the teaching methods that seems proper to be a teaching model for the training program for tour guides is communicative language teaching (CLT). As reviewed before, the objectives of this training program are focused on language for communication, fluency on speaking skills, and authenticity of content and teaching materials. A few paragraphs in the following sub-section are devoted to describe its general characteristics.

2.1.7.2 CLT for ESP

CLT was first developed in Europe in the early 1970s (Kramsh, 2001). As the communicative approach could be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction, CLT allows learners to use their English to communicate purposefully (Kunyot, 2005). Finocchiaro and Brumfit (1983) make a comparison between Audio-lingual Method and Functional-Notional Methodology, which underlies the communicative approach in a distinctive way. Here are some compared features quoted to reveal the characteristics of CLT;

<u>Audio-lingual Method</u>	<u>Functional-Notional Methodology (or CLT)</u>
1. Attends to structure and form more than meaning.	Meaning is paramount.
2. Language learning is learning structures, sounds, or words.	Language learning is learning to communicate.
3. Native-speaker-like pronunciation is sought.	Comprehensible pronunciation is sought.
4. Translation is forbidden at early levels.	Translation may be used where students need or benefit from it.
5. Linguistic competence is the desired goal.	Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately).
6. Accuracy, in terms of formal correctness, is a primary goal	Fluent and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.

(6 from 22 pairs of the comparison made by Finocchiaro and Brumfit, 1983, pp. 91-93)

Richards and Rodgers (2001) support the paradigm shift by insisting that CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority. To them the following are the CLT principles:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error (p. 172).

Savignon (2001) sees the identification of learner communicative needs and goals as the first step in the development of a teaching program that involves learners as active participants in the interpretation, expression, and negotiation of meaning. Historically, the term 'communicative' attached itself to programs that used a functional-notional syllabus based on needs assessment, and the language for specific purposes (LSP) movement was launched. She says that its focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learner participation in communicative events. Thus, the selection of methods and materials appropriate to both the goals and context of teaching begins with an analysis of socially defined learner needs and styles of learning. Bygate (2001) also says a communicative approach developed in two ways. First, a notional-functional approach attempted to extend the teaching of grammar to include the teaching of interactional notions (paying attention to factors of formality and functions, such as making requests, apologies, invitations, and introductions). Second, a learner-centred approach

emerged, which emphasized the importance for learning, starting from the meanings learners wanted to communicate and working out how to express them.

According to Savignon (2001), CLT derives from a multidisciplinary perspective that includes, at a minimum, linguistics, psychology, philosophy, sociology, and educational research. For a communicative curriculum, she proposes five components as potentially made up stages of instruction.

1. *Language Arts*, or language analysis, refers to those things that language learners do best in ELT including using mother tongue and focusing on form accuracy of syntax, morphology, and phonology. Familiar activities such as translation, dictation, and rote memorization are often used, along with vocabulary expansion through synonyms/antonyms, pronunciation exercises and games for the variety and group interaction.

2. *Language for a Purpose* is the use of English for real and immediate communicative goals. Attention to the specific communicative needs of learners is important in selection and sequencing of materials. Its focus is on meaning rather than form.

3. *Personal English Language Use* relates to the learner's emerging identity in English. Therefore, the component implies respect for learners as they use English for self-expression. Native-like performance may not be a goal for learners. They should then be encouraged to develop an English language personality with which they are comfortable.

4. *Theater Art* is a natural component of language learning that provides learners with the tools they need to act, that is, to interpret, express, and negotiate in a new language. Activities include both scripted and unscripted role-play, simulations, and even pantomime.

5. *Beyond the Classroom* is to prepare learners to use English in the world beyond beginning with discovery of learner interests and needs to but, more importantly, to develop those interests and needs through English language use beyond the classroom itself. Interaction with international visitors and exposure English through technological media such as English language radio, TV programs, video, films, newspaper, magazines, and internet are already available in many EFL settings.

Taken into account characteristics and components of CLT, the approach seems most appropriate the program training. Its eclectic nature allows flexibilities in language learning activities, content selection, and teaching materials.

2.1.7.3 ESP Speaking in CLT

Lazaraton (2001) contends that the ability to speak a language, for most people, is synonymous with knowing that language since speech is the most basic means of human communication. Hadley (2001) states that oral proficiency in a second language is an important asset for anyone seeking employment in business and industry in twenty-first century. The learners themselves also share this view. According to NCLRC (2003, On-line), many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Apparently, the communicative approach arises from the learners' needs to utilize language in the productive aspect especially through speaking channel. In planning instruction to develop oral proficiency, one can begin then to reorient instruction towards carefully defined goals, derived in part from appropriate level descriptions, says what types of goals are for students at the novice,

intermediate, and advanced levels of speaking proficiency. Hughes (2002) also asserts that the communicative approach did much to underpin present attitudes to the spoken form in the field of language teaching. The approach has been strongly associated with the work of Stephen Krashen on second language acquisition and, among others, Henry Widdowson.

To Huges, the communicative approach should

- place high value on language in use (as opposed to abstract, isolated examples);
- assert that effective language acquisition (often opposed to language learning) only takes place through language use;
- aim to foster and develop the learner's communicative competence (as opposed to the more abstract concept of linguistic competence);
- regard error as a natural part of the progression towards a greater understanding of the target language;
- link teaching methodologies to appropriate communicative tasks (rather than seeing classroom tasks as a means of practicing a particular grammatical feature);
- tend to favor inductive, student-centred routes to understanding (rather than explicit, teacher-led explanations);
- place the learner at the centre of the learning process and assess progress in relation to factors affecting the individual (for example, levels of motivation) (p. 24).

Lee and VanPatten (2003) note that CLT is language teaching whose goal is communication. The instructor is no longer simply the drill leader but is also charged with providing students with opportunities for communication, using the language to interpret and express real-life messages. Alternatively, it is how to use the language to push the learner to develop communicative language abilities.

2.1.7.3.1 Steps in Teaching Speaking

For speaking skills instruction, Byrne (1986) presents a conventional 3-stage learning process for EFL. They are 'presentation, practice, and production (PPP instructional model). At the presentation stage, teachers introduce something new to be learned in such a way that the meaning of the new language is as

clear and memorable as possible. At the practice stage it is the students' turn to do the most of the talking, while the main task of the teachers is to devise and provide the maximum amount of practice, which must at the same time be both meaningful and memorable. The production stage gives regular and frequent opportunities for the students to use language freely for themselves. Doughty and Pica (1986) suggest that a task with a requirement for information exchange is crucial to the generation of conversational modification of classroom interaction. Similar to Byrne's 3-stage learning process, Ur (1991) proposes three modules in EFL teaching processes of presenting, practicing and testing. Her teaching paradigm which is widely known among EFL teachers can be a good guideline for them to use as the teaching acts step-by-step. Presenting step is to explain new material in order to make it clear, comprehensible, and available for learning. The step of practicing is to consolidate knowledge. The testing is administered to check what has been mastered and what still needs to be learned or reviewed. Stern (1993) suggests that communicative tasks could be divided into seven types: giving and following instructions, information transfer, information gap, the jigsaw principle, problem solving, informal talk, and role-play and drama techniques. These tasks can be threaded through the 3-stage learning process of both Byrne's and Ur's.

Similar to Byrne (1986), Ur (1991), and Stern (1993) above, speaking lessons can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. The teacher can use the "preparation" step to establish a context for the speaking task (where, when, why, and with whom it will occur) and to initiate awareness of the speaking skill to be targeted (asking for clarification, stressing key words, using reduced forms of words). In "presentation" the teacher can provide learners with a preproduction model that furthers learner

comprehension and helps them become more-attentive observers of language use. "Practice" involves learners in reproducing the targeted structure, usually in a controlled or highly supported manner. "Evaluation" involves directing attention to the skill being examined and asking learners to monitor and assess their own progress. Finally, "extension" consists of activities that ask learners to use the strategy or skill in a different context or authentic communicative situation, or to integrate use of the new skill or strategy with previously acquired ones (Brown, 1994; Burns & Joyce, 1997; Carter & McCarthy, 1995 cited in Florez, 1999). Lazaraton's proposal (2001) seems to correspond with the concepts of CLT and ESP. She proposes to put firstly a consideration of the level of the learners and their perceived needs. Levels may be determined by a placement test or a diagnostic test. Information on their needs can be obtained by means of a learner information sheet. The learners report the amount of time they spend speaking English, their future goals, their goals for the course, and their assessment (perhaps a 4-point scale from "poor" to "excellent") of their overall speaking ability, confidence in speaking English, their pronunciation, social conversation, and listening ability. Lazaraton concludes the major types of speaking activities that can be implemented are discussions, speeches, role-plays, conversations, audio-taped oral dialogue journals, and other accuracy-based activities.

2.1.7.3.2 ESP Speaking Skills and Communication Strategies

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997, cited in Florez, 1999). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking

(Florez, 1999). Spoken discourse is often real-time, unplanned, and dynamic. However, speech is not always spontaneous. Speaking in a specific discourse situation can be planned and the speakers can be trained as their learned experience and skill, in particular, English-speaking skills for specific purposes of the working people in careers such as tour guides, nurses, salespersons, to name a few. A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997, cited in Florez, 1999). Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. For example, a learner involved in a career must know usual patterns and choose the correct vocabulary to describe or to clarify things the audience does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that oral instruction might address include the following:

- producing the sounds, stress patterns, rhythmic structures, and intonations of the language;
- using grammar structures accurately;
- assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives;
- selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension;
- using gestures or body language; and
- paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Florez, 1999, On-line)

Similarly, the National Capital Language Resource Center proposes that language learners need to recognize that speaking involves three areas

of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary):
Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason (NCLRC, 2003, On-line).

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation. In addition, communication strategies that relate to the ability of a language user to cope with unpredictable difficulty in conversation should be trained. Following Faerch and Kasper (1993), Luoma (2004) explains communication strategies fall into achievement and reduction. Learners use achievement strategies to compensate for language deficiency by paraphrasing, restructuring, borrowing words and phrases from other languages they know, or engaging the listener in collaborative meaning making. Through reduction strategies, speakers avoid using language that they cannot control; they only convey the messages according to their linguistic resources. The communication strategies are deemed helpful speaking skills that could be developed through the training program to be developed in the present study.

2.1.7.4 Mobile Learning

This section presents related literature on what mobile learning is, why the present study incorporates mobile learning, how mobile learning is applied to enhance the learners' English speaking skills, and research studies conducted.

O'Mally et al. (2003) give a definition of mobile learning as any sort of learning when the learner is not at a fixed predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies. Mobile learning, sometimes called M-learning, is learning that takes place through small, portable computing devices such as mobile phones, personal digital assistants (PDAs), or laptop computers. Mobile learning also provides a different form of education beyond a formal one. People, especially adult learners, continue to learn outside school and university when they are called to undertake more challenging circumstances such as a career promotion, or specific skills improvement. Technology that is used to support learning should be at ease of access and blended with everyday life. In the present study, mobile phones and PDAs phones are appropriate for on-the-job learning context of the local tour guides since every tour guides has his/her own mobile(s) most of which are of high quality, yet under utilised. The mobile devices can be used to enhance the instructional activities after the intensive training.

As Singh (2003) states, a single mode of instructional delivery may not provide sufficient choices, engagement, social contact, relevance, and context needed to facilitate successful learning. A blended training program that includes more than one learning tool may offer more choices and more effectiveness. Singh also explains that the concept of blended learning complies with the idea that learning is a continuous process. To optimize cost and time and to create a meaningful career-

supported learning experience, a mix of conventional instructor-led training and asynchronous self-pace study through mobile learning should be applied. Mobile learning lets the users learn the lessons on-demand at their own pace and preference. This means that they can go through the lessons following their preferred sequence. They can take time to study a particular lesson more closely as well as skip over the lessons that they do not want to learn. Moreover, the users can easily review the lesson whenever the need arises. For the present study's training model, mobile learning was expected to help facilitate content retention and reduce the local tour guides trainees' attendance time spent in in-house training. In other words, contact hours with the trainer were reduced, since they did not have to spend a lot of time away from their work. They could choose how much time or what specific time to devote to learning the lessons offered. Mobile learning also acts as continuing learning that provides an opportunity for the training program participants to use the knowledge learned in daily life. This helps reduce the forgetting, as stated by Tyler (1949) and strengthens the memory of the lessons learned, and it is hoped to improve the participants' English speaking ability.

Mobile learning refers to lessons that are transferred into mobile phones or PDA phones of the training participants, to use as an asynchronous computer program. The asynchronous operated lessons do not need a communication network of a cell phone. The lessons could be placed in an electronic repository of mobile phones or PDA phones after the intensive training for just-in-time access on-demand. The mobile phones act as a cassette or CD, and VDO player, allowing the users to hear sounds and see words shown on its screen. Both voice and text offline, without network connection, is enough any time anywhere. The only concerns are a

cell phone's capacity and its operating system. PDA phones, however, do not have such problems because the memory capacity is high and their operating system is Window Mobile, which match the constructed learning materials in the forms of VCD or CD made by Microsoft Word. Also both transferring the data into the PDA phones and retrieving them are easy. Unfortunately, PDA phones are not popular among Thai people due to their prices and complicated operation. Symbian is the operating system for modern mobile phones with megabytes of memory and sometimes with memory expansion cards. These phones cannot receive the data, the VCD, or CD lessons directly. Furthermore, the lessons need to be converted by some special software such as Xilisoft VDO/AUDIO converter.

In Houser and Thornton's work (2004) on mobile learning, students used cellphones and pocket computers (PDAs) primarily to view study materials and answer quizzes. Anecdotes implied that Japanese students typed faster on cellphones than on desktop PCs, suggesting that students could use mobile devices to take notes and write reports. The researchers claimed the study the first quantitative investigation into the ability of Japanese students to enter text on mobile devices. In 2-minute transcription tasks, 24 Japanese university students typed Japanese: English at 8:7 wpm on miniature QWERTY thumb keyboards, 10:9 on onscreen QWERTY keyboards, 17:5 on cellphones, 23:14 on desktop PCs, and 31:30 with pencil and paper. 5-minute composition speeds were slightly less in the student's Japanese, and about half in English. Transcription errors were rare in Japanese, but more frequent in English, especially on mobile devices. Students preferred typing on desktops and cellphones. This data suggested that Japanese students could take notes and write reports on their mobile phones but would require training before using PDAs and

writing in English. Longitudinal studies learning various input methods, including handwriting recognition, were recommended for further studies.

Kiernan and Aizawa (2004) studied whether or not mobile phones were useful language-learning tools since they could be seen as a distraction in the classroom, whose functions include Internet access and e-mail capability. Freshman university students in intact EFL classes, 2 elementary classes, 2 lower intermediate, were first surveyed regarding their cell phone use and pre-tested to assess their knowledge of certain target learning structures. The subjects were divided into three groups: (a) mobile phone e-mail users, (b) PC e-mail users, and (c) mobile phone speaking users. The learners were paired, trained with warm-up tasks, and given two further sets of tasks to complete, one in class and the other at home. The target vocabulary appeared in the initial narrative task. All messages sent while doing the tasks were saved for analysis. The speaking task pairs were recorded and samples were transcribed for comparison. Finally, the learners took a post-test the following week to assess short-term learning gains. While all the face-to-face speaking users completed these tasks in the time provided, only two pairs of PC e-mail users and one pair of mobile phone e-mail users completed the tasks. The face-to-face users had significantly faster performances, and the mobile phone e-mail users had the slowest. However, the mobile phone e-mail users were not significantly slower than the PC e-mail users. These differences were attributed to relative speed of typing versus speaking, and the relative speed of typing on mobile thumb pads versus keyboards. An interesting side-note was that the fastest mobile phone e-mail user had told the entire story in only a single text-message. In general, mobile phone e-mail users used fewer words, yet they were able to communicate effectively. This project drew

attention to a number of potential advantages of mobile phones as well as highlighting some limitations, but overall suggested that mobile phones represented a language learning resource worthy of further investigation.

Thornton and Houser (2005) developed an innovative project using mobile phones to teach English at Kinjo Gakuin University in Japan. The researchers presented their project into three studies. Firstly, they polled 333 Japanese university students regarding their use of mobile devices. They found that 100% of the students reported owning a mobile phone. 99% sent e-mail on their mobile phones. In contrast, only 43% emailed on PCs. Secondly, the provided vocabulary instruction by SMS (Short Message Service). The researchers emailed short mini-lessons to students three times a day, sending in discrete chunks so as to be easily readable on the tiny screens. Lessons defined five words per week, recycled previous vocabulary, and used the words in various contexts, including a serialized story. Students were tested during each 2-week cycle and compared to the groups that received the identical lesson via the web and on paper. The results indicated that the SMS students learned over twice the number of vocabulary as the web students, and the SMS students improved their scores by nearly twice as much as the students who had received their lessons on paper. The students' attitudes were also measured. 71% of the subjects preferred receiving these lessons on mobile phone rather than PCs. 93% felt this valuable teaching method. The researchers theorized that their lessons had been effective due to their having been delivered as push media, which promoted frequent rehearsal study and recycle vocabulary. Lastly, the researchers created a web site explaining English idioms. Student-produced animation showed each idiom's literal meaning; a video showed the idiomatic meaning.

Textual materials included an explanation, script, and quiz. Thirty-one Japanese college sophomores evaluated the site using video-capable mobile phones, finding few technical difficulties, and rating its educational effectiveness. Compared with the cell phone users, the students using PDAs generally gave higher ratings to video quality and studying idioms than the students using mobile phones did but no other scores differed significantly between devices.

McConatha and Praul (2006) stated that mobile Learning, or M-learning as it is often called, was a relatively new tool in the pedagogical arsenal to assist students and teachers as they navigate the options available in the expanding distance learning world. Their study aimed to assess some of the possible methods, challenges and future potential of using mobile learning in a college classroom and described an empirical evaluation of the effectiveness of M-learning in a college classroom. 110 students in an introductory survey course in sociology were given the opportunity to use an M-Learning product developed by HotLava Software for the purpose of assisting them in preparation for two scheduled exams. The course was made up of primarily freshmen students taking the course to fulfill a general education requirement. The study was conducted over the course of the Spring semester of 2006. Both practice and review questions were made available on Smart Phones, Web enabled phones, PDAs and other Internet capable mobile devices via the Learning Mobile Author. Two mid-semester tests were given during the term at approximately the end of the first third and the end of the second third of the course. The average score for each student on these first two tests was used as the dependent variable to assess the effect of the independent variable: access to practice exam questions and vocabulary words via cell phone. These materials were also part of the

weekly lectures and class reading assignments. 42 of the 110 students in the class chose to access these data via their personal devices and their responses were collected and recorded. The results of their performance, as indicated by a final grade in the course, were compared to the outcomes for those students who chose not to use the M-learning tool. The students using the software demonstrated a higher level of knowledge of the subject matter covered in the course when compared to those choosing not to use the tools ($p < .01$). Conclusions and a discussion of these outcomes were offered as well as some inferences and speculation regarding the future of M-Learning in the classroom and beyond.

It is apparent that there have been attempts to integrate or incorporate mobile phones into classroom instruction and evaluate the effectiveness of using a mobile learning tool to improve learner performance. It is hypothesized that employing mobile learning can affect performance of learners. At least, the studies disclose a possibility in using mobile devices in language learning. As the local tour guides in the present study worked full time, without fixed schedules, it was difficult to keep them for a long in-house training session. With the integration of mobile learning, intensive training could be shortened and further practice, that is, putting what they had learned in class into real use, outside classroom at their own free will may be sensible. The present study expected that an mobile learning blended English training model could enhance the course participants' oral communication ability.

2.1.8 ESP Assessment

Rea-Dickins and Germaine (1992) contend that evaluation is the means by which we can gain a better understanding of what is effective, what is less effective, and what appears to be of no use at all. In order to do this, evaluation must

be on both the means and the end of the learning process. An individual learner assessment seems to be impossible to separate from the program evaluation. Learner evaluation reflects the quality of the program. Nevertheless, whether a program works or not depends on more than whether learners can pass a test at the end of the course.

In particular, they note that:

- 1) evaluation is not restricted to the testing of learners' abilities
- 2) more than just the end product is important when evaluating a learning program
- 3) there are different conditions that may explain, or contribute towards an explanation of, why a program is successful or not
- 4) other information, related to a range of different aspects of the teaching and learning process, should be included in an evaluation of the curriculum, to complement data typically derived from a test analysis of learner performance (p. 27).

They add that evaluation may be done by quantitative methods such as tests and by qualitative methods like observation, ratings and value judgments and recommend those two approaches for teachers to carry out evaluation:

- 1) A measurement-based approach emphasizes the testing of hypothesis using procedures such as tests; the result can be statistically analyzed. The focus of such evaluations is product oriented and largely summative in nature, focusing on ends rather than means.
- 2) A descriptive data-based approach is concerned mainly with the gathering of new information with a view to forming new insights into aspects of language teaching and learning. Results expressed solely in quantitative terms have limited value in this type of enquiry, whereas information that is qualitatively expressed, in the form of descriptive or explanatory statements is potentially much more informative. This is necessary since the primary concern is to capture and understand the reality of what happens in the classroom in order to retain what works and make appropriate changes (p.73).

Corresponding to Rea-Dickins and Germain, Richards and Schmidt (1985) assert that assessment is the way to make judgment about the ability of the learners and success of a training program and that assessment can be done through various types of a systematic approach to collecting information such as test,

interview, questionnaire, observation. In ESP, assessment procedures for evaluating trainees' achievement by using authentic ones similar to real-life language use in their specific profession are possible.

Douglas (2000) states that in testing learners' ESP language performance, ESP assessment should be appropriate to the instructional context.

specific purpose language test is one in which test content and methods are derived from an analysis of the characteristics of a specific target language use situation, so that test tasks and content are authentically representative of the target situation, allowing for an interaction between the test taker's language activity and specific purpose content knowledge, on the one hand, and the test tasks on the other. Such a test allows us to make inferences about a test taker's capacity to use language in the specific purpose domain (p. 19).

It is certain that constructing ESP speaking tests to reflect both individual learners' language performance and the quality of the training program is by no means easy. Scholz (1993) discusses language testing in the context of a program in English for Specific Purposes (ESP) and focuses on the lack of "fit" between the two areas and makes some recommendations for improvement. Between testing and ESP, overlap is seen in two areas: construct and content validity. For learning, teaching, and testing to be in harmony, test specification and test items should be derived from the same needs analysis and program consensus used for developing ESP instructional materials. However, little research has been conducted on the issue, or indeed in ESP testing in general. ESP has enriched the areas of needs assessments and discourse analysis, while language testing has enhanced our understanding of communicative competence by investigating models of language proficiency. Yet, the interaction between ESP and language testing has been rather limited. While ESP programs are empowered with needs analysis and materials

development, the testing and evaluation of such programs are relatively weak, evoking general standardized language proficiency (concurrent validity) as proof of a successful program of instruction. Language testing in the last ten years has focused on three areas with implied issues of validity:

- 1) Theoretical issues of the nature of language proficiency and their implications for practical evaluation (construct validity),
- 2) Methodology advances in terms of tools for test analysis (content validity) and,
- 3) Language test development as 'communicative testing' (predictive and concurrent validity) (Bachman 1991, pp. 672-690 cited in Scholz, 1993)

Scholz notes that ESP program should have appropriate materials, which facilitate learning and appropriate tests that facilitate decision-making and support instructional delivery. To sum, he says the language program must go on, the teachers must teach, and the students must take tests. He proposes that a closer structural look at needs analysis and a programmatic attempt to consensus building with consequent goal setting might bring ESP and the language testing together again. Language testing in an ESP program model should be considered highly interactive in reality in order to reflect the learning effectiveness and operational efficiency. In assessing the success of the M-learning blended English training program in the present study, the researcher took into consideration the issues of validity and methods of the tests to ensure that both qualitative and quantitative evaluation reflected learners' oral performance and the quality of the program.

2.1.8.1 Assessing Speaking

How to assess speaking ability of the subjects (local tour guide trainees) in the study was one of the most important parts of the training program

since communicative oral proficiency is its stated goal. Therefore, knowledge, expertise, and new ideas in the field of oral testing were needed to put into considerations in order to devise a model of assessing speaking that provides effectiveness, less time-consuming, and reliability. So far, there are no testers/centers claim to be the standard of testing oral proficiency, although many attempts have been made to study and to develop a reliable oral test to assess speaking for all fields. It is perhaps because of the natural aspect of speaking skills that needs real-time and spontaneous interaction. Underhill (1987) states that oral tests are qualitatively different from other kinds of tests and little space is devoted to them compared to testing the other skills. Moreover, among four conventional language skills of listening, speaking, reading, and writing, tests of speaking performance need to resemble more authentic language use than others (Hadley, 2001). This section looks into difficulties and troubleshooters of speaking test, criteria for assessing speaking, and rating scales for assessing speaking.

2.1.8.1.1 Difficulties and Troubleshooters of Speaking Test

Anderson and Bachman write in series editors' preface to *Assessing Speaking* by Sari Luoma (2004) that 'speaking is the most difficult language skill to assess reliability', 'the criteria used to assess the performance can vary enormously, from global assessments to detailed analytic scales' and 'assessing speaking is not impossible, but it is difficult' (pp.ix-x). As said, a test of speaking is very difficult to administer because of problems of reliability and an unavoidable subjective judgment. Fulcher (2003) says, "A test of speaking was abandoned because of problems with reliability" (p.2). Another problem of testing speaking is the test validity. Indirect pencil and paper oral-language test is often attacked incapable to

measure the speaking ability in the real-time conditions. It is not a simple task for oral test developers to get away from the situation learners do not enjoy taking tests, and teachers do not enjoy marking them (Underhill, 1987, p.3).

Despite difficulties, many academics and educational institutes have put a great effort to tackle the problem and created tests of speaking. Luoma states that assessing speaking is challenging, however, because there are so many factors that influence an assessor's impression of how well someone can speak a language, and because test scores are expected to be accurate, just and appropriate for the test purposes. Components of speaking skills have to be put into consideration such as what are in speaking (pronunciation, grammar, vocabulary, discourse, interaction, etc), test format, language functions, and rating scales or scoring rubric with band descriptors. The question of how to make up an oral test that fits in with the training program is not easy to answer. Initially, she proposes a basic for the assessment that the starting point was a definition of test purpose, after which the developers specified what they want to test and created tasks and assessment criteria to test it.

More importantly, the oral tests should not destroy the attempt of the speaking training sessions to encourage learners to talk to each other as naturally as possible. In this matter, Underhill (1987) proposes the summary of considerable tips for developing an oral test.

1. *You need full local knowledge.* Tests are not inherently good or bad, valid or invalid; they become so when they are applied to a particular situation. You cannot say how good a hand-tool is unless you know exactly what it is used for; similarly, you can only evaluate a test in a specific context.
2. *You need to design the test as a whole.* Following on from a full awareness of the local conditions, an oral test must be conceived as an integral whole, and usually as a natural complement to the teaching programme. It's no good asking one person to draw up the aims, another to decide on the test

techniques, and a third to design the marking system.

The entire procedure should appear as a single and consistent entity to testers and learners alike.

3. *You need a human approach.* Oral tests must treat people as human beings. In small ways, as well as in the design of the test procedure in general, we can make taking a test challenging, instructive, and even an enjoyable experience. There is a good practical reason for this, not just that it is nice to be nice; if you treat people in as friendly and human a way as possible they will tend to respond in kind, and you are going to get a much more accurate picture of their oral ability.
4. *You need to find a suitable balance.* The planning and execution of an oral test involves making positive compromises between different forces, for example, between communicative and structural aims, between impression and analytic marking systems, and between highly reliable and highly valid techniques.
5. *You need to adapt and improve.* At the same time, the balance is dynamic- no test procedure is sacred. Test evaluation is not something you do once, then sit back and relax; it is a continuous process. The best test reflects any changes in the aims of the programme or the needs of the learners. There are so many factors that have to be considered in the design of a test procedure that it would be surprising if circumstances did not change from time to time (p. 6).

Douglas (2000) states that testing language for specific purposes is a special case of communicative language testing in which the test content and the test methods are derived from an analysis of a specific language use situation, such as Spanish for Business, Japanese for Tour Guides or English for Air Traffic Control. He also mentions two aspects of LSP testing: authenticity of task and the interaction between language knowledge and specific purpose content knowledge. For the former aspect, the test taker will carry out the test task in the same way as the task would be carried out in the actual target situation. The examination then consists of an assessment of both professional knowledge and ability to communicate in English

(target language). After analysis of a target language use situation and the two aspects are clarified, the test developer produces test specifications. It is a blueprint of the test intended to develop, including a statement of the purpose of the test, a description of what it is to measure, a description of the contexts and tasks intended to include in the test, details of how the test will be scored, and an indication of how scores on the test should be interpreted. The test developers must consider both test purpose and task characteristics when setting out to measure communicative language ability.

Similar to Douglas, Luoma (2004) proposes the activity cycle of assessing speaking as follows:

1. A clarification of the purpose of the assessment after the realization that speaking scores are needed
2. The planning & development of which the main products are tasks, assessment criteria, and instructions to participants, administrators, interlocutors and assessors for putting the assessment into action
3. The administration of the test that produces examinee performances, which are then rated to produce the scores (p.7)

By initial speaking task design, the test developers refer to the decisions about what the test will be like and about what activities able to involve the examinees in using language for achieving a particular goal. A tentative type of speaking tasks for tour guides would compose mainly of ‘description’ in terms of factual-oriented and ‘explanation’ in the means of evaluative talk. A work-related simulation where the examinees were put into their professional role of the tour guides while the examiners acted as the tourists would indeed be an appropriate task.

In designing assessment criteria, the developers need to consider the following two main spoken qualities:

- 1) Spoken language quality. It arises from:

1.1) The sound of speech (pronunciation)

The sound of people's speech is meaningful, and that is why this is important for assessing speaking. However, the thing that the test developers have to bear in mind is that very few learners are capable of achieving a native-like standard in all respects, even if they are fully functional in normal communicative situations. In this point, 'communicative effectiveness', which is based on comprehensibility and probably guided by native speaker standard but defined in terms of realistic learner achievement, is a better standard for learner pronunciation.

1.2) Spoken grammar

Speakers do not usually speak in sentences like in writing, but rather in 'idea units'. The idea units are short phrases and clauses connected with *and*, *or*, *but* or *that*, or not joined by conjunctions at all but simply spoken next to each other, with possibly short pause between them. The grammar of these strings of idea units is simpler than that of the written language with its long sentences and dependent and subordinate clauses. This is because speakers are trying to communicate ideas that listeners need to comprehend in real time.

1.3) Spoken words

Many rating scales for speaking include descriptions of vocabulary use. It is indeed important in professional contexts or when trying to convey detailed information. Well-chosen word/phrases can make descriptions or story vivid, and learners who can evoke the listener's feeling deserve to be credited for their ability.

2) Content of tourist site information

As mentioned earlier, the content knowledge especially in LSP should be measured. In conducting a tour, the tour guides have a vital duty to transfer information effectively and interestingly, confirming that the tourists have understood it. To quote Luoma (2004), establishing common ground, giving information in bite-sized chunks, logical progression, questions, repetitions and comprehension checks help the speaker reach this aim. This corresponds with the interpretation techniques for tour guiding. Once the developers analyze learner performances to find out exactly how the performances at different ability levels differ, for example, whether weaker performers fail to establish common ground or do not sequence the information logically, they can use these concepts in rating scales to indicate how raters can tell performances at different levels apart.

Underhill (1987) notes that the choice of test design depends on the aims and resources of the program. For a particular course of training, an achievement test is likely to be the most suitable kind of oral assessment. It is to test how much the learner has learnt from a particular course. An achievement test takes a sample of the language elements or skills that have been covered in the course and aims to test how well the learner has mastered those elements. In constructing a speaking test, two factors must be considered. To achieve the aims, several techniques must be used and marked using different criteria. In practice, marks are awarded on 1) structural accuracy and correctness of pronunciation, 2) breadth and appropriateness of vocabulary, and 3) fluency and communicative effectiveness. The other is what resources to help achieve those aims. Resources refer to people, time, and equipment/facilities. In oral testing, people are one of the important kinds of resources

(people, time and facilities). Most obviously, in the making judgment stage, native or non-native speakers, or a combination of both will make a successful oral assessment. Even though there might be a rating scale with descriptors reflecting the aims of the training program, like Underhill's suggestion, a combination of one mother-tongue speaker and one target language native speaker can make a successful and balanced team, each picking up on point the other misses.

As important as test validity is test reliability. Luoma (2004) explains reliability arises from the same scores obtained from the test that is administered by different assessors. Therefore, the most common procedure to ensure the reliability of the scores is rater training. Analyzing reliability of the speaking scores can be conducted through “**intra-rate reliability**” and “**inter-rater reliability**.” The former means that raters agree with themselves, over a period of a few days, about the ratings that they give. The latter means that different raters rate performances similarly. In this point, well-defined criteria help raters come to an agreement about a joint rating. She also mentions the most common way of expressing reliability is through **correlation**, which is a statistic indicator for the strength of relationship between speaking scores (variables). Theoretically, the values of a correlation coefficient may vary between -1 and +1, but values in .8 or .9 range are usually considered good while values in the range of lower than .6 are weak. The reliability coefficients that can be used to calculate speaking scores are the Spearman ρ and the Pearson r .

2.1.8.1.2 Criteria for Assessing Speaking

For oral assessment, criteria for marking system are essential for assessors to give score more accurately and less subjectively. Underhill

(1987) proposes the 'mark categories' for teaching programs that aim to assess a specific speaking skill, such as accurate pronunciation, making a formal presentation, or contributing to a debate. The mark categories are combined with rating scales with a chart describing the typical performance in each skill category at each level. The kind of categories follow from the teaching program and are dictated by the way in which the teaching syllabus expresses the aims of the program. He recommends that traditional mark categories focus on the following language components:

- Grammar
- Vocabulary
- Pronunciation, intonation, and stress
- Style and fluency
- Content

And the modern style emphasizes language as a tool for communication, so all aspects of a speaker's 'performance' are also assessed. For example:

- Size (how long are the utterances produced)
- Complexity (how far does the speaker attempt complex language)
- Flexibility (can the speaker adapt quickly to changes in the topic or task?)
- Accuracy (is it correct English?)
- Appropriacy (is the style or register appropriate?)
- Independence (does the speaker rely on a question or stimulus, or can he initiate speech on his own?)
- Repetition (how often does the question or stimulus have to be repeated?)

- Hesitation (how much does the speaker hesitate before and while speaking?)

However, it is not feasible for a live assessor to keep track of more than three or four of the criteria at the same time. Underhill also states that tests conducted for special purposes may have corresponding special mark categories.

In the training program for a specific purpose, the mark categories should place much emphasis on the objective of the syllabus. The objective of using English of the tour guides is simply to succeed in conveying the meaning to the tourists. Therefore, the communication effectiveness must be assessed. No matter how well done grammar and pronunciation the tour guides use, but to what extent they make the transferred information understood clearly and interestingly. The proportion of communication outcomes must be assessed.

As shown in Table 2.1, Hughes (2002) compares the criteria used in 3 international tests of English speaking ability: IELTS (International English Language Testing System), CPE (Certificate of Proficiency in English), and CELS (Certificates in English Language Skills). While the topic of 'Interactive Communication' is included in CPE and CELS, it is omitted from the IELTS test criteria. The IELTS criteria reveal the greatest explicit focus on accuracy and on quantifiable data (e.g. 'the number of grammatical errors in a given amount of speech'). However, overall there is a high level of consensus between the three tests (due in part, of course, to their all being from the UCLES 'stable'). For example, under grammatical criteria all three tests assess spoken performance in terms of 'accuracy' or 'range' or 'complexity'.

Table 2.1: Criteria for Three Speaking Tests*IELTS (International English Language Testing System)*

Fluency and coherence This refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech.

Lexical resource

Grammatical and range and accuracy

Pronunciation

CPE (Certificate of Proficiency in English)

Discourse management This refers to the ability to link utterances together to form coherent monologue and contributions to dialogue

Lexical resource

Grammatical resource

Pronunciation

Interactive communication

CELS (Certificates in English Language Skills)

Discourse management

Grammar and vocabulary (accuracy and appropriacy)

Pronunciation (individual sounds and prosodic features)

Interactive communication (turn-taking, initiating and responding) This refers to the candidate's ability to interact with the interlocutor and the other candidate by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements.

(Hughes, 2002, pp.86-88; see APPENDIX 1)

To Hughes questions whether these tests should be the key indicators of speech proficiency for assessment in a second language or in a first language context, for the context of ESP and in the second language setting in the

present study, the criteria for the speaking test should not go beyond L2 learners' capacity and will consist of the following:

- 1) Structure (grammar and pronunciation)
- 2) Content (vocabulary and interpretation techniques)
- 3) Communicative effectiveness (Fluency and communication strategies)

2.1.8.1.3 Rating Scales for Assessing Speaking

A 'rating scale', a series of short descriptions of different levels of language ability, is generally used in assessing speaking. The speaking assessors act as raters who assign scores or put a test taker on the level with the pre-established description that fits the test taker's spoken proficiency. Therefore, it is reasonable to review the related literature on this by educational practitioners.

Ur (1991) states there are serious difficulties and criticisms of the oral testing. She mentions one of the main problems is, of course, inter-rater (tester) reliability because it is difficult to ensure appropriate training for all of them in order not to get some variation in their assessment of the testees' proficiency. She reviews the scales of oral testing criteria based on that actually used in the Israeli school-leaving exam, with 20 % weighting in the final grade that the candidates are tested on fluency and accuracy, and may get a maximum of five points on each these two aspects, ten points in all as shown in Table 2.2.

Table 2.2: The Israeli Oral Test

Accuracy		Fluency	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, May have very strong foreign accent	2	Very hesitation and brief utterances, Sometimes difficult to understand	2
Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign accent	3	Gets ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional Grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, Virtually no grammar mistakes, native-like Or slight foreign accent	5	Easy and effective communication, uses long turns	5
TOTAL SCORE OUT OF 10:			

(Ur, 1991, p. 135)

Underhill (1987) gives an example of a rating scale for general spoken English into five levels:

Table 2.3: An Example of a Rating Scale for General Spoken English.

Level 1: Very limited personal conversation.
Level 2: Personal and limited social conversation.
Level 3: Basic competence for social and travel uses.
Level 4: Elementary professional competence
Level 5: General proficiency on all familiar and common topics

(Underhill, 1987, pp.98-99, see APPENDIX 2)

However, Underhill suggests not using more levels than the test purpose because the fewer levels you have, the easier it is to assess, and the higher the reliability will be and keep it as simple as possible (p.100). He explains that the assessor can hold it in mind while listening or talking to the test taker and does not have to keep referring to a large manual to tell her/him what to look for.

As shown in Table 2.4, the Finnish National Certificate scale is a holistic scale with six levels (Luoma, 2004). The speaking test is to assess adults in Finnish skills for increasing number of immigrants and refugees. Holistic scales express an overall impression of an examinee's ability in one score. The raters may be asked to note several different features in the performances or pay attention to overall impression only.

Table 2.4: The National Certificate Descriptive Scale (National Board of Education, 2002)

-
- 6 Speaks fluently with few if any non-native features, such as foreign accent.
 - 5 Speaks fluently without frequent obvious need to search for an expression.
 - 4 Copes fairly well even in less familiar speech situations.
 - 3 Copes with the most familiar speech situations and is able to take the initiative in everyday language-use situations.
 - 2 Copes with routine speaking situations that require a simple exchange of information.
 - 1 Is able to ask and reply to simple questions dealing with immediate everyday needs.
-

(Luoma, 2004, p. 61, see APPENDIX 3)

Luoma (2004) also presents the American Council for Teaching of Foreign languages (ACTFL) Speaking scale (ACTFL, 1999), which is a holistic scale of ten levels, as shown in Table 2.5.

Table 2.5: ACTFL Proficiency Guidelines – Speaking (ACTFL, 1999)

SUPERIOR Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives.

ADVANCED HIGH

ADVANCED MID

ADVANCED LOW

INTERMEDIATE HIGH

INTERMEDIATE MID

INTERMEDIATE LOW

NOVICE HIGH

NOVICE MID Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned.

NOVICE LOW Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible.

(Luoma, 2004, pp. 63-67, see APPENDIX 4)

Luoma asserts that speaking scales are difficult to write and few of them are published. It may be potential weaknesses in the scales, or the language used in the rater-oriented scale is not suitable for the public. Actually, they are different depending on their main purpose and their target audiences. The rating scales should then be a specific series of descriptions of different levels of language ability for a specific speaking instruction.

Cambridge ESOL Common Scale for Speaking, which is well known and widely acceptable, interprets the speaking performance into five levels. Two assessors award marks according to four analytical criteria:

- Grammar and Vocabulary (range; accuracy; appropriacy)
- Discourse Management (coherence; event; relevance)
- Pronunciation (stress and rhythm; intonation; individual sounds)
- Interactive Communication (initiating and responding; hesitation; turn-taking)

Each level provides a general description of the nature of spoken language ability as shown in Table 2.6.

Table 2.6: Cambridge ESOL Common Scale for Speaking

Level C2: Mastery; Fully operational command of the spoken language. Able to handle communication in most situations, including unfamiliar or unexpected ones.

Level C1: Effective Operational Proficiency; Good command of the spoken language. L1 accent may be evident but does not affect the clarity of the message.

Level B2: Vantage; Generally effective command of the spoken language

Level B1: Threshold; Limited but effective command of the spoken language

Level A2: Waystage; Basic command of the spoken language. Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses..

(On-line, see APPENDIX 5)

It is the effort to get away from the weak points of speaking test that has been argued in terms of inability to produce reliable score and subjective judgment. Fucher (2003) states that the constructs used in testing speaking should be useful for the testing purpose. He also makes an assumption that any description, any rating scale, may not capture some psychological reality that exists in the language competence of all speakers for all time in all contexts. The idea of one for all may not be most appropriate in tests of speaking for specific purposes, where the constructs, tasks, and scoring of speaking test are designed to collect evidence for speaking ability in a small sub-set contexts, such as service encounters or air traffic control (Fulcher, 2003). Therefore, the speaking test that was designed for the specific

purposes of the training program for the specific context of Krabi local tour guides, and whose scores needed not to be generalized to other contexts would be valid to measure the trainees' speaking ability and its progress and adequate to reflect the effectiveness of the program.

Based on the aforementioned three criteria of

1) Structure (grammar and pronunciation), 2) Content (vocabulary and interpretation techniques), and 3) Communicative Effectiveness (Fluency and communication strategies), the rating scales fell into 5 levels. They were expected to serve the test purpose to discriminate the local tour guides into 5 categories before and after they attended the program training. The rating scales for the speaking test in the present study were developed when Phase 2 of developing training program was completed. At this point, a draft of the rating scales was proposed as follows:

Table 2.7: Speaking Scales for Local Tour Guides

Level 4: Professional

Level 3: Good Command

Level 2: Novice

Level 1: Basic

(See more details in APPENDIX 6)

2.2 Research on English for Tourism Localized Curriculum in Thai

Context

This section presents a review of related research on English for Tourism localized curriculum in Thai context. It consists of six research studies for sustainable community tourism development conducted by Research Project Development of Rajabhat University Network according to Commission on Higher Education, Ministry of Education (2003) and a research study of a doctoral thesis. The review of related research aimed to investigate what has been done and what gaps has to be filled in terms of process of conducting research specially in the field of English training program for tour guides.

Nakjan (2005) conducted a research entitled “Curriculum and Instruction Development of English for Tourism in Phetchaburi”. The purposes of the participatory research and development study were to 1) construct a curriculum of English for tourism in Phetchaburi, 2) investigate effective training for English teachers, and 3) determine effectiveness of the curriculum implementation in terms of learning and instruction. Participants were 7 teachers and 228 students in Grade 4 to 12 from seven schools in Phetchaburi in year 2005. With teachers’ participation, two curricula of English for Tourism in Phetchaburi and two course books were developed. Then, the teachers received instructional training and the curricula were implemented. The instruments were questionnaires, interviews, observations, and paper tests. Test scores measured teachers’ training achievement and students’ learning achievements. Qualitative data from observations, interviews, and questionnaires were collected and analyzed with descriptive statistics. The findings revealed that regular 30-hour courses of English for Tourism in Phetchaburi were

successfully constructed containing the content of attractions in all eight districts in Phetchaburi. Teacher training, regular classes, and English camps for students yielded higher achievement test scores. Both the teachers and their students appreciated related learning and instructional activities at a high level.

Tiptara et al. (2005) constructed an instructional package for English teachers on “Tourism English for Beach Activities” for Rajabhat Songkla University. The purposes of this research were to study an effective process of the instructional package. The study was carried out by the participatory action research method in which the researchers worked closely with eight English teachers from four schools responsible for the basic education levels. It confirmed that the following steps were effective in creating an instructional package: 1) building good relationships among the team members, having a clear understanding of the project and planning the research activities together, 2) creating an instructional package by doing the following activities respectively: interviewing the people who work and communicate with tourists at Samila beach in order to analyze the topics to be taught; studying materials in English teaching techniques and on creating instructional packages and sharing the knowledge with the other team members; designing the package; holding workshops to create an instructional package and revising the package, 3) proving the package’s effectiveness by using the package in four schools. Through the research and development process of developing the instructional packages, the teachers improved their teaching skills, felt confident to develop instructional packages for teaching tourism English, realized the value of the Southern customs, and learnt the importance of accepting others’ comments in order to improve their own teaching skills. It was also found that completing the twenty hours of

lessons taught by using the package, the students significantly improved their English in tourism and demonstrated positive attitudes toward tourism English.

A study by Prachanun et al. (2005) from Rajabhat Buriram University entitled “The Study and Development of Learning Process of Teachers of English for Supporting Long Life Local Tourism: A Case Study Phanom Rung Sanctuary, Buriram Province” aimed at developing an English learning and instructional model to develop, support, and promote local tourism. Even though Phanom Rung Sanctuary is the most well known attraction, the numbers of foreign tourists visiting it were very few compared to the total number of tourists visiting Thailand. This was because the guides working on Phanom Rung could not narrate in English and there was little English information about Buriram and Phanom Rung. This study was a participatory action research and case study cooperated with 12 network teachers working in 6 schools close to Phanom Rung Sanctuary in creating the instructional module, English for Tourism, and 467 students were involved to prove the effectiveness of the module. The pre-test and post-test scores of these students were collected and analyzed through the SPSS Program. The results of the treatment revealed that post-test scores and pre-test scores of the students were significantly different, and 63.81% of the students could make ≥ 3 post-test score higher than the pre-test score. However, some limitations of this module were found such as the short time of the intervention and the whole content was too difficult for the students. It was recommend that this module, in the future, should be simplified, focused more on listening and speaking activities, and developed to be a local school curriculum.

Tongpinit et al. (2005) conducted a study entitled “Developing the Learning process and the Associated Skills of teachers to promote Tourism: A Case Study of

Schools in Thali District, Loei Province at Rajabhat Loei University The purposes of this research were to develop and implement the English teaching plans based on the Natural Approach. The research took place in Thali District of Loei Province. The subjects were eleven classes from six primary schools in the area. The duration of the research was twenty weeks during 2004-2005. Instructional plans were developed and implemented using the Research and Development (R&D) Model. The data were collected through classroom observation. In addition, students were assessed in listening, speaking, reading and writing by using an adaptation of the California Assessment Program (CAP) 1990 Generalized Rubric: California State Department of Education 1989. The findings showed that ten teachers from six primary schools in Thailand were able to produce instructional plans after involving in the stages of developing and implementing the lessons based on the Natural Approach. The student scores were highest in the listening tests, followed by those in the speaking and reading tests, whilst their writing achievement levels reached the expected commendable level.

Boonjan et al. (2005) conducted a research study entitled “The Development of English Learning Process by Instructional Packages of English for Enhancing Local Tourism: A Case Study Khao Kor District, Phetchabun” at Rajabhat Phetchabun University The purposes of the study were 1) to construct and find out the efficiency of English instructional packages, 2) to compare the test scores before and after using each English instructional package. Nine attractions in Khao Kor District were chosen and divided into 6 units, 19 instructional packages. Each consisted of pre-test, reading passages, exercises or activities, and post-test. There were 150 students in Grades 7-9 of five schools that participated in the study. The findings were

1) the efficiency level of 19 English instructional packages was based on the 80/80 standard; six English instructional packages were above the required criterion, and the other 13 were at the required criterion, 2) the post-test scores of all English instructional packages were higher than the pre-test scores significantly different at the level of .01.

Yodmongkol et al. (2005) conducted a research entitled “Enhancing English Teachers’ Competence for Local Tourism Promotion: A Case Study of Phu Kradung Nation Park” at Rajabhat Loei University. The expected product of the study was an English lesson module for the local tourism, that is, the Phukradung National Park. The participatory action research had three stages: preparation, development and trying out in the classrooms, and writing report. The sample consisted of 15 English teachers. It was revealed that most of the teachers were satisfied with the participation in the lesson development at moderate level. They were able to construct a lesson from local tourism attractions, that is, Phukradung National Park. The teachers produced the teaching materials themselves. There was no assessment on the students’ learning achievement.

Kunyt (2005) conducted the research entitled ‘Developing the English Oral Competency of Tourism Students by Means of a Genre-based ESP Approach’ as a thesis submitted in fulfillment of the requirements for the award of Doctor of Philosophy, Faculty of Community Services, Education, and Social Sciences, Edith Cowan University, Australia. The purpose of this study was to establish a theory-based process for the improvement of the English oral competency of Thai students in tourism industry and determine how far practical needs superseded theoretical demands. The study was done, firstly, by examining and blending genre and ESP theories in order to

establish a genre-based ESP oral English teaching method and secondly, identifying the specific features of the most common genres in the target language used by Thai tour guides by means of genre analysis. Thirdly, the perceptions of the personnel managers of tour agencies and tourists towards the oral competency of Thai tour guides were explored before developing the course English for tour guides in Rajabhat Universities. Four stages of genre-based ESP teaching method, background to the genre, modeling the genre, construction of the genre, and assessment, were adopted to course design in a semester program for “English for Tour Guides” at Pibulsongkram Rajabhat University. 34 third-year tourism industry students participated in the training program for a semester. At the end of the training course, student performances were assessed in two ways: test scores from pre-test and post-test of giving commentaries in four genres: itinerary, description, narrative, and procedure. In the assessment process, three testers including a native speaker of English acting as a tourist, a Thai tester as a tourist and the third tester a Thai teacher of English. The students were assigned to prepared four oral tasks of 4 genre-based commentaries: an explanation of an itinerary, a description of a place, a plant or an animal in the local area, a narrative of a famous place or a person, and a procedure for doing something. The tourist testers asked the students questions. The commentary of each genre should take no more than 5 minutes. The students’ performances were video taped. The three testers gave each student scores by comparing pre- and post- performances to 4-level comparisons: 1 for lower, 2 for same, 3 for higher, and 4 for much higher according the four criteria of 4 genre-based commentaries. The findings revealed that one third of the students were at the same, while two thirds of them were at a high or higher level. In addition, the students’ feedback produced positive attitudes towards the course.

Among the related research studies reviewed, only in one study that a speaking test was systematically administered. However, there have been no studies offering the training to tour guides. The subjects in these research studies were students in schools and in universities. In addition, mobile learning was never mentioned in the studies. In brief, there has not been any tailor-made mobile device integrated English speaking training model for local tour guides ever developed in Thailand.



2.3 Conceptual Framework for the Present Study

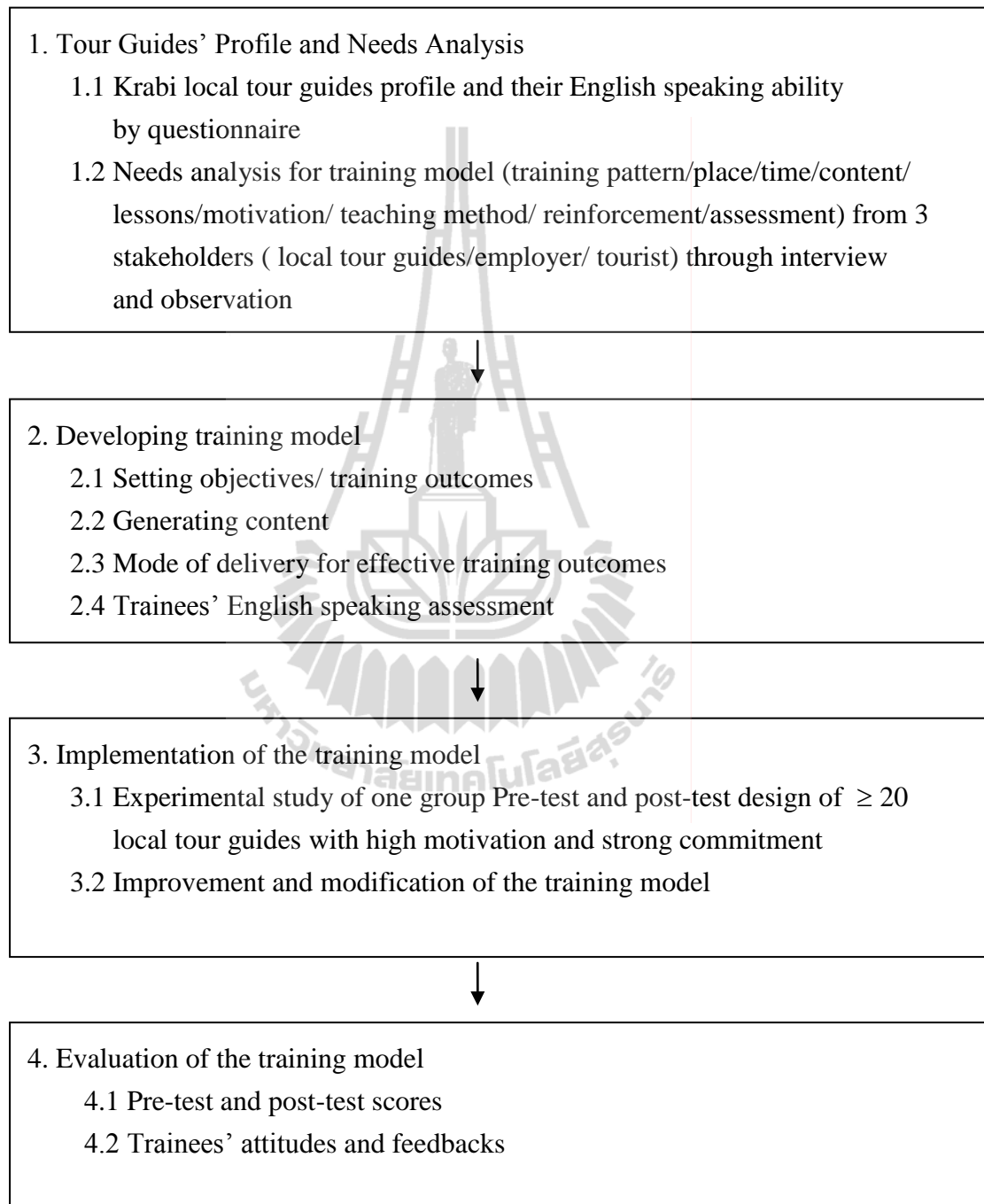
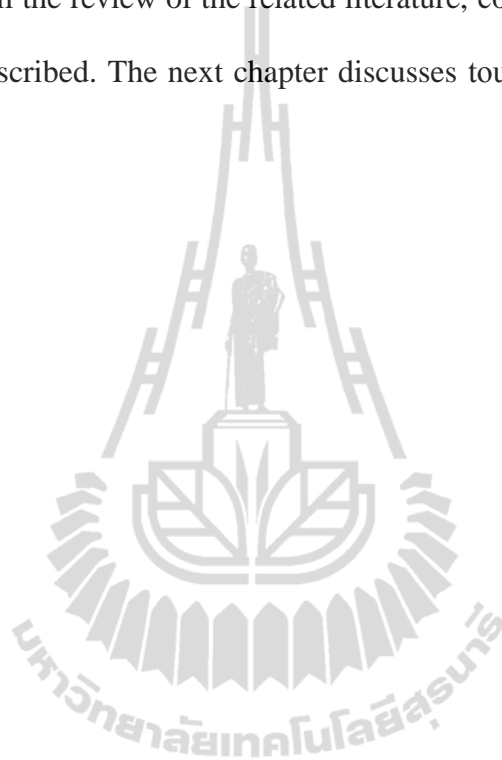


Figure 2.2: Conceptual Framework

2.4 Summary of the Chapter

Chapter 2 presents the related literature focusing on ESP curriculum design. Research on English for tourism-localized curriculum in the Thai context is reviewed. Finally, based on all the review of the related literature, conceptual framework for the present study is described. The next chapter discusses tour guides' profile and needs analysis.



CHAPTER 3

TOUR GUIDES' PROFILE AND NEEDS ANALYSIS

This chapter discusses the starting point of how research methodology was employed for the present study, research that aimed to develop the Integration of Mobile Devices in a Training Model for Local English-Speaking Tour Guides. It begins with an explanation of research instruments and procedures to obtain a profile of Krabi tour guides and their needs for English training. This is followed by job shadowing observation, an effective method to gain authentic data. Moreover, a technique to verify the credibility of qualitative data analysis, 'Peer Debriefing' is discussed. In the final section, the chapter describes the triangulation of data.

3.1 Research Instruments and Procedures

In order to obtain information in this phase, the study was carried out through three research tools: semi-structured interviews, a questionnaire, and job shadowing observation. After a review of related research and literature concerning needs analysis, the following steps were taken to construct and develop the instruments.

1) Based on Denscombe's ideas (2003) that a semi-structured interview gives a clear list of issues to be addressed and questions to be answered, and it must be flexible to let the interviewee develop ideas and speak more widely on the issues. It was conducted face-to-face and over the phone. The researcher constructed 3 sets of questions for semi-structured interviews of local tour guides, tour agency employers,

tourism officers, and tourists, and observation forms. The interviewees were asked the same questions to facilitate the categorization and analysis of data. The interview questions in this structure were checked the validity by experts in terms of research and content validity, then piloted. With comments from those participating in pilot interviews and with a discussion with the supervisor and other experts, the interview questions were then re-worded and re-arranged before their actual uses. The instruments were used in the preliminary study to gather background information regarding tour guiding in Krabi and the needs of tourism personnel in terms of English language skills and the training course. In addition, the instruments in this step were the initial design and guidelines for development of the main research tools.

2) A preliminary study was conducted by interviewing 5 tour agency employers, 4 local tour guides, and 4 tourists on the voluntary basis. In addition, 4 job-shadowing observations at popular tour guiding routes of 5-Island, 4-Island, Kayak Bor Thor, and Jungle Tour packages were conducted. The preliminary study served as a primary survey of necessary information that was used to gather relevant sources for validating the research instrument to obtain the tour guides' profile and their needs.

3) From the data analysis qualitatively of the preliminary step, a questionnaire which composes 3 main parts including (1) Personal Data, (2) Self-rating of English-speaking Ability, and (3) Local Tour Guides' Needs Survey was constructed. It was expected to answer the research question of the profile of Krabi tour guides and their needs. Therefore, the questions in the questionnaire were composed of check-lists, gap-filling, and open-ended questions. The questions were written in English with Thai translations. The Thai questionnaires were used to gather further information from tour guides because it was easier for them to understand the questions and answer in writing. The 3 parts of the questionnaire covered the following aspects:

Part 1: Personal Data

The respondents were required to answer 7 main questions concerning

Item 1 Gender

Item 2 Age

Item 3 Current Work

Item 4 Education Background

Item 5 English Language Background

Item 6 Mobile Devices

Item 7 Contact Address

Part 2: Self-rating of English Speaking Ability

The respondents read the description of English speaking ability in 6 levels and chose one that best matches their present English speaking level. The 6 levels of English speaking were:

- (1) Post-beginner
- (2) Elementary
- (3) Pre-intermediate
- (4) Mid-intermediate
- (5) Upper-intermediate
- (6) Advanced

Part 3: Local Tour Guides' Needs Survey

In this part, the respondents were asked to state their particular needs regarding spoken language functions, localized content of the training model, modes of training delivery, and an assessment that they recognized as crucial to their validation as tour guides. These specific needs should be put and emphasized in the

training model to improve their English-speaking skills as Krabi tour guides so that the respondents could do their job in a professional manner. The respondents were required to show their opinions of 7 items as follows:

Item 1 Need to attend the training course.

Item 2 Spoken English as the most essential qualification

Item 3 Language functions

Item 4 Detail knowledge of tour guiding routes

Item 5 Two modes of training delivery (In-house intensive training and
Mobile device learning)

Item 6 Assessment

Item 7 Suggestions

4) To ensure the validity of the research instrument, the researcher also invited 3 experts to examine the questionnaire. The experts were without any checklists, free to check the content in order to see to what extent the questionnaire elicited the required information for intended purposes. The experts were also asked to proofread the questionnaire. Finally the draft of the questionnaire was revised according to the suggestions and comments of the 3 experts.

5) The questionnaires were distributed to 10 local tour guides randomly for an instrument piloting. The researcher visited some travel agents and gave 10 questionnaires to 10 local tour guides in person and collected the filled-in questionnaires a few days later. Ambiguous or confusing statements and questions were then edited and eliminated to make questionnaire valid and ready to use to gather relevant information from the whole population.

6) The questionnaire was then administered to the local tour guides. The survey was conducted to gain a profile of Krabi tour guides, their perceived spoken English ability, and their needs, which are valuable tools to place them (LeBlanc and Painchaud, 1985, cited in Wilson, 1999). It is important first to determine the existence of the actual number of local tour guides, their English-speaking ability, and their needs before constructing a training model. See APPENDIX 7 for the questionnaire.

The respondents of the needs analysis' questionnaire were systematically selected. Firstly, names and general information of licensed tour guides from Krabi TAT (Provincial Tourism Authority of Thailand) were collected. 60 local tour guides from the TAT lists were contacted in order to see if those on the list were still working as local tour guides. The results were that only 3 out of 60 people are still working, while most of them were reported no longer work in the tourism sector and some of them said they never worked as tour guides. The implication was that the list was not updated. Later 111 names on the two lists of ordinary and extraordinary membership were collected from the Krabi Tourist Guide Club. However, about 80 of them were found to be working as local tour guides and travel agents. 80 questionnaires were distributed in person or by postal mail. 69 questionnaires (86.25%) were returned and the data was analyzed by accumulating totals for each response. All responses were converted into numerical data of frequency, a further percentage and an average. The conclusions in Part 1 and Part 2 were then drawn to make a composite profile of Krabi tour guides. The analyzed data in Part 3 revealed their needs for the training model. (See details in 3.1.2 and 3.1.3)

3.1.1 Profile of Krabi Tour Guides

The profile of Krabi tour guides was the first product in this phase. The results were gained from the aforesaid questionnaire in 3.1.1(Part1: Personal Data, and Part 2: Self-rating of English-speaking Ability). 69 respondents representing the subjects make up this profile. The findings were displayed in the following table.

Table 3.1: Tour Guides' Profile

Tour Guides' Profile		
Sex	Male	66.66 %
	Female	33.33 %
Age	16-20	7 %
	21-30	43 %
	31-40	38 %
	41-47	12 %
Work	- Experienced	
	Less than 5 years	77.77 %
	More than 5 years	22.22 %
	- Licensed	
	Yes	56 %
	No	44 %
Background	- Education	
	Master	1.5 %
	Bachelor	32 %
	Diploma	30 %
	M.6	32 %
	M.3	3 %
	P.6	1.5 %
	- Language training	
Yes	42 %	
	No	58 %
Mobile Devices	Symbian Operating System	47 %
	PDA	7 %
	No operating system	46 %
Self-rating of English Speaking Ability	Post beginner	7.5 %
	Elementary	10.5 %
	Pre-intermediate	22 %
	Mid-intermediate	44 %
	Upper-intermediate	13 %
	Advanced	3 %

3.1.2 Needs of the Tour Guides within the Training Model

Needs analysis was conducted to study the situations in which local tour guides were working and what language skills and proficiency were required. The

information obtained provided essential information needed for the curriculum development, such as content, mode of delivery for effective training, motivational techniques and reinforcement, assessment, and time frame.

The following data was obtained from of the questionnaire as stated in

3.1.1 (Part 3: Local Tour Guides' Needs Survey). The results were:

Item 1: Need to attend the training course.

Need to attend	45 people	= 68 %
Not need to attend	0 people	= 0 %
Undecided	21 people	= 32 %
Total reported	66 people	

Item 2: Speaking is the most needed skill for tour guiding.

Number who agree	65 people	= 97 %
Number who disagree	2 people	= 3 %

(The disagreeing people specified their own knowledge of tour guiding)

Total reported	67 people
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Item 3: Language functions

Table 3.2 shows respondents' perceptions on usefulness of language functions in tour guiding commentary. Explaining an itinerary, greeting/leave taking, and giving health and safety advice were perceived the top three of very useful language functions at 80%, 78%, and 75%, respectively.

Table 3.2: Language Functions (Total reported 69 people)

No	Language Functions	Very useful	Useful	Not useful
1	Greeting/leave taking	54 (78%)	15 (22%)	
2	Explaining an itinerary	55 (80%)	14 (20%)	
3	Giving an instruction	50 (72%)	19 (28%)	
4	Describing places, things, events	47 (68%)	22 (32%)	
5	Giving directions	34 (49.5%)	34 (49.5%)	1 (1%)
6	Telling a legend of places / people	36 (52%)	33 (48%)	
7	Giving a recommendation	29 (42%)	39 (57%)	1 (1%)
8	Highlighting some information	44 (64%)	25 (36%)	
9	Giving health and safety advice	52 (75%)	17 (25%)	
10	Others (Telling Jokes, Courtesy and Relaxing Expressions, Water Activity)			

Table 3.3 shows the top five language functions that were scored by respondents as the most needed to learn.

Table 3.3: Ordinal Language Functions

Rank	Language Functions	Points
1	Telling a legend of places/people	143
2	Describing places, things, events	136
3	Greeting/leave taking	103
4	Giving an instruction	95
5	Highlighting some information	85

Item 4: Tour guiding routes to be the content of the training model

Table 3.4 shows a rank of five tour-guiding routes that were reported by respondents, as the most needed content. Krabi 4-Island Package, the most popular and the best selling, was ranked the most needed to learn.

Table 3.4: Ordinal Tour Guiding Routes

Rank	Tour guiding routes	Points
1	Krabi 4-Island Package	162
2	Phi Phi Islands	161
3	Krabi Jungle Tour	158
4	Kayak Bor Thor	157
5	Hong Island Package	147

Item 5: Two modes of training delivery

(In-house training and Mobile Device learning)

In this part, the results of two modes of training delivery were displayed. The first mode of in-house training was divided into four elements: duration of training, number of trainees, trainers, and training activities. As shown below,

respondents preferred: a training course lasting between 30 and 40 hours within 5 to 7 days, no more than 30 class participants, both Thai and English-native trainers, and practicing tour guiding presentations. The second mode of self-training through mobile device was perceived useful with a training time of 1 hour a day in 2 weeks.

In-house training

1) Duration of training

30 hours in 5 days with 24 people reported = 37.5 %

40 hours in 7 days with 23 people reported = 36 %

50 hours in 9 days with 16 people reported = 25 %

30 hours in 15 days with 1 person reported = 1.5%

Total reported number is 64

2) Number of trainees

Not more than 30 people with 39 people reported = 61 %

Not more than 20 people with 17 people reported = 26 %

Not more than 10 people with 3 people reported = 5 %

Not mentioned number with 5 people reported = 8 %

Total reported number is 64

3) Trainers

Both Thai and English-native speakers with 64 people reported
= 93 %

English-native speakers with 3 people reported = 4 %

Thai with 2 people reported = 3 %

Total reported number was 69

4) Training activities

Table 3.5: Training Activities

Rank	Training Activities	Points
1	Practicing tour guiding presentation	57
2	Lecture (get information from trainers)	40
3	Pair/group work	21
4	Memorizing dialogues/conversations	21
5	Role-play	18
6	Individual drilling	14
7	Solve unexpected problems	3

Mobile Devices Learning (after in-house training)

5) Mobile Device Learning useful to improve English-speaking skills

Table 3.6: Mobile Device Learning (Total number of reported people was 69)

Usefulness	Number of people	Percentage
Very Useful	21	30.5 %
Useful	40	58 %
Not Useful	8	11.5 %

6) Proportion of time for self-training on-demand through Mobile Devices

Table 3.7: Proportion of Time for Self-training (Total number of people was 62)

Proportion of Time	Number of people	Percentage
1 hour a day in 2 weeks	22	35.5 %
2 hour a day in 4 weeks	13	21 %
1 hour a day in 4 weeks	12	19.5 %
2 hours a day in 2 weeks	10	16 %
Not necessary	5	8 %

Item 6: Assessment

Table 3.8 shows respondents' preferred mode of assessment. They preferred their oral presentation to be assessed by trainers.

Table 3.8: Mode of Assessment

Rank	Modes of Assessment	Points
1	Oral presentation assessed by the trainers	35
2	Oral presentation assessed by professional tour guides	28
3	Oral presentation assessed by peers	12
4	Paper tests set by the trainers	11
5	Tour guiding assessed by tourists	3

Item 7: Other suggestions may affect the success of the training model:

1. Training sessions should be done in real situations of the guided tour.
2. The training courses should be conducted in the low season.
3. The training planning should be composed of the steps of public relations, preparation, planning, assessment, follow-up, and hard-work by the trainers
4. The content of local tour guiding should be well-tailored.
5. The trainees should be real people who want to work as local tour guides.
6. There should be a drilling of memorizing words, phrases, and sentences in tour guiding.
7. There should be a textual materials related to tourist attractions, including VCDs or DVDs.

8. The trainees should be local tour guides who needed to improve their language abilities and obtain licenses.
The trainees should not pay much for licenses.
9. The additional content might be legends of localities and Dos/Don'ts for tourists.
10. If there are too many trainees, they may be split into 2 groups.

3.2 Job Shadowing Observation

3.2.1 Defining the concepts of job shadowing

Job shadowing in the study is a method that the researcher used to gather observational information by conducting an observation as an on- the job observer. According to Cohen, Manion and Morrison (2000), observation methods are powerful tools for gaining insight into situations, affording the researcher the opportunity to gather 'live' data from 'live' settings.

In original sense, Paris and Mason (1995) define job shadowing as students learning about a job by walking through the workday as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, occupational skills and their employability in practice, and the value of professional training and potential career options. The job shadowing technique has been widely known in various fields such as business, human resource management, workforce development, and vocational education. It is where a person from one work area has the opportunity to work alongside and gain

first hand experience of the role, function and procedures of another work area (NHS National Workforce Project, U.K., 2009).

Dudley-Evans (1998) states that observation can cover a range of activities from watching a particular task being performed to shadowing individuals at work. “To shadow someone is to follow everything they do for a block of time such as a day, several consecutive days or one day a month” (p. 135). In conducting observations, Miles and Huberman (1994) state that the researcher may act in qualitative research as an information-gathering instrument or qualitative researcher-as-instrument for some good markers: some familiarity with the phenomenon and the setting being studied and a strong conceptual interest in it.

The step in the present study aimed at observing tour guiding delivered by local tour guides in an authentic setting. Job shadowing immersed the researcher in the real situation of such work, which deepened an understanding of the occupation and provided insightful information about tour guiding and English-speaking skills used by tour guides. It created a critical connection for professional practice and a syllabus design for the training model.

3.2.2 Conducting Job Shadowing

The job shadowing observations in the present study were conducted by the researcher who traveled along with the tour group, taking video recordings when the tour guides talked to the tourists. Job shadowing followed the three following steps.

1) Groundwork

According to Dudley-Evans (1998), observation and particularly shadowing are sensitive issues. It may make the observed feel a personal threat at

having his/her movement watched and his/her words recorded. On the other hand, it may cause the 'Hawthorne Effect' where the observed tends to perform better under observation because of the attention he/she gets. In this step, the research explained the purpose of the job shadowing was explained beforehand. Confidentiality assurances were promised to the tour guides that the data obtained would be used for educational purposes only. As a result, participant felt at ease to work with his full efforts as a tour guide.

2) Job shadowing

On a day of job shadowing on each tour route, notes were taken and videos of the tour guide talking and performing were shot to see the differences, similarities, and enhancements in language use that have been gained from the primary sources and in-depth interviews.

3.2.3 Analyzing the Data

The data in this study were systematically analyzed on the basis of content analysis. According to Berelson (1952), GAO (1996), Krippendorff (1980), and Weber (1990), content analysis has been defined as a replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding. The categories are established prior to the analysis based upon some theory. Professional colleagues agree on the categories, and the coding is applied to the data (Weber, 1990).

Prior to the technique of content analysis, the data analysis started with transcribing the data collected during the job shadowing sessions through video recordings verbatim into written form. The transcribed data were put into a 4-column table including VDO Shot/Place, Data, Category, Language Pattern and Notes. This

was done for a closer study and convenient analysis. In the first column of VDO Shot/Place, the place where the video recordings were shot was mentioned. In the second column of Data, the verbatim prescription was put in. In the third column of Category, the code numbers of 10-item language functions (3.1 to 3.10) and 11-item communication strategies (4.1 to 4.11) were written. In the fourth column of Language Pattern and Notes, samples of language patterns representing content, language functions, and communication strategies were quoted.

The transcriptions were put into 10 tables:

- 1) Phi Phi Islands transcriptions were put into Tables 1-3 with data sources from 3 tour guides.
- 2) Krabi Jungle Tour transcriptions were put into Tables 4-5 with data sources from 2 tour guides.
- 3) Krabi 4-Island Package transcriptions were put into Tables 6-8 with data sources from 3 tour guides.
- 4) Kayak Bor Thor transcriptions were put into Table 9-10 with data sources from 2 tour guides.

(See APPENDIX 8: Transcription Table 1 to Table 10)

Then word-frequency counts and using a Key Word In Context (KWIC) were done for the consistency of usage of words. Finally, the data from job shadowing observation were analyzed and coded into 4 categories.

- 1) Content

The content from the collected data in this part of the study refers to information, including topics, ideas and opinions in each tour guide presentation. The

content was determined by the tour guides themselves. To discover the preferred content, the frequency of these topics, ideas and opinions from transcribed data was counted.

2) Organizational Pattern of tour guiding presentation

The organizational pattern refers to a certain order in which the local tour guides put the information in order to make their tour guiding delivery interesting, easy for the tourists to follow and memorable. In this step, the organizational pattern of the tour guiding delivery was observed to see what always came first, and what came last, and what special techniques were often used by the local tour guides when giving the tour guiding delivery. These tips may help tourists follow their spoken descriptions or prevent them from missing important information. From the data analysis, it was expected to gain a certain organizational pattern of the local tour guides' delivery.

3) Language Functions

English language is used as a main communication tool in this context. As an earlier stage of data collection by using a questionnaire, the local tour guides reported language functions they considered useful for their career. Therefore, the data collected in the job shadowing observation were analyzed to see to what extent language functions naturally occurred in tour guiding delivered by Krabi local tour guides. The language functions were;

3.1) Greeting/leave taking

3.2) Explaining an itinerary

3.3) Giving an instruction

3.4) Describing places, things, events

3.5) Giving directions

- 3.6) Telling a legend of places/people
 - 3.7) Giving a recommendation
 - 3.8) Highlighting some information
 - 3.9) Giving health and safety advice
 - 3.10) Others (Telling Jokes, Courtesy and Relaxing Expressions)
- 4) Communication Strategies

Communication Strategies, as defined by Richards and Schmidt (1985), refer to a way used to express a meaning in a second or foreign language by a learner who has a limited command of the language. Tarone and Yule (1989) state that use of communication strategies enable language users to organize their utterances as effectively as possible to get their message across to particular listeners. For tour guiding, local tour guides deliver mostly transactional spoken language rather than interactional. They, therefore, try to convey the meaning of their one-way spoken descriptions to the multi-national tourists in the real situation of travelling that is full of noises and distractions. The guides use simple, clear, and direct spoken language, as well as communication strategies. To detect to what extent local tour guides use communication strategies, types of communication strategies are outlined in a wide scope, according to Dörnyei (1995):

- 4.1) Message abandonment: leaving the message unfinished
because of language difficulties.
- 4.2) Topic avoidance: avoiding topic areas or concepts that pose
language difficulties.
- 4.3) Circumlocution: describing or exemplifying the object or
action instead of using the appropriate target language item.

- 4.4) Approximation: using an alternative term which expresses the meaning of the target lexical item as closely as possible.
- 4.5) Word coinage: creating a non-existing L2 word based on a supposed rule
- 4.6) All-purpose words: extending a general, empty lexical item to context where specific words are lacking
- 4.7) Non-linguistic signals: Mime, gesture, facial expression, or sound imitation.
- 4.8) Literal translation: translating a lexical items, idiom, compound word, or structure from L1 to L2.
- 4.9) Code switching: using a L1 word with L2 pronunciation.
- 4.10) Appeal for help: asking for aid from the interlocutor either directly
- 4.11) Fillers or hesitation devices: using filler words or hesitations sounds to fill pauses and to gain time to think

3.2.4 Displaying the Findings

As a result of carrying out the steps of transcribing and analyzing the data, the findings of the job shadowing observation were presented on the basis of 4 categories: (1) content; (2) organizational pattern of tour guiding presentation; (3) language functions; and (4) communication strategies.

Category 1: Content

Tour Site1: Phi Phi Islands

Table 3.9: Content of Phi Phi Islands

Place	Content	Data Source
Introduction	Phi Phi Islands. Actually Phi Phi Islands has 3 islands: Bamboo Island, Phi Phi Don and Phi Phi Lay.	TG2
Monkey Bay	Its original name of the bay is "Long Kasem Bay." The name is changed to be "Monkey Bay" because there are a lot of monkeys.	TG3
Viking Cave	"Viking Cave" and Pileh Bay that means lagoon. And you can see Viking cave, just right there they collect the bird's nest to export to the Chinese restaurants or around the world of the Chinese restaurants. We collect the bird's nest to export to them.	TG2
	<p>As you know, the bird's nest is very expensive, around 70,000 Baht a kilogram. The bird's nest is made from its saliva and Chinese believe that the bird nest is good for your health because it is full of nutrients. And 'why do we call the Viking cave?'... it is because inside the cave there are drawing pictures of Viking Boat and other kind of marine ships aged around 300-400 years.</p> <p>- As you see the bamboo ladders against the cave wall... like bamboo scaffolding for the bird's nest collector to climb up to the cave wall and collect the Swiftlet's nest. They get permission from government to collect the bird's nest, so they have some people guarding the cave all the time...not allow other people to come inside...they are afraid...the people will disturb the Swiftlet. The cave is in the north-eastern side of Phi Phi Lay. The name was entitled from one of the boat pictures on the cave wall, which looks like a Viking ship. The wall paintings aged more than 300 years. Actually, there 73 drawing pictures of 5-6 pattern ships including Arab ships, Chinese junks, local fishing boats, and a picture of elephant. The wall drawing pictures are different in drawing skills, age of drawing pictures, colors and patterns of boats. It is assumed that sea traders of multi-nationality, over centuries, stopped by the cave and maybe they wanted to tell others that they ever stopped here by drawing their vessels on the cave wall. For the historical value, it tells us there were sea trading in this region. Unfortunately, now the tourists are not allowed to go inside to see the ancient wall paintings. Another name is "Naga" cave... the name was given by King Rama 9th B.E. 2517 with the reason to entitle the name is because there is a rock look like the head of Naga, the great serpent. Another name is "Leemao"(means Leopard) that was called by sea gypsies because of spider web on the wall of the cave look like Leopard.</p> <p>-At some places in the cave the bamboo scaffoldings is 80 meters high from the floor to the ceiling. They climb up by their hands without any strings to collect the bird's nest on the high wall of the cave.</p> <p>- . They perform the sacred rite in February....so then first collection in March. Leaving the time for 1 and a half, then the collectors collect the bird's nest around the middle of May. The third time will be around September - October.</p> <p>- They collect it before the mother birds laying the eggs, it is because</p>	TG3

Place	Content	Data Source
	they want the birds...like being stimulated to make the second nest for their eggs. And another time should be done before mating. Otherwise the birds will make only one nest in a year round. The birds build their nest with their saliva. The brown color might be its blood or the damp of the limestone color mixed with its feathers. The best and expensive bird's nest is white, dried, and light. Now the price of the good quality birds' nest is around 100,000 Baht a kilo. It is because the belief of the Chinese. They believe eating the bird's nest soup make their body strong, healthy because the Swiflet birds can fly for a long way about 200 kilometers a day.	
Maya Bay	Maya bay is the highlights stop of the trip because it has been the movie location "The Beach". I think you already know about that. The Hollywood film was made in 1999. I can say every package tour must take their tourists to Maya Bay, because it is a popular tourist attraction after the movie was released. People coming to Phi Phi Islands would like to visit Maya Bay. ... to see if it is so beautiful as in the movie or not, it is beautiful like people say or... what is it...	TG2
	This is Maya Bay from the film "The Beach" taken here 9 nine years ago, long time ago, you know? Leonado Dicaprio, alright?	TG1
	Maya Bay gets its name...becomes popular... as the location of the Hollywood movie named "The Beach" which was made and released in 2000. The film was starred by Leonardo Di Caprio, followed by a strong controversy from the environmental groups. So far we will see during high season hundred of long tail boats, private yachts, speed boats and passenger ferries parking in the bay. It becomes the highlight stop of every tour program to Phi Phi Islands. Maya Bay before the film shooting was not in much attention of tourists. It was packed by garbage floating in the sea and was push by waves into the bay, especially during the monsoon. Now the Marine Park Rangers come to guard the beach, built up toilet facility, and collect some fee from tourists for the beach visiting.	TG3
Phi Phi Don at Ton Sai Bay	And we're talking about Tsunami, big waves, right? They hit from that side, from the other side, about...er.. they past to this side about 10 or 11 meters (<i>hand movement</i>) second floor of the hotel they passed to this side.. <i>(hand movement)</i> this side a lot of buildings.. everything is new. - On this side right here, new building... the trees, route, bungalow, hospital.. everything... <i>(with hand movement waving)</i> new..on this side. And do you know how many people die on this island?	TG1
	It is the place where was struck by Tsunami four years ago (<i>26 Dec 2007</i>).	TG2
Koh Pai	- ... Koh Pai's original name is Lao Bu Loh, the language of Sea Gypsies, means, maybe, the Bamboo.... - In the south of the island, there are some small caves for three to four caves. They were used as the shelters for the fishermen, the national park come to look after the Koh Pai B.E. 2526 the fishermen have been dropped here for taking a rest.	TG3

Tour Site 2: Krabi Jungle Tour

Table 3.10: Content of Krabi Jungle Tour

Place	Content	Data Source
Nam Tok Ron, or Hot water fall	Hot water comes out of two mains wells... <i>(showing his two fingers apart)</i> you see for my finger to the well, in the well have ...about one and half meters, not big look like volcano, from the well to here 800 meters. In the well you look this one <i>(pointing to the stream)</i> 800 meters have boiling water 150 degree Celsius and this one 800 hundred meters also <i>(pointing to the other stream)</i> 120 degree Celsius, from the well to here 800 meters, let to this one about 41 degree Celsius, and then let more to the waterfall 38 degree Celsius..	TG2
	<p>[They walk down the steps to the canal terrace next to Hot Stream Waterfall]</p> <ul style="list-style-type: none"> - But this channal <i>(wrong pronunciation)</i>, it's a very important for the people as before more than 3,000 years ago. The people used the channal, to traveling. - Ye... to traveling to the another side like the boat from China..the boat from the Arabia as before they parking or stop at the Andaman Sea. right.. and they take this channal, here to Nakhon Sri Thammarat province now about 200 kilometers from here there, because at this province as before like the country, ye...like the country because south of Thailand, Nakhon Sri Thammarat is the first country. It's not Thailand, not Thailand...as before - But now we name 'Klong Thom'. Klong that mean channal, 'Thom' that means 'don't use it' - this channal we can connect to Nakhon Sri Thammarat by connecting another channal... - Ye...by connecting another channal, but now too shallow, too small cannot take the boat pass through the channal, but this channal run down to the Andaman sea. - Cold water. Water..er... came from Emerald Pool...er.. - Came from the Tung Taew Channal. - And the water from the Hot Stream <i>(pointing to the Hot Stream Waterfall)</i> connect to this channal. - But up there that is a Hot Stream, Hot Stream water, There are seven pools, there are seven pools and the first one on top about 3 meter long, 2 meter wide, 1 meter deep, temperature about 38 or 40 degree Celsius... 	TG1
Sa Morakot, Emerald Pool	<p><i>[TG stop the group at a big tree and light up a lighter and burn a hole of the tree]</i></p> <p>The people use this oil from the tree to make torch..to make a fire. <i>(burning the hole of the tree)</i> 3900 Acre of this jungle we have 94 different kinds of the tree 4 or 5 meters up from the floor,... long time ago there is not electric, night time too much dark time , then Thai people make fire using the bamboo,.. for the bamboo outside from coconut put in the bamboo and then make fire this one ... this one can make fire for five hours. For another one if you have long-tail boat and your boat have the hole and water can go inside in your boat... waterproof reason we choose one</p>	TG2
	<ul style="list-style-type: none"> - Government control this area, it's for the bird - The lady from England, she came here alone and she saw the bird in the forest. - And she asked the government to control this area because this bird have been...ye..very special.. ye.. because have been lost in Thailand 	TG1

Place	Content	Data Source
	<p>for 30 years ago. Now we found that....</p> <ul style="list-style-type: none"> - Nearly extinct ...only here. - The bird we call in Thai we say ‘Taew Raew Tong Dum’ [TG lead TRs to the exhibition board and pointing to the picture of Gurney Pitta] - But this bird ...Taew Laew Tong Dum meaning yellow color at its stomach.. - As it loose from Thailand for 30 years ago but...the... the lady from England she found here she name...er...Tina Jolif and we name the way here ‘Tina Jolif Trail’ 	
Rubber tapping	<p>- (TG explains how the farmer cut the bark of Para rubber tree, collect rubber latex, mix with water and some chemical liquid, let them settle until solid, and put them into rolling machine) after that last time here...there (taking a rubber sheet and putting into the machine) three times here, and one more time there, and then let to the sun...</p>	TG1
	<p>- For income of Krabi people number 1 from rubber, number 2 palm oil, number 3 fishing, number 4 tourist, number 5 market, number 6 food, number 7 steam rice, number 8 coffee, coffee we make money three million Baht per year, number 9 I don’t know..</p> <p>- Only number 8. Rubber tree seven years, seven years old for grow-up before cutting, can start making rubber.... start from this one (pointing the highest cut in the bark of a rubber tree)..to this on (pointing to the lowest cut in the bark) about two years,...two years....two years (pointing to other side of the tree) and two years again (pointing to the first row of cutting) about thirty years or thirty-five....cut....(making a gesture of cutting)...good for furniture rubber you see before for furniture rubber wood like you see in local restaurant for yellow color table, yellow color chair, that one maybe from rubber. Then why the Thai people start on that...</p> <p>- If we tap on night time...to wake up one or two o’clock at the night...six o’clock morning...we collect latex...one night about four hour drop latex...one night...tap about this one (pointing to a bowl for latex drop and dip his finger into latex drawing a line half of the bowl) if you tap on day time only thirty minute drop latex... thirty minute drop latex (draw another line under the half line)...hot from the sun early rise...thirty minute drop latex...you OK? One cup one rubber, thirty cup rubber tree, thirty cup rubber tree per four liter latex, four liter latex put in aluminum tray...mix per with fresh water four liters also, take about fifteen minutes to solid, and then we solid we step on a rubber because step on take latex up on and take in the machine ...thirty cup rubber tree... four liter ...mix per with fresh water four liters also... take about fifteen minutes to solid...before step on... thick latex... after step on thin (making thick and thin size of solid latex by two fingers) take in the machine (pointing to the rubber press molding machine) some people by engine, for people hard work by hand ...finish hang on the bamboo...kept on white color change to yellow color. On yellow color ready to sell in the market, one sheet is one point two kilogram eighty one Baht per one kilogram.</p>	TG2
Tiger Cave Temple	<p>as before about 1200 years...</p> <p>-Aha...here was the sea water (pointing and moving around his hands to the area around the mountain)...and the local people living around here...er...they...want to make the temple...now already have this temple as Nakhon Srithammarat or Pratart Temple</p>	TG1
	<p>- We do good action for the parent...ye... good action for the parent. And the monk in Thailand in the morning we have to wake up, he have to wake up very early and walk in the village to get food from the local</p>	General information

Place	Content	Data Source
	<p>people, from the people, then back to the temple for eating, but the monk eat for only two times a day, first 8 o'clock and the second time before lunch about 11 o'clock.</p> <ul style="list-style-type: none"> - In Thailand we have er...4 position of Buddha image, you can say it standing position Buddha image, and that standing (<i>pointing to one of standing Buddha Statue</i>).. - and walking position Buddha image and declining ...(<i>pointing to one of 'declining Buddha statue</i>) - ye... Buddha image, at each... - ...and this position you see here (<i>pointing to Buddha Statue in the posture of meditation</i>) this position Lord Buddha sit with cross the legs and right hand put on right knee and four fingers pointing to the ground and the left hand raise on the left. This position the talking about Lord Buddha, the Lord Buddha make meditation and then the bad spirit want to kill him but the Lord Buddha he also like the monk he cannot kill it, he order pointing finger to the ground - order the another spirit like a Golden Mother Earth wake up to protect his life - like a this one also in sitting position... ye but he make meditation...(<i>not clear</i>) and raining, but the snake or the Naga respect Lord Buddha very much, this is the body of the Naga...right? (<i>pointing the body of Naga where Buddha sitting on</i>) - he try to make roof to protect rain for the - because they have about 60 gestures... - and also you can see... head of Lord Buddha image, they have a curl hair (<i>pointing to the curly hair of Buddha statue</i>)...curl hair...curl hair, like the religion try to teach the people to understand human must be have a problem in the head, your job, love, family, every thing you have in your head - sometimes you cannot stop it but the Lord Buddha also have like this.. - aha also have...you will this on top...enlightenment - he know the way how to stop - just calm down, make meditation, then you will know the real reason in your head... you know how to stop it... 	
	<p>This one lady bone she come from nurse of Thailand from Chiangmai before she die she saw the leader of the monk in this temple then she said if she die she donation her bone for this temple. Then next time have fire burn in Bangkok, she die in that area, family donation only for this temple for somebody study how many bone in your body.</p> <p>- [<i>in the tiger cave</i>]</p> <p>This one good photo...this one 'Look Tanoo Cave' Look Tanoo meaning 'arrow', long time ago we find arrow around here as people stay here for hunting animal.</p>	TG2

Tour Site 3: Krabi 4-Island Package

Table 3.11: Content of Krabi 4-Island Package

Place	Content	Data Source
Railay	Tham Pranang Beach, in a part of Railay beach. The other part over there is Railay beach.	TG1
Talay Waek	- Sand bank or Talay Waek is mean we have one beach connecting between three islands, Chicken island, Tub Island, and Mor Island. Sand bank is mean...we have, you know, one beach, connecting between three islands. You can walk from this island to the other islands when low tide...we call 'Talay Waek'. This is an unseen in Krabi or unseen in Thailand, actually we have two places in Thailand, one in Krabi and one...the other one in Koh Tao. Koh Tao we have also that, also the sand bank like this. - Talay Waek" in Thai but it means "SAND BANK" that connecting three islands...er...Tub island, Mor island, and Chicken island, or Koh Kai, Kai means...er... chicken because there's a rock tower at the back of that island...look like a chicken head and its neck.	TG2
	It's in Thai we say Talay Waek or Sandbank connecting Koh Gai or Chicken Isand, Koh Tub, and Koh Mor.... The water go down for Talay Waek sandbank appear 5 days around the full moon from December to beginning of May.	TG3
Pranang Cave	The highlight is white sand beach. Pranang Cave Beach has been voted the most beautiful beach in the world. We have lots of activities,.. rock climbing, swimming, kayaking, sunbathing and you will see Phranang cave..er like I told you before... it has a large cave with Princess shrine , adorned with linga offerings made from wood . You will be amazed...when you go to the cave over there, from here take a look at the cave and imagine...er... what the cave look like. Then when you see a lot of wood penis in the shrine, you will understand.	TG2
	Phra Nang Cave or Princess Cave. Are you surprised with these "big guns" around here? We say in English "Lingum". - From local people. The people come to make a wish, asking for something they want from the Goddess, when they get it, they come to pray and give the goddess the lingam. -... And there a legend I will tell you why the local people like to pray and make a wish here. The legend says that a Princess from a far away country sailed to visit her lover. Unfortunately, the strong storm broke her ship. She spent her time in this cave to wait for her lover to help her but in vain. No one came. No food and no fresh water. Nothing left for her life. Before she died, she prayed to meet her lover in the next generation. Princess or Phra Nang (in Thai word)'s spirit was here in this room for ever. Now if you need a lover or a child, you can pray from her spirit by offering "something" that she waited for. -Anyone here get married for a long time and doesn't have a baby? You can pray for one at Phranang cave. Many people have succeeded.	TG3

Tour Site 4: Kayak Bor Thor

Table 3.12: Content of Kayak Bor Thor

Place	Content	Data Source
Kao Wong Kot	None of information given to tourists	
Tham Pee Hau Toe	<p>- The name of this cave we call...the...the ...Tham Pee Hau Toe in Thai name.</p> <p>- Yeh...Tham Pee Hau Toe. Tham means ‘cave’, Pee means ‘Ghost’ (<i>pointing to the name of the cave word by word</i>) Hau means ‘Head’ Toe means ‘Big’, The Big Head Ghost Cave.</p> <p>- Yeh, they found the skull...about...er...fifty-three years ago, have the...local people or the fisherman, they came to...in this cave and they found the skull ... a very big one...bigger than my head like a pot of the mud. They call the big head ghost cave or the big head cave...the big cave. They found the skull bones, and some pots for cooking inside the cave.</p> <p>- Not anymore now. Now they keep in the museum already for protect...</p> <p>-... B.E. maybe before...something before Christ or before Buddha. And this one in your year... must be one thousand nine hundred...um...fifty-four A.D. about 53 years ago. The painting color they found...(<i>pointing to the text</i>)... four colors, ... have the red, black color, yellow color, and the brown color. But today we can show you only 2 colors...the red color and the black color because yellow color and the brown color have the color spoil. Now have only two colors inside this cave. Walk inside here. We look at the cave down here (<i>pointing to the cave floor</i>)...have a lot of shell fossil,...have a lot of shell.</p> <p>- This one can be human. They painting in the red color. The red color they make from blood animal and rubber from the mangrove...for the red color. But if you look this painting look like man with animal horns on the head.</p> <p>- Ok look at this one man with big head here, two hands, big body, two legs, the man with the golden gun. And this one like and ancient warrior.</p>	TG1
Tham Pee Hau Toe	<p>Tham Pee Hau Toe; Tham which means cave; Pee means ghost ; and To means big, so it is Big-headed Ghost Cave. (<i>pointing to the figure of year the ancient skulls were found in the cave</i>) because the Thai year 2497,,the Thai year, if you been here 1954 and B.C. before Christ I think B.E. that before era of Buddha.</p> <p>- The skulls... people found here...er... bigger than normal people.</p> <p>- That the local people call the cave Tham Pee Hau Toe because they found the big skull of the dead or the ghost with a bigger skull.</p> <p>- Maybe it is the skull of the cave man in the ancient time.</p> <p>- There are 2 big rooms here. (<i>pointing to the floor of the cave on the left</i>) on the ground we found a lot of sea shell fossil. It not the sand or the soil but sea shell.</p> <p>-Yes, and we think the cave floor under the sea level at that time, and the cave man live in the room near the ceiling (<i>pointing to the cave hollow near the ceiling of the caver</i>)</p> <p>[<i>They walk along the way into the second room</i>]</p> <p>(<i>pointing to a big rock on the ground</i>) do you think what it look like?</p>	TG2

Place	Content	Data Source
	<p>- Like a dragon head! (using a flash light to spot some pictures on the cave wall) there are around 20 pictures of fish, squid, and other animals. Some in red color. We think its color from animal blood or some tree liquid.</p> <p>- Most of pictures here in black color..er...its color from charcoal. - The total number of the ancient wall painting pictures ever survey nearly 500 pictures but now we can see around 200 pictures - - Take a look at the picture. I think you see the picture in brochure. The picture is perfect. - Some say it human wear animal horns on his head. - Yeh, it's very important picture...around 80 centimeters tall. Maybe he is the Master of some kind of ceremony in the ancient time. - Yeh...we think like that. <i>[They walk out of the cave and take the boat paddle to Tham Lot]</i></p> <p>- You know the trees in the mangrove forest are many species... - In the Thailand there are 74 species but in Krabi we have around 10 species.</p>	
Tham Lot	<p>- In the cave we can paddle through the tunnel of the cave and you see a lot of stalactite and stalagmite. - The stalactite and stalagmite take 10-20 years to grow up for 1 millimeter. - Yes, and you see at the end of the tunnel... both side you can see the stalactite bending out from the cave wall, you know why? - Some people say like that but I think it is because the need sunshine because their ending tips is full of living plants...very small we cannot see them but they are living things, so they need sun shine to grow up.</p>	TG2

Category 2: Organizational Pattern of tour guiding presentation

The organizational pattern of Phi Phi Islands trip could be divided into two phases:

I. At the pier and on board, the tour guides

- show a warm welcome to tourists (Category 3.1)
- give instructions for tourists to be on board (Category 3.3)
- give self/team introductions (Category 3.1),
- announce and explain an itinerary and activities spot by spot (Categories 3.2, 3.10)
- be attentive to tourist health and safety (Categories 3.3, 3.5, and 3.9)

- share general information, such as today's weather (Category 3.10)
- maintain a pleasant and friendly atmosphere in the group throughout while telling jokes (Category 3.10)

II. On-site visits, the tour guides

- introduce tourists to new sites (Category 3.1)
- then describe sb/sth (Categories 3.4, 3.6) with various strategies such as using non-linguistic signals (Category 4.7), using metaphors (Category 3.10), and applying literal translations (Category 4.8)
- highlight information (Category 3.8) by telling jokes and repetition (Category 3.10), give recommendations for any activities that tourists should not miss, (Category 3.7)
- be accessible to tourists and show a willingness to share site-related and general information, etc (Category 3.3), and involve tourists' participation (Category 3.10)
- draw tourists' attention, or request tourists to keep track of the time/to be punctual/to be back at the meeting points (Categories 3.2, 3.8, 3.10)
- be attentive/accommodate tourist needs, for example, when telling how to go to the toilet (Categories 3.3, 3.5)
- when having difficulties due to English and informational inaccuracies, abandoning the message (Category 4.1) and avoiding the topics (Category 4.2) are employed

- the word “OK” is the highest frequently used as the all purpose word (Category 4.6)
- many times they express fillers or hesitation devices (Category 4.11), such as you know, right, er...er..., let me....when passing on the information
- non-linguistic signals, especially body language (Category 4.7) are frequently used
- maintain a pleasant and friendly atmosphere in the group throughout while telling jokes (Category 3.10)

The organizational pattern of Krabi Jungle trip could be divided into two phases:

I. Before the jungle trip, the tour guides

- show a warm welcome to tourists (Category 3.1)
- give self/team introductions (Category 3.1),
- announce and explain the itinerary, activities, and distance (Categories 3.2, 3.10)
- share general information, such as today’s weather (Category 3.10)
- maintain a pleasant and friendly atmosphere in the group throughout, telling jokes (Category 3.10)

II. During the jungle trip, the tour guides

- introduce tourists to new sites, explain the itinerary, and activities (Categories 3.1, 3.2, 3.10)
- extensively describe sb/sth and tell a legend of places and people (Categories 3.4, 3.6) with various strategies such as using non-

linguistic signals (Category 4.7), demonstrations (3.10), using metaphors (Category 3.10)/exemplification (Category 4.3), highlighting information (Category 3.8) with telling jokes and repetition (Category 3.10), applying literal translations and exemplification (Categories 4.8, 4.3), and sometimes also showing a demonstration (Category 3.10)

- involve tourists' participation and share some general information, such as tropical forests and animals, Buddhist beliefs/lives, local communities/routine lives (Category 3.10)
- various communication strategies are used to satisfy the tourist's need for information, such as L1 use in translation and code switching, circumlocution, approximation (Categories 4.8, 4.3, 4.4). On the other hand, when being unable to provide information relevant to site/subject, they express fillers or hesitation devices (Category 4.11), or they would rather abandon the message (Category 4.1), avoid/change the topic (Category 4.2), and appeal for help (Category 4.10)
- the word "OK" is the most frequently used all purpose word (Category 4.6)
- non-linguistic signals, especially body language (Category 4.7) are frequently used
- maintain a pleasant and friendly atmosphere in the group throughout, telling jokes (Category 3.10)

The organizational pattern of Krabi 4-Island Package could be divided into three phases:

I. At the pier and on board before the trip, the tour guides

- show a warm welcome to tourists (Category 3.1) in both English and Thai (Category 4.8)
- give self/team introductions (Category 3.1) and allow tourists to say their nicknames (Category 3.10)
- give information about on board services, such as beverages, medicine, first aid kits, and life-saving devices (Categories 3.9, 3.10)
- announce and explain an itinerary and activities spot by spot (Categories 3.2, 3.3, 3.10) as well as explain the information of each spot (Categories 3.4, 3.6)
- then taking turns to check their information delivery and highlight the important information by asking tourists questions before starting the trip (Categories 3.8, 3.10)
- be attentive to tourist health and safety by giving an instruction, highlighting information, and giving health and safety advice (Categories 3.3, 3.8, and 3.9), for example, wearing a life jacket and keeping the boat balanced are required
- maintain a pleasant and friendly atmosphere in the group throughout, telling jokes and expressing hope for a happy, safe trip (Category 3.10)

- accommodate tourist needs by being accessible for any questions and anything tourists have and want during the trip (Category 3.10)

II. On-site visits, the tour guides

- call for attention (Category 3.10) first
- then introduce tourists to new sites (Category 3.1)
- describe sb/sth (Category 3.4) with various strategies such as using non-linguistic signals (Category 4.7), using metaphors (Category 3.10), highlighting information (Category 3.8) by telling jokes, repetition, showing a demonstration (Category 3.10), giving recommendations for any activities that tourists should not miss, (Category 3.7), and applying literal translations (Category 4.8) and code switching (Category 4.9)
- draw tourists' attention by highlighting information about the activities and request that tourists keep track of the time/ be punctual/ be back at the meeting points (Categories 3.2, 3.8, 3.10)
- keep tourists informed when the schedules have to be changed (Category 3.10)
- keep repeating on board services, such as beverages, medicine, first aid kits, life-saving devices (Categories 3.9, 3.10)
- be attentive/accommodate tourist needs, for example, when explaining how to find the toilet (Categories 3.3, 3.5)
- before continuing to the other sites, tour guides announce the itinerary (Category 3.2) and always check the tourists' numbers (Category 3.10)

- While on board, be attentive to the tourists' health and safety by giving an instruction, highlighting information, giving health and safety advice, and asking for cooperation (Categories 3.3, 3.8, and 3.9), for example, sitting in position and keeping the boat balanced, taking care of any borrowed snorkels and masks
- the word "OK" is the highest frequently used as the all purpose word (Category 4.6)
- sometimes they express fillers or hesitation devices (Category 4.11), such as er...er...er, er...er...I think, right... when passing on the information
- non-linguistic signals, especially body language (Category 4.7) are frequently used

III. At the pier and on board after the trip, the tour guides

- express good memories/feelings/hopes/appreciations to tourists (Category 3.10)
- bid a warm farewell to tourists (Category 3.1) in both English and Thai (Category 4.8)

The organizational pattern of the kayak trip could be divided into two phases:

I. At the pier before the kayak, the tour guides

- welcome the tourists (Category 3.1)
- give an introduction (Category 3.1), and allow the tourists to say his nickname (Category 3.10)

- announce and explain the itinerary, activities, directions, and distance (Categories 3.2, 3.5, 3.10)
- check the information, such as tourists' kayaking/paddling experiences (Category 3.10)
- demonstrate how to kayak/paddle (Categories 3.3, 3.10)
- maintain a pleasant and friendly atmosphere in the group throughout, telling jokes, asking for tourists' background information, such as names, countries, and others (Category 3.10)
- be attentive to tourist needs by highlighting information, such as going to the toilet (Categories 3.3, 3.5, 3.8), recommending tourists to put their belongings into ocean bags (Categories 3.3, 3.7), and asking tourists to wear life jackets (Categories 3.3, 3.9)

II. During the kayak, the tour guides

- lead the directions (Category 3.5)
- extensively describe places/things along the way (Categories 3.1, 3.4, 3.5, 3.10)
- also share general information and call for tourists' attention to the scenery along the way (Category 3.10)
- tell a legend of places and people (Categories 3.4, 3.6) of on-site visits with various strategies such as using non-linguistic signals (Category 4.7), using metaphors (Category 3.10), applying literal translations and circumlocution (Categories 4.8, 4.3), and giving recommendations for anything/any activities that tourists should and should not do (Category 3.7)

- be frequently attentive to tourist safety by giving an instruction, giving a recommendation, and give health and safety advice along the way (Categories 3.3, 3.7, 3.9) together with transcribing things that may be dangerous for tourists (Category 3.4), for example rocks and stairs
- keep checking the number of tourists (Category 3.10) before moving on
- be attentive to the ecology (Category 3.10)
- non-linguistic signals, especially body language (Category 4.7) are frequently used
- maintain a pleasant and friendly atmosphere in the group throughout, telling jokes, expressing hope for a happy, safe trip, always being helpful to tourists, involving tourist participation, and asking tourists to share opinions (Category 3.10)

Categories 3: Language Functions

Table 3.13 shows how frequent each language function was used in 4 tour routes.

Table 3.13: Frequency of Using Language Functions (Category 3)

Category (3)	Phi Phi			Total	Jungle		Total	4 islands			Total	Kayak		Total
	1	2	3		1	2		1	2	3		1	2	
3.1	18	9	10	37	6	7	13	7	10	7	24	1	5	6
3.2	15	23	17	55	7	3	10	11	17	13	41	4	7	11
3.3	12	6	5	23	4	2	6	5	2	3	10	6	13	19
3.4	9	19	15	43	52	16	68	4	9	9	22	15	28	43
3.5	6	2	3	11	4	1	5	0	1	1	2	6	10	16
3.6	3	4	5	12	17	2	19	0	0	2	2	4	2	6
3.7	5	6	6	17	3	3	6	2	5	6	13	2	5	7
3.8	5	7	6	18	11	3	14	4	5	1	10	3	1	4
3.9	5	6	8	19	7	0	7	2	2	2	6	2	3	5
3.10	17	18	16	51	39	20	59	14	26	31	71	22	49	71
Total	95	100	91		150	57		49	77	75		65	123	

Categories 4: Communication Strategies

Table 3.14 shows how frequent each communication strategies was used in 4 tour routes.

Table 3.14: Frequency of Using Communication Strategies (Category 4)

Category (4)	Phi Phi			Total	Jungle		Total	4 islands			Total	Kayak		Total
	1	2	3		1	2		1	2	3		1	2	
4.1	2	0	1	3	11	0	11	0	0	0	0	1	1	2
4.2	1	0	0	1	3	0	3	0	1	0	1	0	0	0
4.3	0	0	0	0	6	0	6	0	0	0	0	3	1	4
4.4	0	0	0	0	3	1	4	0	1	0	1	1	0	1
4.5	0	1	0	1	1	0	1	0	1	0	1	0	0	0
4.6	21	13	10	44	21	6	27	12	8	8	28	5	1	6
4.7	14	3	0	17	25	9	34	6	7	3	16	7	8	15
4.8	0	3	3	6	7	1	8	4	4	3	11	3	0	3
4.9	0	0	0	0	4	0	4	3	3	3	9	0	0	0
4.10	0	0	0	0	3	0	3	0	0	3	3	0	3	3
4.11	14	2	2	18	25	0	25	0	8	0	8	3	1	4
Total	52	22	16		109	17		25	33	20		23	15	

Tables 3.15 and 3.16 display total scores of frequency use of language functions and communications strategies of Phi Phi Islands.

Table 3.15: Frequency Use of Language Functions of Phi Phi Islands

Language functions (Category 3)	Frequency of use
3.2) Explaining an itinerary	55
3.10) Others (telling jokes, asking for cooperation, using metaphors to describe sb/sth, informing activities, etc.)	51
3.4) Describing places, things, events	43
3.1) Greeting/leave taking	37
3.3) Giving instructions	23
3.9) Giving health and safety advice	19
3.8) Highlighting some information	18
3.7) Giving recommendations	17
3.6) Telling a legend of places/people	12
3.5) Giving directions	11

Table 3.16: Frequency Use of Communication Strategies of Phi Phi Islands

Communication strategies (Category 4)	Frequency of use
4.6) All-purpose words	44
4.11) Fillers or hesitation devices	18
4.7) Non-linguistic signals	17
4.8) Literal translations	6
4.1) Message abandonment	3
4.2) Topic avoidance	1
4.5) Word coinage	1
4.3) Circumlocution	0
4.4) Approximation	0
4.9) Code switching	0
4.10) Appeal for help	0

From Table 3.15 and Table 3.16, tour guides on this trip frequently introduced new sites, explained itineraries, described sb/sth, told jokes, asked for cooperation, used metaphors for description, repeated to draw attention, and informed tourists of activities due

to the high use of language function categories 3.1, 3.2, 3.4, and 3.10. Communication strategy category 4.6 was the most frequently used among the other communication strategies, and Categories 4.3, 4.4, 4.9, and 4.10 were unused.

Tables 3.17 and 3.18 display total scores of frequency use of language functions and communications strategies of Krabi Jungle Tour.

Table 3.17: Frequency Use of Language Functions of Krabi Jungle Tour

Language functions (Category 3)	Frequency of use
3.4) Describing places, things, events	68
3.10) Others (telling jokes, giving a demonstration, asking for cooperation, informing activities, etc.)	59
3.6) Telling a legend of places/people	19
3.8) Highlighting some information	14
3.1) Greeting/leave taking	13
3.2) Explaining an itinerary	10
3.9) Giving health and safety advice	7
3.3) Giving instructions	6
3.7) Giving recommendations	6
3.5) Giving directions	5

Table 3.18: Frequency Use of Communication strategies of Krabi Jungle Tour

Communication strategies (Category 4)	Frequency of use
4.7) Non-linguistic signals	34
4.6) All-purpose words	27
4.11) Fillers or hesitation devices	25
4.1) Message abandonment	11
4.8) Literal translations	8
4.3) Circumlocution	6
4.4) Approximation	4
4.9) Code switching	4
4.2) Topic avoidance	3
4.10) Appeals for help	3
4.5) Word coinage	1

From Tables 3.17 and 3.18, tour guides in this trip frequently described sb/sth, told jokes, shared opinions and general information with tourists, demonstrated something, asked for cooperation, called for attention, and informed tourists of activities due to the most frequently used language function Categories 3.4 and 3.10 as well as information delivery skills (Categories 3.1, 3.6 and 3.8), and communication strategies Categories 4.6, 4.11, and 4.1 were also used apart from Category 4.7 (non-linguistic signals).

Tables 3.19 and 3.20 display total scores of frequency use of language functions and communications strategies of Krabi-4 Island package.

Table 3.19: Frequency Use of Language Functions of Krabi 4-Island Package

Language functions (Category 3)	Frequency of use
3.10) Others (repeating to draw attention and highlight some information, informing on board services, checking understanding, and expressing good feeling/hope and appreciation, etc.)	71
3.2) Explaining an itinerary	41
3.1) Greeting/leave taking	24
3.4) Describing places, things, events	22
3.7) Giving recommendations	13
3.3) Giving instructions	10
3.8) Highlighting some information	10
3.9) Giving health and safety advice	6
3.5) Giving directions	2
3.6) Telling a legend of places/people	2

Table 3.20: Frequency Use of Communication Strategies of Krabi 4-Island

Package	
Communication strategies (Category 4)	Frequency of use
4.6) All-purpose words	28
4.7) Non-linguistic signals	16
4.8) Literal translation	11
4.9) Code switching	9
4.11) Fillers or hesitation devices	8
4.10) Appeals for help	3
4.2) Topic avoidance	1
4.4) Approximation	1
4.5) Word coinage	1
4.1) Message abandonment	0
4.3) Circumlocution	0

From Tables 3.19 and 3.20, the pattern use of language functions and communication strategies in the 4-Island trip was mostly similar to those in the Phi Phi trip, that is, language function Categories 3.1, 3.2, 3.4, and 3.10 were most frequently used, and communication strategy categories 4.6, 4.7, 4.8, 4.9, and 4.11 were used more frequently than the other communication strategies. This was probably due to the nature of the tours. However, more varied language strategies in Category 3.10 appeared to be considerably used in this trip, such as repeating to draw attention and to highlight some information, informing tourists about onboard services, checking understanding, and expressing good feelings/hopes and appreciation.

Tables 3.21 and 3.22 display total scores of frequency use of language functions and communications strategies of Kayak Bor Thor.

Table 3.21: Frequency Use of Language Functions of Kayak Bor Thor

Language functions (Category 3)	Frequency of use
3.10) Others (telling jokes, drawing attention, using metaphors in description, being helpful, asking for cooperation, demonstrating something, sharing information/opinions, and informing about activities, etc.)	71
3.4) Describing places, things, events	43
3.3) Giving instructions	19
3.5) Giving directions	16
3.2) Explaining an itinerary	11
3.7) Giving recommendations	7
3.1) Greeting/leave taking	6
3.6) Telling a legend of places/people	6
3.9) Giving health and safety advice	5
3.8) Highlighting some information	4

Table 3.22: Frequency Use of Communication strategies of Kayak Bor Thor

Communication strategies (Category 4)	Frequency of use
4.7) Non-linguistic signals	15
4.6) All-purpose words	6
4.3) Circumlocution	4
4.11) Fillers or hesitation devices	4
4.10) Appeal for help	3
4.8) Literal translations	3
4.1) Message abandonment	2
4.4) Approximation	1
4.2) Topic avoidance	0
4.5) Word coinage	0
4.9) Code switching	0

From Tables 3.21 and 3.22, tour guides in this trip frequently described sb/sth, gave instructions and directions, apart from telling jokes, drew attention, used metaphors in description, were helpful, asked for cooperation, demonstrated something, shared information/opinions, and informed tourists about activities due to frequently used

language function Categories 3.10, 3.4, 3.3, and 3.5, respectively. Category 4.7 was the most frequently used communication strategy category and three unused ones 4.2, 4.5, and 4.9.

3.2.5 Summary of Findings

Based on the findings of job shadow observation, several issues concerning the factors promoting effective communication for Krabi local tour guides merit further consideration. Those factors covered the content, the organizational pattern of tour guiding presentations, language functions, and communication strategies. The applicability of the findings from each tour route created a critical connection for professional practice and syllabus design for the training model in the next phase of the study.

The content here was considered in terms of quality and quantity of information in the content. It is essential that tour guides should be resourceful and accessible to share correct information. They needed to be assured that the messages they deliver to tourists were accurate and comprehensive. Additionally, using appropriate language (verbal and non-verbal) and passing on the information at the right time were significant. As the findings had highlighted the highly various uses for English, it was suggested that an English training program for Krabi tour guides should consist of more than one ESP course and that they should be designed based on tour guides' identified needs and the nature of the tour routes. For example, the pattern of language functions and communication strategies on the Phi Phi Islands trip and the 4-Island Package trip were found to be more or less the same. On these trips, tour guides frequently used both explanatory and descriptive skills in introducing new sites, explaining an itinerary, and describing people or things. Apart from those skills

found in Phi Phi Islands and the 4-Island Package trips, giving instructions, directions, and demonstrations were also frequently employed by tour guides on the kayak trip. Contrary to the other trips, tour guides on the jungle trip were highly expected to be accessible to share information, to be interactive, and to be quick-thinking to respond to tourists' impromptu questions because they had to satisfy the informational needs of tourists, particularly regarding the jungles and the animals in them.

Other considerations were also significant for addressing communicative competence that underlies the communicative approach to foreign language teaching. The English training program in this study aimed to prepare Krabi local tour guides for professional communication. Purposefully, at the end of the training they were required to achieve communicative competence that includes four components as suggested by Canale and Swain (1980): 1) grammatical competence (words and rules); 2) sociolinguistic competence (appropriateness); 3) discourse competence (cohesion and coherence); and 4) strategic competence (appropriate use of communication strategies).

3.3 Peer Debriefing

At this stage, the credibility of data analysis process was verified by using 'Peer Debriefing'. Peer debriefing is a technique which has been used for establishing the credibility of qualitative research studies (Lincoln & Guba, 1985). It allows peers to review and assess what the researcher has done. Peers act as critical analysts to examine the data analysis in detail, including giving opinions or judgments on it. This provides an opportunity for correcting, mending, and guiding the next steps in the right direction.

In the debriefing session, two peers were asked to examine 10 analytic tables of exactly transcribed data gained from job shadowing observations. In this case, the debriefers were two peers who completed doctoral degrees from the same university where the researcher was a doctoral candidate. They well realized the background of the researcher's work but had no stake in the outcome of the present study. Those files of analytic tables were sent through electronic mail. Even though there was no exact format of how a debriefing session would be conducted, the peers were informed about the purposes of debriefing to see and decide to what extent the data analysis done by the researcher was on the right path and appropriate to the curriculum's developing steps. They were asked to take a detailed look at the substance of the language and to provide some advice on how to apply the findings of the job shadowing observation in syllabus design.

One of the peer debriefers, after reading the transcriptions and trying to understand what was going on in this step, expressed her comment on several points. Her feedback was useful to the extent that the research clarified what should be put in the syllabus and how to triangulate the data for better and more informative content. The debriefer also said that the syllabus design should be focused on grammar, pronunciation and word use. The other debriefer confirmed that the contents gained from the job shadowing observation were good enough but still needed to be triangulated by comparing content from multiple sources of data such as books, magazines, electronic information, stakeholder interviews, and on-site discoveries. The peer debriefing reflected that the process of data analysis employed in the study was on track. In addition, the debriefing provided a wider view and a clearer decision on how to construct a curriculum for the training.

In short, the peer debriefing sessions were initially used to seek assistance in thinking through the qualitative data analysis and useful advice to benefit the production stage. Practically, the technique yielded more than expected. The peers' advice on content triangulation, grammar focus, word uses, and pronunciation triggered an awareness of these components when constructing a curriculum, delivering the training, and administering speaking tests.

3.4 Triangulation of Data

As collecting information from more than one source is preferable for data completion, a triangular approach is put into consideration and applied (Richard, 2001). According to O'Donoghue and Punch (2003), triangulation is a "method of cross-checking data from multiple sources to search for regularities in the research data" (p. 78). At this stage of editing the textbook for the training model, the unit content based on the results of needs analysis and observation. The textbook was initially divided in terms of tour routes into four units; Unit 1: Krabi 4-Island Package; Unit 2: Phi Phi Islands; Unit 3: Krabi Jungle Tout; Unit 4: Kayak Bor Thor. Then a table of contents was made according to tour sites and required information in each unit. There were 23 lessons: 5 lessons (Lesson 1-5) in Unit 1, 7 lessons (Lesson 6-12) in Unit 2, 6 lessons (Lesson 13-18) in Unit 3 and 5 lessons (Lesson 19-23) in Unit 4. A triangulation from multiple sources of data was conducted in order to increase the completion and validity of the content by examining information of these tour routes from books, magazines and travel agent brochures, accessing the concerned websites, personal in-depth interviews of stakeholders, and on-site discoveries. Tour sites were revisited several times to make more pictures, to observe

wild animals on sites that may appear on a quiet late evening, to do personal interviews with local tour guides, boat men, kayaking employees, and marine rangers. These methods of triangulation helped to correct some information previously written in the textbook. For example, a revisit to the Phi Phi Islands route resulted in a change of data in Lesson 7, diving at Laem Tong should be removed from the tour program and replaced by snorkeling at Nui Bay instead. From another revisit, it was learned from a personal interview of local kayak employees that the Spectacle-leaf Monkeys were sometimes found at Tham Lot, a tour site of Kayak Bor Thor trip. To take their pictures, kayaking to the site in the late afternoon was needed along with a few hours' waiting.

3.5 Summary

In sum, the products in this phase are threefold – firstly, a profile of Krabi tour guides, secondly, needs of the tour guides obtained from questionnaires and semi-structured interviews, and thirdly, needs of the tour guides gained from job shadowing observations that were essential to curriculum development. The next chapter deals with the development of the training model based on the results of needs analysis.

CHAPTER 4

DEVELOPING A TRAINING MODEL

This chapter deals with the development of a training model. This starts by setting goals, objectives and training outcomes. It is followed by the section of planning and syllabus design that describe how to write a textbook for in-house training sessions and to tailor and to create lessons for iPod Touch projects for self-training sessions. The mode of delivery for effective training outcomes is explained. Finally, a pre-experimental design of one group pre-test and post-test is briefly elucidated.

4.1 Setting Goals, Objectives and Training Outcomes

According to Brown (1995), the detailed needs can be classified and collapsed into general categories and stated in terms of program goals and objectives which, in turn, can serve as the basis for developing tests, materials, teaching activities, and evaluation strategies. More clearly, goals, referring to the program's purposes, serve as one basis for developing more precise and observable objectives and then objectives provide the building blocks for the curriculum. Richards (2001) makes a similar assumption that "once objectives have been agreed on, course planning, materials preparation, textbook selection, and related processes can begin, and objectives describe a learning outcome" (p. 123). For the present study, the results of the previous chapter relating to the personal profile of Krabi tour guides and their

English speaking ability, their needs within the training model, the findings from job shadowing observation, and multiple-source data from triangulation were taken into account in setting the goals, objectives, and outcomes of the training model.

From the profile of Krabi tour guides, a textbook for the training model was composed in as an easy format as possible for a diverse set of trainees. Therefore, the textbook contains only pictures and content. The language exercises and tasks for the trainees to do and to practice were put in lesson plans, which were used by the trainers.

4.2 Planning and Syllabus Design

In this stage, the process of training model planning and syllabus design was adapted from Richards' (2001) 'course planning and syllabus design'. To make it evident, this stage is scoped and sequenced as follows:

4.2.1 The Training Model Rationale

As mentioned in Chapter I, if local tourism was to be sustainable, it was necessary that local tour guides be able to conduct tours effectively in English for international visitors. A tailor-made training model for Krabi tour guides was, therefore, needed so that they could speak the language more fluently and confidently. They must be willing to learn and be highly committed to the training.

4.2.2 The Content and Syllabus

The content of the training model covered Krabi tour guiding commentary for the travel routes that were prioritized by the local tour guides and other stakeholders from the needs analysis stage. As Richards (2001) states that the information gathered during needs analysis contributes to the planning of the course content, three experts for language accuracy and appropriateness of information assessed the content validity of the

present training model. The syllabus, a sequenced description of the content, was based on a communicative approach that required organization around a content-based syllabus, which identified the information about which the trainees would use the language to present and the typical communicative acts in the restricted setting of Krabi.

In this study, the content was designed into two kinds of materials for the training sessions. One was a textbook in hard copy with ample information. The other was a tailored text in video form stored in an iPod Touch. The following section was an explanation of textbook writing.

Steps of writing textbook:

- 1) Make outlines of the ideas and the content of the book into 4 units:
Unit 1: Krabi 4-Island Package; Unit 2: Phi Phi Islands; Unit 3: Krabi Jungle Tour; Unit 4: Kayak Bor Thor. The researcher cut out the fifth unit of Hong Island Package because of time limitations in collecting data and training sessions. In addition, from personal interviews of 5 tour agency employers, the researcher was informed that this tour program was not popular among international visitors.
- 2) Create a table of contents for each unit. At this stage the contents in each unit were sequenced according to the results of job shadowing observations into lessons. The detail was

Unit 1: Krabi 4-Island Package

Lesson 1 Phranang Cave Beach at Railay

Lesson 2 Poda Island

Lesson 3 Talay Waek

Lesson 4 Koh Si

Lesson 5 Tour Guiding Commentary

Unit 2: Phi Phi Islands

Lesson 6 Phi Phi Islands Overview

Lesson 7 Koh Phi Phi Don

Lesson 8 Koh Phi Phi Lay

Lesson 9 Koh Pai Koh Yoong

Lesson 10 Effects of 2004 Tsunami

Lesson 11 Tour Guiding Commentary

Lesson 12 Supportive Information

Unit 3: Krabi Jungle Tour

Lesson 13 Krabi Jungle Tour Program

Lesson 14 Hot Stream

Lesson 15 Emerald Pool

Lesson 16 Taew Laew Tong Dam

Lesson 17 Krabi's Economic Crops

Lesson 18 Wat Tham Sua

Unit 4: Kayak Bor Thor

Lesson 19 Kayak

Lesson 20 Tham Pee Hua Toe

Lesson 21 Tham Lot

Lesson 22 Big Lagoon of Khao Wong Kot

Lesson 23 Fauna and Flora in Mangrove Forest

3) Write each lesson by developing sub-topics and attach pictures.

- 4) Revise each lesson, keeping the text simple, interesting and informative and matching up the text with pictures. The pictures can help readers understand the text better.
- 5) Employ a native speaker to proofread the draft so it was free of any grammatical errors and awkward sentences.
- 6) Invite a senior tour guide and a professional local tour guide to review the textbook content. The external review based on open-ended criteria was conducted to see to what extent the content was relevant, complete and sequenced well.
- 7) Edit the textbook.

In this part, the content in the textbook was tailored by the researcher and an invited native speaker. The content was displayed in computer files for it was convenient to rewrite via Microsoft Word Tools. Several days were spent to select and tailor the full version. The tailored version must be more concise since an iPod Touch screen can support around 5 words on each line. Only important material for tour guiding was selected to trim as short as possible while keeping the same content as the full-version text. A professional tour guide then validated the tailored texts. To see how different the two versions of the text were, two pairs of passages of the same information were compared as follows:

The first pair of passage was from Unit 1: Krabi 4-Island Package. The full version contained 116 words.

The Cave

The Phranang Cave is a shrine of Goddess deity surrounded by the special offerings of the carved wooden penises called Lingam in different sizes and colors. Like many places in the world, it is humanity's belief in the living spirit of all things animate (birds, fish, reptiles, mammals, insects) as well as inanimate (plants, rocks, rivers, seas, mountains and the very land we stand upon).

Folklore suggests that a royal ship sank offshore the Phranang peninsula with an Indian princess named Srikulatavee on board. Because she drowned at sea, her soul was never properly laid to rest and her spirit is said to have taken up residence in the Phranang cave where it resides to this day.

The tailored version contained 76 words only.

The Cave

Phranang Cave is a shrine of a Goddess surrounded by special offerings of carved wooden penises called Lingam. Like many places in the world people believe spirits live there.

Folklore suggests that a royal ship sank offshore the Phranang peninsula with an Indian princess named Srikulatavee on board. Because she drowned at sea, her soul was never properly laid to rest and her spirit settled in Phranang cave where it resides to this day.

The second pair of passage was from Unit 2: Phi Phi Islands. The full version contained 107 words.

Viking Cave

One of the most interesting attractions in the north-eastern part of Koh Phi Phi Lay is a large cave about 3.2 square kilometers in size known as Viking Cave. Its name is derived from one of the numerous drawings on the wall, which resembles a Viking ship. The cave has a 10 to 15-metre high ceiling which contains many narrow shelves inhabited by thousands of swifts, thus a bird's nest collection demonstration was once a regular feature of guided tours. Nowadays, however, licensed harvesters have their bird's nest collectors guard the cave, not allowing visitors to enter the cave for fear that they would disturb the swifts.

The tailored version contained 66 words only.

Viking Cave

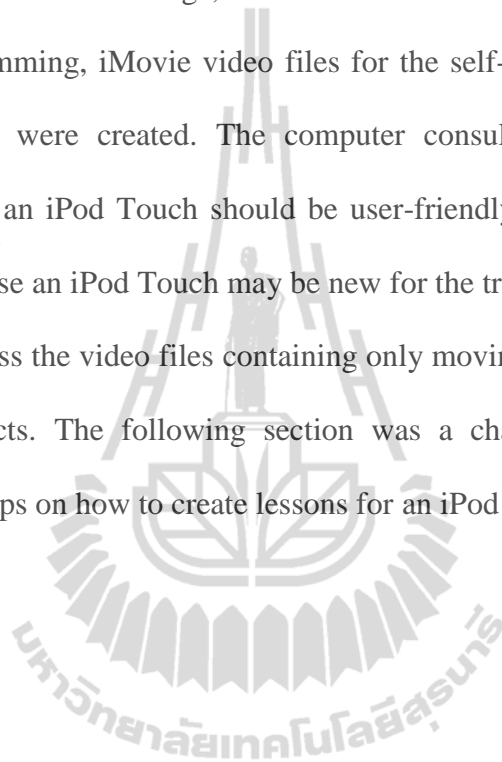
Northeastern Koh Phi Phi Lay has the 3.2 square kilometer Viking Cave. Its name is from a Viking ship drawing on the cave wall. The cave has a 10 to 15-metre high ceiling and thousands of shelves with swift nests. Guided tours used to show the birds' nests. Nowadays licensed harvesters order collectors not to let visitors into the cave so they don't disturb the swifts.

The content of tailored lessons for iPod Touch consisted of 23 video files with a length of 127 minutes. The files were:

- File 1: 4-Island Lesson 1 Phranang Cave Beach at Railay
- File 2: 4-Island Lesson 2 Poda Island
- File 3: 4-Island Lesson 3 Talay Waek
- File 4: 4-Island Lesson 4 Koh Si
- File 5: 4-Island Lesson 5 Tour Guiding Krabi 4-Island Package
- File 6: 4-Island Lesson 6 Glossary
- File 7: Phi Phi Islands 1 Overview
- File 8: Phi Phi Islands 2 Phi Phi Don
- File 9: Phi Phi Islands 3 Phi Phi Lay
- File 10: Phi Phi Islands 4 Koh Pai
- File 11: Phi Phi Islands 5 Tsunami
- File 12: Phi Phi Islands 6 Tour Guiding
- File 13: Phi Phi Islands 7 Glossary
- File 14: Jungle Tour 1 Hot Stream Sra Morakot
- File 15: Jungle Tour 2 Gurney's Pitta
- File 16: Jungle Tour 3 Krabi's Crops
- File 17: Jungle Tour 4 Wat Tham Sua
- File 18: Jungle Tour 5 Glossary
- File 19: Kayak Bor Thor 1 Introduction
- File 20: Kayak Bor Thor 2 Tham Pee Hau Toe
- File 21: Kayak Bor Thor 3 Tham Lot
- File 22: Kayak Bor Thor 4 Big Lagoon
- File 23: Kayak Bor Thor 5 Glossary

(Find the attachments of a tailored textbook and iPod Touch projects)

The next step was to put tailored text into an iPod Touch. However, the tailored version could not be downloaded directly or ready to use as self-training lessons in the mobile device. The lessons were put into video files via the Mac Book iMovie Application. At this stage, after consultations with two experts in Apple application programming, iMovie video files for the self-training sessions in a trim-and-simple format were created. The computer consultants commented that the tailored lessons in an iPod Touch should be user-friendly, without any complicated applications, because an iPod Touch may be new for the trainees. It should be easy for the trainees to access the video files containing only moving text, sound, pictures, and some special effects. The following section was a chart of iMovie 08 with an explanation and steps on how to create lessons for an iPod Touch.



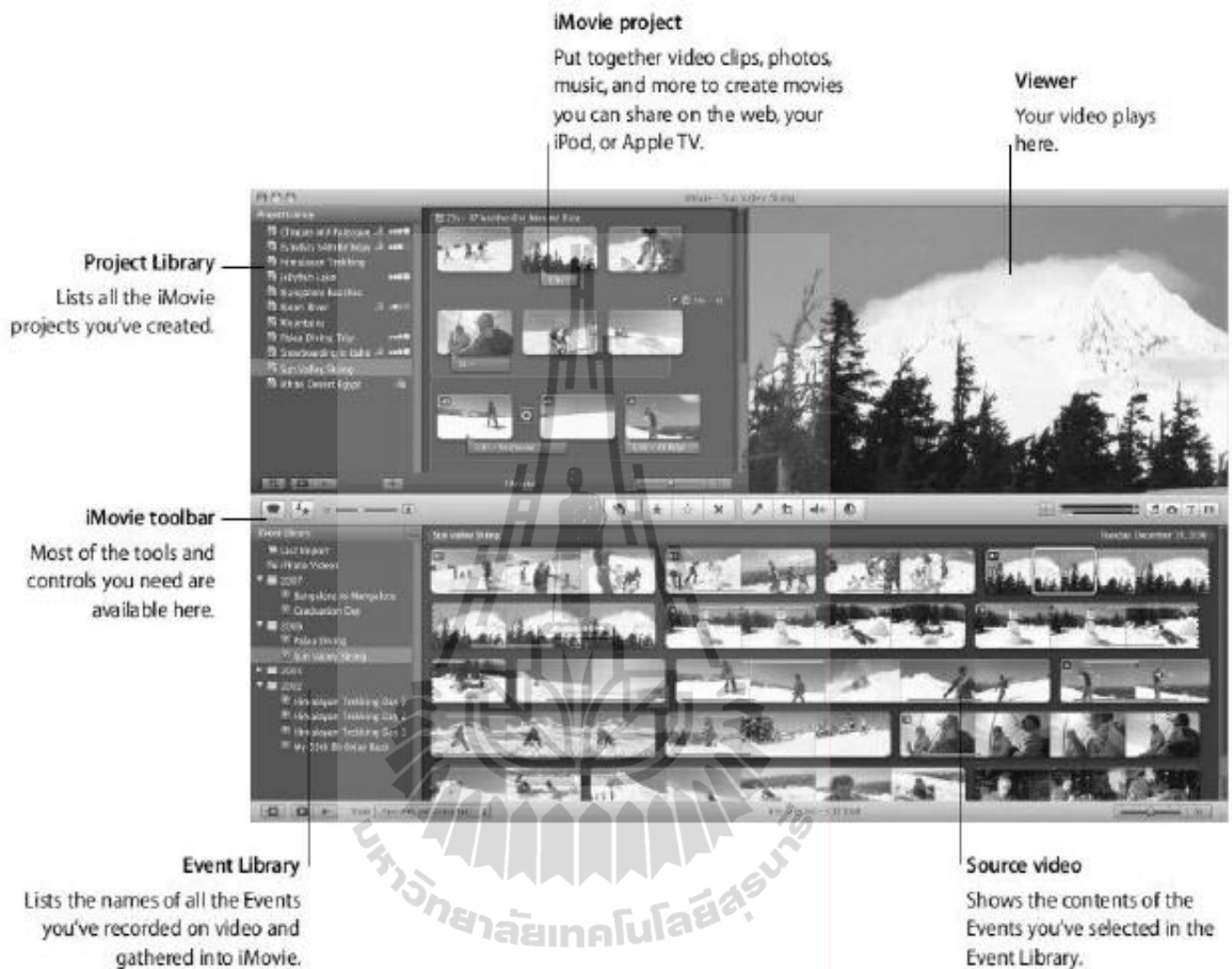


Figure 4.1: Creating Tailored Lessons Projects by iMovie 08



At this stage, the tailored lessons of English for Krabi Tourism were created via Apple iMovie 08, an application on a Mac Computer. This was done in order to import these projects into an iPod Touch. The process included importing photos into iPhoto, and the 23 tailored lessons into the desktop of a Mac Computer, then creating an iMovie photo montage with text overlays, effects, transitions, and sound inserted and finishing with sharing the movie files via iTunes, another application in the Mac operating system, ready to export to an iPod Touch.


Creating tailored lesson projects by iMovie 08 involved the following 9 steps:

1. Import photos of 4 units of lessons into iPhoto. Click File > Import to Library, then navigate to the photo folders using the Import Photos window. Once found, click Import and allow iPhoto to import all the photos selected.


2. Copy 4 units of tailored lesson onto Desktop.

3. Launch iMovie. Locate the iMovie icon on the dock (it's a gold and black star with a movie camera) and click once. The iMovie interface will open, and ready to begin creating a new project.

4. Click File > New Project. Give the project a name such as '4 island lesson 1 Phranang Cave' and decide what size and aspect ratio (normally 16:9). Choose one from 6 Themes: None/Photo Album/Bulletin Board/Comic Book/Scrapbook/ Filmstrip.

5. Click  (Titles Button) on the iMovie toolbar to choose theme of the title and background. And then click the title box on the project window and type the title by clicking the viewer on the top right.

6. Click the Transition Button on the iMovie toolbar and choose the type of transition box by drag and drop between clips on the project window.

7. Click  (Titles Button) on the iMovie toolbar and choose the photo album of Scrolling Credit by drag and drop on the project window. This is the place to insert the text. And click the small "clock" icon on the Scrolling Credit box to change the time from 4s to 35-45s. Then click the blue box above to highlight the viewer in order to copy and paste a text around 40-50 words on the viewer box. Change the Font style, size, Color and click > Done. To preview your results: click the small play button in the viewer upper right corner.

8. Click the Microphone Icon on the Tool Bar and then a black dialog box of Voiceover will appear for rechecking voice properties before recording by clicking a microphone cursor on the text box and having a native speaker just reading aloud through the Built-in Input of the Mac Computer. To preview the project just click the Play Button on bottom left of the project window.

9. Click Share > Export Movie. In the Export As dialogue box, name the movie with the following convention. By default, iMovie will save the project in the Movies folder. Set the Size to Export to Medium. Click Export. The finished project will be in the Movies folder in iTunes automatically. The process is complete and the projects of lessons are ready to transfer into the iPod Touch.

4.2.3 The Entry and Exit Tests

The acceptable language level for an entry of the trainees should be 'elementary' level and higher, that is, the recruited trainees should be able to produce the language to convey basic meanings. To determine the minimum level of trainees' language skills before recruiting them into the training program, a screen test from a website <http://www.world-english.org/test.htm> was adopted. The test was a grammar-based, with a clear interpretation criteria for level of proficiency, available both online and hard copy free of charge, easy to use, and highly recommended by three EFL English native speaker teachers who had been teaching in Thailand for 5-10 years. The details in administering the screen test were described in the next chapter. The entry criteria concluded with a short interview of personal background information in order to see if the prospected trainees were good enough to communicate in English.

Assessing speaking should be on the basis of assessing the success of communication. In the present study, Pre-test and Post-test speaking tests were

administered to determine the trainees' speaking abilities in delivering tour guiding commentary. In order to test their speaking abilities, a real-life simulation was set up to put the tour guide trainees in their professional role. The details of the speaking tests and their results were also discussed in the next chapter.

4.3 Mode of Delivery for Effective Training Outcomes

Decision making to find out the most effective mode of delivery of the training model to help trainees reach the goals was quite difficult. This was due to, as a rule of thumb, many factors affect the effectiveness of teaching and learning. These factors may be the background knowledge and teaching experience of the trainer, the educational background of the trainees, motivation, support of the community, constraints in time and budget, to name a few. For this study, the learner-centered and communicative approaches were applied to intensive in-house training, including some other motivational reinforcements from the collaboration of stakeholders in the community. The reason for the communicative approach was that CLT concepts correspond to the purposes of the training program in terms of using language for communication and speaking skills for LSP focusing on fluency. The other aspects of CLT approach were defined in Chapter 2. Moreover, the researcher (as the training model developer and trainer) was familiar with the approach after 20 years of teaching EFL in Thailand. To quote Richards (2001), teachers are expected to be familiar with the principles, to put them into practice, and to teach in ways that reflect their own preferred teaching styles. In addition, CLT serves the goals of the training model, which focuses on speaking skills, and fluency as a priority. More importantly, the CLT method recognizes the importance of 'introducing meaning' as the first stage

of teaching. What language elements that the speakers want to say in order to convey the information must come from their understanding of its meaning. The meaning introduction stage can be conducted by real objects, by pictures, by situations, or by L1. This was also enhanced by Computer-Assisted Language Learning (CALL).

The content of the training model contained a large amount of information in terms of tourist sites and tourist activities. It was suitable for the trainer to introduce meaning in Thai. The tour guide trainees could get the meaning with ease, then transfer the well-conceptualized data into English. In addition, the training was reinforced by applicable authentic exercises that allowed the trainees opportunities to practice speaking skills through simulated role-playing, Word Document Insert Voice recordings, and giving presentations as a local tour guide. The trainees' learning preferences was also taken into account when planning learning activities. A certificate of speaking test would be awarded to the trainees who complete the training sessions and the speaking tests. Dioko and Unakul (2005) recommend a principle on tour guide training that regional training should be founded on extensive cooperation and collaboration between different agencies and networks involved in tourism.

After the intensive in-house training, the training session participants continued practicing their speaking skills with the lessons installed in their iPod Touch devices for self-training. The frequency of use was recorded within a period of 4 weeks. The amount of time was estimated as a conventional course in educational institutes, which provides approximately 30 to 50 hours. The use was classified into three levels: high frequency, medium frequency, and low frequency. The high frequency meant using the mobile lesson once a day on average. 50 and over was high

frequency; 25-49 was moderate frequency; 0-24 was low frequency. This classification of frequency was based on anticipation. Therefore, the exact number of frequency use would be considered again upon consulting the course participants.

To sum it up, the mode of delivery for the training was twofold: firstly, the in-house training, and secondly, the self-training through the iPod Touch.

4.4 Pre-Experimental Design of One Group Pre-Test and Post-Test

Purposes

The experiment aimed to prove the effectiveness of a Blended Training Model Using Mobile Devices to Enhance Speaking Ability of Local Tour Guides.

Subjects

The subjects at this stage were 15 local tour guides, tour agent personnel, hostel owners who conducted tours without a license, and interested persons who were recruited by simple random sampling. They had the same opportunity to attend the training on a voluntary basis. See Chapter 1 for the assumption of the sample.

Pre-Experimental Design

The experiment was in the design of 'One-Group Pre-test Post-test'

X₁ T₁ X₂ T₂

X₁ = Intensive In-house Training

T₁ = Pre-test

X₂ = Self-training through mobile device

T₂ = Post-test

Instruments

- 1) Intensive In-house Training Session
- 2) Pre-test and Post-test
- 3) Self-training Lessons on mobile device

Data Analysis

A nonparametric test (Krippendorff's Alpha) was used to analyze the pre-test and the post-test scores by the three raters.

4.5 Summary

This chapter has provided a description of developing a training model. It gives details on how to write a full version textbook that obtains information from the needs analysis stage. The step-by-step procedure of how to create iMovie projects from the tailored text for iPod Touch self-training sessions was deliberately explained. Then the mode of delivery and research design of this study are presented. The next Chapter describes how the training model was implemented.

CHAPTER 5

IMPLEMENTATION OF THE TRAINING MODEL

This chapter explains how to implement the training model in terms of in-house training and self-training through iPod Touch devices. The evaluation of the training sessions and a view of the trainees are then discussed.

5.1 Recruitment of Trainees

In this study, to do volunteer sampling, every interested person has an equal and independent chance of being involved in the training. The training must be made known as widely as possible to most of the prospective local tour guides and interested people who want to be Krabi tour guides.

The researcher made a public announcement to recruit trainees on a voluntary basis through 5 channels as follows;

1. Radio broadcast on 2 radio stations; Fun Fun Radio FM. 96.5 MKz. And Radio Thailand Krabi 98.5 MKz.
2. Websites at <http://www.krabi.go.th> and www.krabiunited.com

The announcement was written in Thai for radio broadcast and website news. The message is:

Announcement

30 August 2010

To: Travel Agency/Radio Station Manager/President of Krabi Tourism Association

Subject: Local Tour Guides Training course ‘English for Krabi Tourism’

Those interested are invited to attend a Local Tour Guides Training course 'English for Krabi Tourism'. The localized curriculum that has been constructed in a systematic procedure consists of updated content and is in perfect English. The writer has spent nearly two years doing research, and job shadowing observation of local tour guides.

The content contains 4 units:

- 1. Krabi 4-island Package*
- 2. Phi Phi Islands*
- 3. Krabi Jungle Tour*
- 4. Kayak Bor Thor*

The four units of tour sites are popular among international tourists.

The training is special for local tour guides because they are the front-line in sustaining the tourism industry. English is a global language that must be equipped as a tool for our local guides.

"To speak correctly, clearly and in an artistic way of communication, the local tour guides can solve unexpected problems and provide good services to the international visitors"

Free Training Course

If you only have Basic English or you are a tour guide desiring to increase your tour guiding commentary in English.

It takes 15 days (45 hours), and starts on 5th Sept 2010 at 6 p.m. at Ban Choklap Tutor School.

By A. Paisan Boonprakob and Native Trainer

The lessons are also put in iPod Touch devices for self-training after the training course. It is compact and portable, so you can switch it on at any time you want to practice reading and listening or you can use it as a reference book.

Please contact 089 567 2948, 0894714712, 075 611139

Orientation on 5 September 2010 at 6 p.m.

Ban Choklap Tutor School

Paisan Boonprakob

Project Manager

3. SMS to 60 numbers of local tour guides who were questionnaire respondents

SMS:

*“Krabi tour guide training course OPEN 5 SEP at BAN CHOKLAP SCHOOL. Free!
Please contact A.Paisan”*

4. Telephone to travel agent owners and local tour guides
5. E-mail to travel agents, resorts, and local tour guides

There were 29 interested people who attended the orientation of the training. They were informed of the objectives, the syllabus of the curriculum, and the place and time of the training model. Most importantly, the trainees would have to have a strong commitment to the training procedures including attendance in the in-house training sessions, using the iPod Touch as a mobile device for self-training, and taking a screen test and speaking tests.

The screen test in this stage was applied from a website <http://www.world-english.org/test.htm> (See APPENDIX 9). This grammar-based test assumes to predict an approximate rating of English language skills. The test consists of four parts: Elementary (7 items), Intermediate (9 items), Upper Intermediate (10 items), Advanced (9 items). To find out what the testee's level of English, the criteria of scoring were applied to give the results. The test determines that the Elementary level must have scores of 7 out of 7, the Intermediate level must have scores of 8 out of 9, the Upper Intermediate level must have scores of 9 out of 10, and the Advanced level must have scores of 6 out of 9. A native English-speaking expert was invited to try out the screen test and the expert gave a comment that the prospected trainees in this training model should be at Elementary level and up. The test was printed out as a hard copy for convenience. On orientation day, the interested people were asked to

take a screen test. 19 people passed the elementary level and were accepted to attend the training. The prospective trainees were also asked to give a short talk about themselves. The interview was done in order to assess their basic communication in English. Their English speaking abilities were acceptable to both the native trainer and the researcher. However, 4 of them were not available during the whole period of the training sessions. Therefore, 15 trainees attended the sessions.

5.2 Training Sessions

The training model was divided into two parts: an in-house training and a self-training through an iPod Touch. The former took 66 hours in 22 days in air-conditioned room with full equipment, such as projector, computer, white board and speaker, at a tutorial school. The latter allowed the trainees to do self-training for 4 weeks by using tailored lessons through iPod Touch projects produced by the iMovie Application of a Mac Book laptop computer.

5.2.1 In-House Training Sessions

The in-house training sessions were fixed during 6 to 9 p.m. four days a week. It lasted 22 days to cover the syllabus. The researcher and a native speaker were the trainers. The first unit took 9 days or about 27 hours to finish since the trainers had to put a great effort getting the trainees familiar with training activities and equipment. The second, third and fourth units took 7, 3 and 3 days respectively. On the first day, the president of Krabi Tour Guides Association was invited to an opening session. The owner of a big travel agency was also invited to give a motivational speech during the middle of the in-house training sessions. The teaching method applied during the training was Communicative Language Teaching (CLT)

plus Computer-assisted Language Learning (CALL). There were 8-10 laptop computers used on a daily basis. Apart from whole-class activities, the trainees performed pair and group work to enhance CLT concepts and to promote pronunciation and speaking practice by a native trainer and by CALL, namely Word Document File Insert Voice Comment techniques. The sessions also showed how to simplify the texts in order for the trainees to get familiar with tailored lessons that were put into iPod Touch projects (See details in the textbook attachments and lesson plans). The researcher and a native trainer made a post-training report day by day and discussed problems of and solutions to the training sessions. After the completion of each unit, the trainees were asked to take a speaking test. In this study, the speaking tests referred to the pre-test.

5.2.2 Self-training through Tailored Lessons in an iPod Touch

iPod Touch projects composed 23 video files with the total length of 127 minutes. The tailored lessons were put into iPod Touch devices after the researcher produced them by using the iMovie Application of a Mac Book as the brief production steps explained in the previous chapter.

Then the complete projects were exported to the iTunes Application, and ready to download into iPod Touch devices.

The first unit of the Krabi 4-island Package was produced and tried out by the researcher and a native expert. Then during the fourth week of the in-house training sessions, the first 6 video files of the Krabi 4-island package were downloaded into iPod Touch devices lent to the trainees. This was done for them to try out using the tailored lessons in the mobile device and to give feedback on the application. The trainees gave useful comments in relation to content, pictures,

scrolling letters, sound, and special effects. The researcher put these ideas and opinions into considerations for improvements when producing other iPod Touch projects. During the final week of the in-house training, all the tailored lessons were downloaded into the trainees' iPod Touch devices. The trainees had 4 weeks in self-training through tailored lessons on the iPod Touch. During that time the trainees were stimulated to do self-training by sending those SMS such as

“Hi everyone. Today did u practice tour guiding in iPod? If not, please do it. Clear!”

“Do u have any problems with iPod lessons? If so, please let me know. If not, please open n learn. Clear!”

“I know all of you busy working for a loving. But spare sometime for iPod lessons just a few days before speaking present”.

Some trainees responded through SMS

“Thank you teacher. I'll do it now! Clear!”

After that the trainers made appointments with the trainees to take the post-test. The post-test took 2 weeks to complete since 10 trainees could come take the test in the classroom and the trainer had to go out to administer the test at the trainees' locations.

5.3 Trainees' Feedback to the Training Sessions

This section examined trainees' feedback on the in-house training (See APPENDIX 10) and the self-training through iPod Touch devices by using questionnaires (See APPENDIX 11).

5.3.1 Trainees' Attitude toward In-House Training

The questionnaire was divided into two parts. The first part was based on a 5-level Likert scale, in which each trainee indicated his or her responses by checking tick-marks. There were 15 items on the list of attitude examining covering 4 areas; numbers 1 to 3 related to the content, numbers 4 to 9 to the training model, numbers 10 to 13 to the trainers and numbers 14 to 15 to the effectiveness. The other part was suggestions on the aforesaid four areas. The questionnaire was validated by three experts in order to gain content validity. The Index of Item-Objective Congruency was at 0.87. The trainees were asked to do the questionnaires on the last day of each unit. Therefore there were four sets of questionnaires. The format was:

4.51- 5.0 Highest

3.51- 4.50 High

2.51- 3.50 Moderate

1.51- 2.50 Little

1- 1.50 Least

The results of questionnaires in this section were analyzed and presented in 4 tables according to units in a textbook. It was followed by a discussion of students' responses to each unit.

Table 5.1: Trainees' Attitude towards Krabi 4-Island Package

Questions	Mean	Std. Deviation	Level
1. I am well aware of the training objectives.	4.40	.63	High
2. The content matches my needs.	4.47	.64	High
3. The content is suitable with my background knowledge.	4.07	.80	High
4. The length of the training sessions is suitable.	4.20	.41	High
5. The documents for the training are suitable.	4.53	.52	Highest
6. The training activities create learning.	4.47	.64	High
7. The training activities enhance practice.	4.60	.51	Highest
8. Classroom equipment is suitable.	4.80	.41	Highest
9. The training place is suitable.	4.80	.41	Highest
10. The trainers are knowledgeable and good at training delivery.	4.93	.26	Highest
11. The trainers are well-prepared.	4.93	.26	Highest
12. The trainers are able to draw attention and to create good atmosphere for the training.	4.67	.49	Highest
13. The trainers play an important part in my understanding and learning.	4.47	.64	High
14. I can reach the objectives of the training at this stage.	4.20	.41	High
15. The knowledge and skills I gain from the training can be applied to my work.	4.33	.72	High
Grand Mean	4.52	.27	Highest

Table 5.1 indicates that the trainees were satisfied with this unit of the Krabi 4-island Package at the highest level. It corresponded to the results of the local tour guides' needs study in the first phase from which the Krabi 4-island Package was reported as the most desired to learn. The trainers' knowledge and preparation were rated the highest. The classroom equipment and training place were also very satisfying in the view of the trainees'. The overall trainees' attitude towards the first unit was at the highest level.

From the suggestion part, seven respondents wrote that the content in this unit contained information applicable to tour guiding. Three of them suggested

more information about additional relevant information to each site and some requested more grammar practice. Other suggestions were that there should be more time for trainees' presentations in front of class. One trainee reported that, from his experience in taking training courses, this training model was better than those organized by the authority eligible to issue tour guides' licenses.

Table 5.2: Trainees' Attitude towards Phi Phi Islands

Questions	Mean	Std. Deviation	Level
1. I am well aware of the training objectives.	4.67	.49	Highest
2. The content matches my needs.	4.40	.74	High
3. The content is suitable with my background knowledge.	4.60	.74	Highest
4. The length of the training sessions is suitable.	4.13	.52	High
5. The documents for the training are suitable.	4.73	.46	Highest
6. The training activities create learning.	4.67	.49	Highest
7. The training activities enhance practice.	4.53	.64	Highest
8. Classroom equipment is suitable.	4.53	.52	Highest
9. The training place is suitable.	4.60	.51	Highest
10. The trainers are knowledgeable and good at training delivery.	4.73	.59	Highest
11. The trainers are well-prepared.	4.87	.35	Highest
12. The trainers are able to draw attention and to create good atmosphere for the training.	4.73	.59	Highest
13. The trainers play an important part in my understanding and learning.	4.80	.56	Highest
14. I can reach the objectives of the training at this stage.	4.20	.77	High
15. The knowledge and skills I gain from the training can be applied to my work.	4.33	.82	High
Grand Mean	4.57	.22	Highest

Table 5.2 indicates that the trainees were satisfied with this unit of the Phi Phi Islands at the highest level. The total means was a bit higher than the first unit. When taking a close look, it can be assumed that the trainees were satisfied with the unit content and documents for training. The Phi Phi Islands unit covers seven lessons from lesson 6 to lesson 12 with a wide range of information. The items about trainers from 10 to 13 were also rated higher than those in other areas in this

questionnaire. From the suggestion part, five trainees mentioned that the content in this unit was very informative and they felt confident giving commentary to tourists if they worked as a tour guide on the Phi Phi Islands trips. They also wrote that the two trainers, one Thai and one native speaker, helped them understand and pronounce English words much more effectively. The trainers' activeness played a part in their motivation to learn.

Table 5.3: Trainees' Attitude towards Krabi Jungle Tour

Questions	Mean	Std. Deviation	Level
1. I am well aware of the training objectives.	3.67	.72	High
2. The content matches my needs.	3.27	.46	Moderate
3. The content is suitable with my background knowledge.	3.20	.41	Moderate
4. The length of the training sessions is suitable.	2.33	.49	Little
5. The documents for the training are suitable.	3.33	.49	Moderate
6. The training activities create learning.	3.00	.53	Moderate
7. The training activities enhance practice.	2.87	.52	Moderate
8. Classroom equipment is suitable.	3.33	.49	Moderate
9. The training place is suitable.	3.47	.52	Moderate
10. The trainers are knowledgeable and good at training delivery.	3.40	.63	Moderate
11. The trainers are well-prepared.	3.33	.62	Moderate
12. The trainers are able to draw attention and to create good atmosphere for the training.	3.13	.35	Moderate
13. The trainers play an important part in my understanding and learning.	3.13	.35	Moderate
14. I can reach the objectives of the training at this stage.	2.93	.46	Moderate
15. The knowledge and skills I gain from the training can be applied to my work.	2.87	.35	Moderate
Grand Mean	3.15	.32	Moderate

Table 5.3 indicates that the overall trainees' attitude towards the third unit of the Krabi Jungle Tour was at a moderate level. The length of the training was rated the lowest in this questionnaire, which corresponded with suggestions written by three trainees that the time allotted to this unit was too short for a large amount of content.

Table 5.4: Trainees' Attitude towards Kayak Bor Thor

Questions	Mean	Std. Deviation	Level
1. I am well aware of the training objectives.	3.40	.51	Moderate
2. The content matches my needs.	3.13	.35	Moderate
3. The content is suitable with my background knowledge.	3.13	.35	Moderate
4. The length of the training sessions is suitable.	2.13	.64	Little
5. The documents for the training are suitable.	3.00	.53	Moderate
6. The training activities create learning.	2.60	.51	Moderate
7. The training activities enhance practice.	2.53	.52	Moderate
8. Classroom equipment is suitable.	3.07	.46	Moderate
9. The training place is suitable.	3.73	.59	High
10. The trainers are knowledgeable and good at training delivery.	3.53	.52	High
11. The trainers are well-prepared.	3.53	.52	High
12. The trainers are able to draw attention and to create good atmosphere for the training.	3.13	.35	Moderate
13. The trainers play an important part in my understanding and learning.	3.13	.35	Moderate
14. I can reach the objectives of the training at this stage.	2.87	.35	Moderate
15. The knowledge and skills I gain from the training can be applied to my work.	2.87	.35	Moderate
Grand Mean	3.05	.42	Moderate

Table 5.4 indicates that the trainees' attitude towards the fourth unit of the Kayak Bor Thor was at a moderate level overall. The length of the training was rated the lowest because the time allotted to this unit was short. However, some suggested that the content in this tour site was quite interesting and it would be better if they could take a field trip to experience the attractions on the Kayak tour.

5.3.2 Trainees' Attitude towards Self-Training through an iPod Touch

The questionnaire was divided into three parts. The first part contained four questions asking to what extent the trainees used an iPod Touch as a mobile device to practice the lessons that they have learned for the in-house training session. The second part comprised ten items to assess the trainees' attitude towards iPod Touch tailored lessons. In this part, it was based on a five-level Likert scale, in which

each trainee indicates his or her responses by checking tick-marks. It covered the content of four units, pictures, font, color, scrolling text, sound, and effectiveness and served their needs. The third part had suggestions. The questionnaire was validated by three experts in order to gain content validity. The Index of Item-Objective Congruency was at 0.92. The results were:

Part 1: Four questions

- 1) Do you practice listening and speaking through an iPod Touch everyday?
 - 11 people reported not everyday just during free time, and 4 said 'yes'.
- 2) What lessons have you opened and practiced?
 - 14 people reported 'Krabi 4-island' but 1 said 'Phi Phi Islands'
- 3) What lessons have you never opened and practiced?
 - 9 people reported they opened every lesson,
 - 4 people said never opened Krabi Jungle Tour,
 - 1 person never did Kayak Bor Thor, and
 - 1 person never did Phi Phi Islands.
- 4) How many times have you opened and practiced lessons in the iPod Touch?
 - The answers ranged from about 10 to 100 times.
 - 7 low frequency users (10 to 24 times)
 - 5 moderate frequency users (25to 49 times)
 - 3 high frequency users (50 to 100 times)
 - An average is 33 times (Moderate frequency)

Part 2: A 5-rating scale questionnaire of 10 items

15 trainees did the questionnaire of 10 items about tailored lessons in an iPod Touch. The results were as the following table:

Table 5.5: Trainees' Attitude towards Tailored Lessons in an iPod Touch

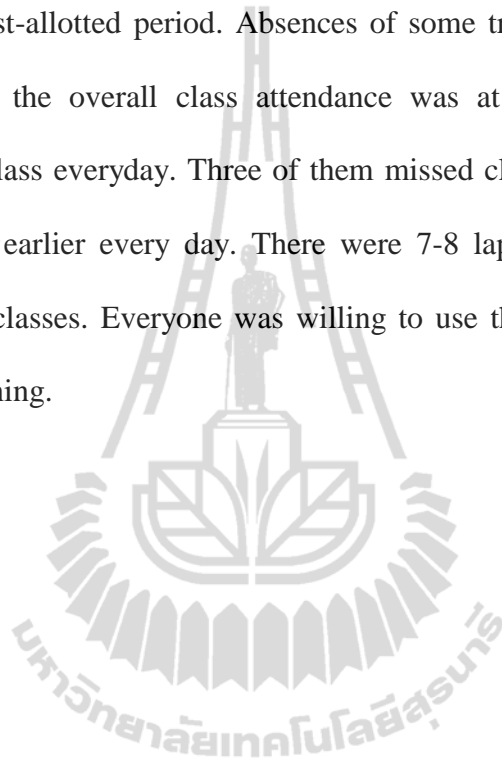
Questions	Mean	Std. Deviation	Level
1. The tailored content of Unit 1: Krabai 4-island Package in iPod Touch is not too easy and too difficult.	4.33	.62	High
2. The tailored content of Unit 2: Phi Phi Islands in iPod Touch is not too easy and too difficult.	4.33	.49	High
3. The tailored content of Unit 3: Krabai Jungle Tour in iPod Touch is not too easy and too difficult.	3.87	.64	High
4. The tailored content of Unit 4: Kayak Bor Thor in iPod Touch is not too easy and too difficult.	4.00	.76	High
5. Pictures and content are compatible.	4.47	.52	High
6. Font, size, color and scrolling of letter are compatible with sound inserted that allows good watching and reading.	4.20	.77	High
7. Sound is clear enough for text remembering.	4.27	.70	High
8. The text in each file is not too long nor too short	4.13	.52	High
9. You find the lessons in iPod Touch are interesting, fun, and effective.	4.27	.70	High
10. The tailored lessons in iPod Touch match your needs.	4.20	.77	High
Grand Mean	4.20	.65	High

From the table, the trainees' satisfaction with the iPod Touch was at the high level with a grand mean of 4.20.

For the suggestions in Part 3, the trainees reported that the scrolling letters of the first unit runs too fast. There were too many letters in some parts. The iPod Touch self-training was able to enhance retention of the lessons and pronunciation practice. It was portable and private. The negative points were that it was not convenient for the users had to use a wire earphone and the downloaded lessons could not be transferred into other devices.

5.4 Summary

The implementation of the training model took 10 weeks. The time for both in-house training and self-training sessions had to be extended. Therefore, it was longer than the first-allotted period. Absences of some trainees delayed the training session. However, the overall class attendance was at a satisfactory level. Two trainees attended class everyday. Three of them missed classes just one day. Around 4-5 trainees came earlier every day. There were 7-8 laptop computers brought by trainees to use in classes. Everyone was willing to use the iPod Touch as a mobile device for self-training.



CHAPTER 6

PRE-TEST AND POST-TEST RESULTS

This chapter describes the administration of speaking tests. This is followed by an approach to assessing the spoken English of the trainees involved in the training model, including the explanation of seven components used as criteria for assessment. Also, the pre-test and post-test results were described and analyzed. Finally, self-assessment of the trainees before and after training was evaluated.

6.1 Administration of Speaking Tests

At the beginning of the in-house training, the trainees were asked to take a speaking pre-test on how to deliver a tour guiding commentary of four Krabi tour programs, namely the Krabi 4-Island Package, Phi Phi Islands, Krabi Jungle Tour, and Kayak Bor Thor. Most of them refused to do the pre-training speaking test because they did not have enough English ability or background knowledge of the tour programs. The trainees' refusal to take a pre-training speaking test caused an imperfection to the aforementioned study design of having three tests. This design was T1:X1:T2:X2:T3, in which T1 referred to Pre-test, X1 referred to In-house training, T2 referred to Post-test, X2 referred to self-training through tailored lessons on a mobile device (iPod Touch). However, as reviewed in Chapter 2, Underhill (1987) explains oral tests should not undermine the efforts of the speaking training sessions and oral tests must treat people as human beings. The speaking tests in this

study were then reduced into two tests; a pre-test being taken after the in-house training of each unit and a post-test being taken after self-training through lessons on an iPod Touch. These still reflected the purposes of the study and served the needs of the trainees.

As a result, the 15 trainees were assigned to take a speaking test after each unit was finished. This test in this thesis was the pre-test. The pre-test was taken in front of class and taped by a computer video camera. The trainees were told to take the role of a tour guide. The post-test was conducted after the trainees had a self-training course through tailored lessons in an iPod Touch for four weeks. The unit that was chosen for the tour guiding commentary in the post-test was the Krabi 4-Island Package, since all 15 trainees had taken this unit as the pre-test. This unit was the first one that was taught in class and downloaded into an iPod Touch. This allowed the trainees to do self-training of these lessons for a 4-week period. This was also done for reasons of reliability to assess speaking ability.

6.2 Approach to Assessing Spoken English

The approach to assess speaking in this study was twofold: test validity and test reliability. The validity came from a work-related simulation of a speaking task assigned in which the trainees act as local tour guides who had to deliver a tour guiding commentary in English to groups of tourists. The commentary covered content and spoken language that they had learned from the in-house training and the self-training through an iPod Touch. The assessment criteria were broken down as follows:

2.1 Content

The testee (trainees) presents correct information and supportive details of the tour sites.

2.2 Organizational Pattern

The testee puts information in a certain order that makes the tour guiding delivery easy to follow and interesting.

2.3 Language Functions

The testee applies the appropriate language functions at each stage of the tour guiding delivery. The language functions are:

2.3.1) Greeting/leave taking

2.3.2) Explaining an itinerary

2.3.3) Giving an instruction

2.3.4) Describing places, things, events

2.3.5) Giving directions

2.3.6) Telling a legend of places/people

2.3.7) Giving a recommendation

2.3.8) Highlighting some information

2.3.9) Giving health and safety advice

2.3.10) Others (Telling Jokes, Courtesy and Relaxing Expressions,

Water Activity)

2.4 Pronunciation

The testee exhibits speech clear and comprehensible enough to promote communication effectiveness.

2.5 Spoken Grammar

The testee speaks in 'idea units' through short phrases and clauses connected with and, or, but, that, or. The clauses are not joined by any conjunctions but simply spoken next to each other, with possibly short pauses between them. This is to convey bite-size information to listeners to understand in real time.

2.6 Spoken Vocabulary

The testee's speaking test contains well-chosen words and phrases that allow for efficient expression of relevant ideas.

2.7 Communications Strategies

The testee can use appropriate communication strategies in order to administer his or her utterance effectively to get the message across to listeners. The communication strategies are:

2.7.1) Message abandonment: leaving the message unfinished because of language difficulties.

2.7.2) Topic avoidance: avoiding topic areas or concepts that pose language difficulties.

2.7.3) Circumlocution: describing or exemplifying the object or action instead of using the appropriate target language item.

- 2.7.4) Approximation: using an alternative term which expresses the meaning of the target lexical item as closely as possible.
- 2.7.5) Word coinage: creating a non-existing L2 word based on a supposed rule.
- 2.7.6) All-purpose words: extending a general, empty lexical item to a context where specific words are lacking
- 2.7.7) Non-linguistic signals: Mime, gesture, facial expression, or sound imitation.
- 2.7.8) Literal translation: translating lexical items, idioms, compound words, or structure from L1 to L2.
- 2.7.9) Code switching: using an L1 word with L2 pronunciation.
- 2.7.10) Appeal for help: asking for aid from the interlocutor
- 2.7.11) Fillers or hesitation devices: using filler words or hesitation sounds to fill pauses and to gain time to think

The test reliability arose from ‘inter-rater reliability’ by the assessment of three raters. The first one was a native speaker of English, who has had experience teaching Thai learners for years. The second was a professional tour guide, who works as a supervisor of local tour guides in a big travel agency. The third was a senior Thai teacher of English. The assessment started with rater training. Before watching the videotape, the researcher and 3 raters had a meeting to agree on how to assess the speaking tests in terms of the objectives. The full version and the tailored version of the first unit, Krabi 4-Island Package were introduced to three raters. The tailored

lessons in an iPod Touch were demonstrated to the three raters to watch and listen to. After that, 7 criteria and common standards for assessment were discussed. Then the researcher played the videotape of a trainee's pre-test and post-test through a big screen projector on the wall and plugged it into an amplifier for better sound. The videotape was paused from time to time for the raters to try out their assessment and let them ask questions. The researcher gave them an explanation in order to assure that all of them understood the criteria and the assessment process and informed the raters that the videotape could be paused or replayed at their convenience. The first 2 video files of a trainee's pre-test and post-test were presented for the three raters to calibrate the assessment process. Then the three raters showed their scoring sheet and opened a discussion on scoring agreement. After that the three raters individually spent 5 hours watching and scoring all 30 video files.

The raters asked themselves 7 questions as they watch the pre and post-tests of the testees.

1. How much more content is there in the post- test than in the pre-test?
2. Are the ideas in the post-test easier to follow?
3. Are the language functions used more appropriately in the post-test than the pre-test?
4. Is the testee's pronunciation clearer in the post-test?
5. Is the testee's spoken grammar more effective to convey information in the post-test?
6. How frequently are the well-chosen words and phrases used in the post-test compared to the pre- test?

7. Are means of communications strategies used by testee more appropriate and effective in the post-test?

The raters used the following scoring sheet while assessing the speaking test of 15 trainees. Table 6.1 shows the Score Sheet to assess the trainee' degree of change.

Table 6.1: Pre-test/Post-test Performance Change Score Sheet

Pre-test/Post-test Performance Change Score Sheet					
Testee's Name		Rater's Name			
Instruction: Please indicate your opinion of the post-test performance compared with the pre-test performance by writing the numbers in the columns.					
Scoring Scales:					
4	Much higher level				
3	Higher level				
2	Similar level				
1	Lower level				
Criteria for Assessment		4	3	2	1
1. Content					
2. Organizational Pattern					
3. Language Functions					
4. Pronunciation					
5. Spoken Grammar					
6. Spoken Vocabulary					
7. Communications Strategies					
Total Score					

The score sheet above indicates that seven criteria were assessed to discover the comprehensibility and acceptability to the raters of the post-test performance compared with that of the pre-test.

6.3 Analysis of Pre-Test and Post-Test Results

The analysis of the results was aimed to illustrate how the tailored lessons for self-training through an iPod Touch had impact on trainee speaking ability in terms of intelligibility and changes in seven criteria: content, organizational pattern, language functions, pronunciation, spoken grammar, spoken vocabulary, and communication strategies.

Pre-test and post-test results for the whole class

All 15 trainees in the class completed both the pre-test and post-test. Each criterion was given 4 points. Therefore, the maximum amount of points possible was 28. The following score sheet shows the calculation.

To get the total points of the three raters, each rater's score was multiplied by 3. Therefore, the calculated ranks of the score are $28 \times 3 = 84$, $21 \times 3 = 63$, $14 \times 3 = 42$, and $7 \times 3 = 21$. As the highest score is 84, the trainee who got fewer than 22 points was considered to be at a lower level of speaking ability than during the pre-test. The trainee with points between 22 and 42 was at a similar level. The one with points between 43 and 63 was at a higher level, and the one whose points were 64 and up was at a much higher level. This scale is administered to indicate the degree of change in speaking performance from pre-test to post-test.

Table 6.2: Class Scores by Three Raters

Trainee	CT			OP			LF			PN			SG			SV			CS			Total
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	
T 1	4	3	3	2	2	2	2	2	2	3	3	3	3	2	3	3	3	3	3	3	3	57
T 2	3	3	3	3	3	3	4	3	4	2	2	2	2	2	2	3	2	3	2	2	3	56
T 3	3	3	3	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	2	2	2	51
T 4	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	44
T 5	3	2	2	2	2	2	2	3	2	2	2	2	2	3	2	3	3	3	3	3	3	51
T 6	4	4	3	3	3	3	2	2	2	2	3	2	3	3	2	3	2	3	2	2	2	55
T 7	2	2	2	2	3	3	2	2	2	2	3	2	3	3	3	2	2	2	3	3	2	50
T 8	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	42
T 9	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	61
T 10	4	3	4	3	3	3	3	3	3	2	2	2	2	3	2	3	3	4	3	3	3	61
T 11	2	3	3	2	2	2	3	2	3	3	2	3	2	2	2	2	2	2	2	2	2	48
T 12	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	63
T 13	3	4	3	3	3	3	3	3	3	2	2	2	3	3	3	2	2	2	3	3	3	58
T 14	3	4	4	2	3	3	3	4	4	3	3	4	4	3	4	3	3	3	3	3	3	67
T 15	3	3	3	3	3	3	4	3	4	2	3	2	2	2	2	3	3	3	3	3	3	60

Note: T=Trainee

R=Rater

CT= Content

OP= Organizational Pattern

LF= Language Function

PN= Pronunciation

SG=Spoken Grammar

SV=Spoken Vocabulary

CS= Communication Strategies

From Table 6.2, the results were that one trainee's performance remained the same with a total score of 42, one reached a much higher level with the total score of 67, and thirteen attained a moderately higher level with the total scores ranging from 44 to 63. The only one trainee who was rated at a much higher level of improvement, when examined closely, was T14, an on-probation tour guide of a big travel agency. He never missed the class during the in-house training and reported using an iPod Touch for self-training everyday. Another case was T9 who showed strong commitment to the training by usually coming early with a laptop despite living quite far from the training center. She was absent for just one day for religious reasons. She also bought a new 32-gigabyte iPod Touch, which is bigger than the training model specified, and reported using an iPod Touch for self-training more than 100 times before taking the post-test.

Table 6.3: Inter-rater Median Comparisons

Median	CT	OP	LF	PN	SG	SV	CS
Rater 1	3	3	3	2	2	3	3
Rater 2	3	3	2	3	2	2	3
Rater 3	3	3	2	2	2	3	3

In Table 6.3 the median values in content (CT), organizational pattern (OP), spoken grammar (SG) and communication strategies (CS) were the same, which indicates perfect inter-rater reliability. The median of language function (LF), pronunciation (PN) and spoken vocabulary were 2 numbers out of 3 in agreement, which is considered acceptable. The comparison of the medians also indicates that there was an improvement at a moderately higher level in content (CT), operational pattern (OP) and communication strategies (CS). Language function (LF), pronunciation (PN) and spoken vocabulary were rated improved. However, spoken grammar (SG) was considered not improved.

At this stage, a nonparametric test, namely Krippendorff's Alpha was used to analyze the pre-test and the post-test scores by the three raters. According to Hayes and Krippendorff (2007), Krippendorff's Alpha is a statistical measure of the agreement achieved when coding a set of units of analysis. Also called measures of inter-coder agreement, it assesses inter-rater reliability. This alpha is a generalization of several reliability indices. It enables researchers to judge a variety of data with the same reliability standards. It applies to:

- Any number of observers, not just two
- Any number of categories, scale values, or measures
- Any metric or level of measurement (nominal, ordinal, interval, ratio, and more)
- Incomplete or missing data
- Large and small sample sizes alike, not requiring a minimum

Drawing conclusions from reliable data, social scientists commonly rely on data with reliabilities $a \geq .800$, consider data with $.800 > a \geq .667$ only to draw tentative conclusions, and discard data with reliabilities $a < .667$ (Krippendorff, 2004, pp. 241-243).

Computational data

In this study, the ordinal data of three raters were computed category-by-category with an application of the following formula.

$$\text{ordinal } \delta_{ck}^2 = \left(\frac{n_c}{2} + \sum_{g>c}^{g<k} n_g + \frac{n_k}{2} \right)^2$$

where $c < k$

Results

As shown in Table 6.4, the reliabilities a were of all $> .800$, which was acceptable inter-rater reliability, validated agreement among the three raters on the trainees'

performance in all categories, namely, content, organizational pattern, language functions, pronunciation, spoken grammar, spoken vocabulary, and communication strategies.

Table 6.4: Inter-Rater Reliability of Speaking Assessment Criteria

Category	Krippendorff's Alpha
Content	.82
Organizational pattern	.89
Language functions	.87
Pronunciation	.89
Grammar	.96
Vocabulary	.93
Communication strategies	.96

6.4 Before and After Training Self-Assessment

The before and after training self-assessment (See APPENDIX 12) was a questionnaire designed to examine the trainees' self-perceptions on 7 language components: content, organizational pattern, language function, pronunciation, spoken grammar, spoken vocabulary and communication strategies. The trainees were asked to assess their own ability by scoring each component out of ten: 0=lowest, 10=highest, in column A for ability before training and in column B for ability after training. The questionnaire was adapted from www.businessbals.com and written into English and Thai descriptions. The first two hard copies were tried out by two trainees in order to assure the respondents thoroughly understand the substance of the questionnaire. Three of the trainees filled out the hard copies and twelve trainees responded by e-mail. The data was analyzed by SPSS nonparametric Wilcoxon Signed Ranks Test and the results are shown in Tables 6.5.

Table 6.5: Results of Wilcoxon Signed Ranks Test

	CONT2 - CONT1	ORG2 - ORG1	LANG2 - LANG1	PRO2 - PRO1	GRAM2 - GRAM1	VOCAB2 - VOCAB1	COM2 - COM1
Z	-3.431(a)	-3.424(a)	-3.431(a)	-3.437(a)	-3.319(a)	-3.420(a)	-3.205(a)
Asymp. Sig. (2-tailed)	.001	.001	.001	.001	.001	.001	.001

a Based on negative ranks.

b Wilcoxon Signed Ranks Test

The Table 6.5 indicates that the trainees assessed themselves in positive ranks. They reported higher scores in after training in almost all components. One trainee responded no change in spoken grammar and two in communication strategies. Z values in Table 6.5 shows significant difference between before and after self-assessments.

According to Gall (2001), beyond the statistical significance, the practical significance of the research results are to be viewed as having importance for the practice of education. In other words, it will be viewed as important by teachers, school administrators, policy makers, and others concerned about the day-to-day workings of education and efforts to improve it. To determine practical significance, effect size is a statistic used to determine the magnitude of a research result. To determine the importance of a particular effect size, percentile differences paralleling effect size values (ES) are used to determine the magnitudes of the difference in the mean scores of two groups. To do so, the Z values of before and after self-assessments were then calculated with a formula of Field (2009).

$$ES = \frac{Z}{\sqrt{N \times 2}}$$

In this study, it was found that most of the before- and- after training self-assessments were above 0.6 or in the 73 percentile, which was considered a large magnitude of the effect size. The value of 73 percentile indicated that the average after-training self-assessment would score higher than 23 percentile of the average before-training self-assessment. It could be concluded that this training model merits further practice.

6.5 Summary

The holistic assessments in this stage revealed that, by the end of A Blended Training Model Using Mobile Devices to Enhance Speaking Ability of Local Tour Guides, an improvement at a moderately higher level in three language components of content, organizational patterns and communications strategies, and some improvement in language function, pronunciation and spoken vocabulary occurred. This was because, as seen in the lesson plans, the trainees and trainers spent a lot of time on these language components during the training. Grammar points were picked up and learned when trainees encountered the problem of these language elements in the text. A trainee (T14) who was rated by the three raters at a much higher level with the total score of 67 never missed classes and reported using an iPod Touch about a hundred times to do self-training everyday. The trainee proved that a very strong commitment to the training course produced the improvement. In addition, before and after training self-assessments ascertained, in a similar way, that the trainees perceived themselves as improved in spoken English as local tour guides.

In the next chapter, Chapter 7, an analysis of spoken language transcribed from the oral pre-test and post-test was discussed.

CHAPTER 7

ANALYSIS OF SPOKEN LANGUAGE

This chapter presents an analysis of spoken language transcribed from the oral pre-test and post-test. This is to confirm to what extent the speaking test ratings are reliable. The five components of spoken language, content, language function, spoken grammar, spoken vocabulary, and communication strategies were assessed on an analytical basis.

7.1 Analysis of Spoken English

Three sets of oral pre-tests and post-tests were selected for the analysis. They were rated as either much higher, higher, or no change in the pre-test and post-test results comparison. The commentaries of both the pre-test and the post-test were transcribed and put into two-column tables. Then the spoken transcriptions were separated into sentence-sized chunks so that they could be more conveniently analyzed. In the next stage, the researcher and an invited expert were involved as coders. The first coder (researcher) and the second coder (expert) started with coder training and then analyzed the three sets of transcriptions in order to identify the language components each language chunk. After the coders agreed on what and how to conduct the coding, they performed a blind coding. This was done to prove inter-coder reliability and to confirm the changing level found from pre-test to post-test. In this step of coding, the coders went to the language chunks in each table and decided

which language components were in each language chunk. The coder wrote two-letter codes to identify the language components; CT for content, LF for language function, SG for spoken grammar, SV for spoken vocabulary, and CS for communication strategies. The language components in this stage are five of seven criteria used in scoring the speaking test.

7.1.1 First Transcriptions

This transcribed data was from a trainee's pre-test and post-test that were rated at a similar level with the total score of 42 by three raters. This indicated no change in spoken language as shown in Table 7.1 below.

Table 7.1: Trainee Number 8 Scoring

Trainee	CT			OP			LF			PN			SG			SV			CS			Total
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	
T 8	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	42

Table 7.2 illustrates the transcriptions of trainee number 8's pre-test and post-test and coding that was done by the two coders.

Table 7.2: Speech Transcription Analysis of T8

Speaking Pre-test	Speaking Post-test
<p>1- Ladies and gentlemen, now we are approaching to Talay Waek. [CODER 1:LF] [CODER 2:LF]</p> <p>2- Welcome...er...< pause and look at picture> Talay Waek is...er ...one of Thailand...er...unseen highlight. [CODER 1:LF/CT/SV/CS] [CODER 2:LF/CT/SG/CS]</p>	<p>1- Talay Waek, ladies and gentlemen, now, we are approaching to Talay Waek [CODER 1:LF] [CODER 2:LF]</p> <p>2- is...most popular...for...uh... snorkeling, swimming...and sunbathing. [CODER 1:LF/CT/SV] [CODER 2:LF/SG/CT]</p> <p>3- Talay Waek is amazing because...you</p>

<p>3- Talay Waek links...er...three islands; with Chicken Island...er...Tup Island and Mor Island. [CODER 1:CT/SG] [CODER 2:CT/SG]</p> <p>4- Chicken Island looks like head and neck of chicken...er... [CODER 1:LF] [CODER 2:LF/SV]</p> <p>5- Tup and Mor Island are two islands...easy for sunbathing <not clear pronunciation> and exploring. <look at photos > [CODER 1:CT/SG] [CODER 2:CT/SG]</p> <p>6- Talay Waek is amazing because it not possible at all time. [CODER 1:LF/CT] [CODER 2:LF/CT/SG]</p> <p>7- You can see Talay Waek when the tide is low. [CODER 1:CT] [CODER 2:CT]</p> <p>8- You can walk on, along the sandy causeway from...er...other island to...er...from one island to other island. [CODER 1:CT/SG/ SV] [CODER 2:CT/SG/SV]</p> <p>9- Er...best time for visit to Talay Waek ...er...5 days before and after full moon, anytime between December and May. [CODER 1:CT/SV] [CODER 2:CT/SV]</p> <p>10- You can enjoy for sunbathing, swimming and snorkeling. [CODER 1:LF]</p>	<p>can see...Talay Waek...at the low tide. [CODER 1:CT/SG] [CODER 2:CT/SG]</p> <p>4- The best time...at low tide...before five days before...and after...the full moon. [CODER 1:CT/SG] [CODER 2:CT/SG]</p> <p>5- At...at low tide...you can walk...on the sand beach causeway...from one island to...other island...er... [CODER 1:CT/SV/SG] [CODER 2:CT/LF/SV/SG]</p> <p>6- Talay Waek connect with...three islands...Chickan Island, Tub Island and Mor Island. [CODER 1:CT/SG] [CODER 2:CT/LF/SG]</p> <p>7- Chicken Island ...um...look like... head and neck...and head of a chicken...Tub and Mor Island... [CODER 1:CT/LF] [CODER 2:LF/SV]</p> <p>8- Um... local people call them from shape... [CODER 1:CT] [CODER 2:CT]</p> <p>9- Af ... after high tide...um the boat can pass over the sandy causeway... [CODER 1:CT/SG/SV] [CODER 2:CT/SG/SV/CS]</p> <p>10- O.K...enjoy your trip. [CODER 1:LF] [CODER 2:LF]</p> <p>11- Next island, we go to ...uh... We will come back to...Poda Island, [CODER 1:LF] [CODER 2:LF]</p> <p>12- just 8 kilometer ...kilometer from ...</p>
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<p>[CODER 2:LF]</p> <p>11- Enjoy your trip. [CODER 1:LF] [CODER 2:LF]</p> <p>12- Ladies and gentlemen. Today is wonderful and beautiful day. [CODER 1:LF] [CODER 2:LF]</p> <p>13- Welcome to Poda Island. [CODER 1:LF] [CODER 2:LF]</p> <p>14- Poda Island is a...er...< look at picture> with full sandy beach <pause...scratch his head...sigh> [CODER 1:SV/CS] [CODER 2:CS/SV]</p> <p>15- Poda Island is popular for sunbathing, swimming, snorkeling and kayaking. [CODER 1:CT/SG] [CODER 2:CT/SG]</p> <p>16- And behind...er...behind the...er...island we have...er...behind the island there is...er...steep rock mountain for...er...then...er...for...the climbing. [CODER 1:CT/CS] [CODER 2:CT/CS]</p> <p>17- The name thing is...er...Deep Water Soloing...er...for anyone who loves adventure or risk. [CODER 1:SV/CS] [CODER 2:CS/SG]</p> <p>18- And we have restaurant for picnic lunch and toilet available. [CODER 1:SG/CT] [CODER 2:SG/CT]</p> <p>19- And we will depart...departure here in 90 minute. [CODER 1:SG/LF]</p>	<p>Ao nang or 25 minute by boat from Ao nang < show picture>. [CODER 1:CT/CS] [CODER 2:CT/CS]</p> <p>13- Um...Poda Island ...we have...lunch and toilet available... [CODER 1:LF/CT] [CODER 2:LF/CT/SV]</p> <p>14- The sandy beach...on...the island...makes like...paradise. [CODER 1:LF/SV] [CODER 2:LF/SV]</p> <p>15- It's...good for ...sunbathing. [CODER 1:CT/SG] [CODER 2:SG/CT]</p> <p>16- There are...um...coral reef...about...20 meters from beach. [CODER 1:CT/SV] [CODER 2:CT/SV]</p> <p>17- And...behind...Poda Island ...um...there are...Deep Water Soloing, rock climbing. [CODER 1:CT/CS] [CODER 2:CT/CS]</p> <p>18- Rock climbing Deep Water Soloing is a...um...climb climber...usually climb with no ropes as high and...as possible and jump into the sea. [CODER 1:CT/LF] [CODER 2:LF/CT]</p> <p>19- Poda Island <show picture> is a... [CODER 1:CS] [CODER 2:CS]</p> <p>20- You can enjoy by snorkeling, swimming, sunbathing. [CODER 1:CT] [CODER 2:CT/LF]</p> <p>21- and enjoy your lunch. O.K. [CODER 1:LF]</p>
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[CODER 2:LF] 20- Please...er...keep...er...your... everything clean by throwing your rubbish in the bin. [CODER 1:LF/CS] [CODER 2:LF] 21- Enjoy your lunch. [CODER 1:LF] [CODER 2:LF]		[CODER 2:LF]						
Trainee	CT	OP	LF	PN	SG	SV	CS	Total
T8	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	
Coder1	10/15	.....	11/9	.....	6/6	5/5	5/3	37/38
Coder2	10/14	.....	11/12	.....	8/7	4/6	4/4	37/43
Reliability	1/0.93	.....	1/0.75	.....	0.75/0.86	0.8/0.83	0.8/0.75	0.82

At the bottom of Table 7.2, the five language components were coded by the two coders and shown numerically in order to assess the change between the pre-test and post-test. The number of language components in the pre-test was similar with that of the post-test. It indicated that there was no change in the speaking performance between the pre-test and post-test of this trainee. In the final row of the table, the inter-coder reliability was determined by using the formula suggested by Miles and Huberman (1994, p. 64).

$$\text{Inter-coder reliability} = \frac{\text{number of agreements}}{\text{number of agreements} + \text{disagreements}}$$

Inter-coder reliability = 1 means perfect reliability because there is no disagreement between the coders. The inter-coder reliability of 0.82 confirms a consistency/an agreement in coding between these two coders.

7.1.2 Second Transcriptions

This transcribed data was from a trainee's pre-test and post-test. The degree of change was rated at a higher level with the total score of 61 by three raters. This indicates a moderate improvement in speaking performance as shown in Table 7.3 below.

Table 7.3: Trainee Number 9 Scoring

Trainee	CT			OP			LF			PN			SG			SV			CS			Total
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	
T9	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	61

Table 7.4 illustrates the transcriptions of trainee number 9's pre-test and post-test and coding that was done by the two coders.

Table 7.4: Speech Transcription Analysis of T9

Speaking Pre-test	Speaking Post-test
<p>1- O.K. everybody now we are at Koh Si. [CODER 1: LF] [CODER 2: LF]</p> <p>2- Is pleasure place for snorkeling, swimming <Show picture> and coral reef. [CODER 1: CT/LF] [CODER 2: CT/SV/LF]</p> <p>3- There are many kinds of colorful fish <change picture> including Tiger Fish, Grouper, Nemo, Parrot Fish and many more. [CODER 1: CT/LF] [CODER 2:CT/SV]</p> <p>4- Not you can enjoy snorkeling but also you can feed the fish.<pause....look ahead....close eyes....look at the picture></p>	<p>1- The second stop is Koh Si. [CODER 1:LF] [CODER 2:LF]</p> <p>2- Koh means Island, Si in Thai means four <show 4 fingers> [CODER 1:CT/LF] [CODER 2: CT/LF]</p> <p>3- You see there...er...there are four rocks...<show picture>... together. [CODER 1: LF/CS] [CODER 2:LF/CS]</p> <p>4- It's the best place for snorkeling, swimming and sunbathing...and coral reefs. [CODER 1:CT/LF] [CODER 2:LF/CT]</p>

<p>[CODER 1: SG/LF/CS] [CODER 2: SG/LF/CS]</p> <p>5- Don't forget to bring some bread to feed the fish. [CODER 1: LF] [CODER 2: LF]</p> <p>6- You have any question? [CODER 1: SG/LF] [CODER 2:SG/LF]</p> <p>7- If no question, I give you 40 minutes for snorkeling. [CODER 1: SG/LF] [CODER2: SG/LF]</p> <p>8- Please don't forget to wear your life jacket. [CODER 1: LF] [CODER 2:LF]</p> <p>9- If you not good swimming please hold the rope while you snorkeling. [CODER 1: LF/SG] [CODER 2: LF/SG]</p> <p>10- Ok, let's go swimming. [CODER 1: LF] [CODER 2: LF]</p> <p>11- Ok welcome...welcome to Phranang Cave beach. [CODER 1: LF] [CODER 2: LF/CS]</p> <p>12- Er...as you can see < <i>show picture</i>> the beach like silver floating on white soft sand. [CODER 1:CS/LF/SV] [CODER 2:CS/SG/LF]</p> <p>13- In front of us<<i>look at picture in hand</i>> is dramatic limestone scenery. [CODER 1: CS/LF/SG/SV] [CODER 2:LF]</p> <p>14-It's one of the best place to rock</p>	<p>5- This spot is the nearest snorkeling place out of shore. [CODER 1:CT/LF] [CODER 2:SG/CT/LF]</p> <p>6- There are many kinds of colorful fish including Nemo, Par...Parrot fish, Tiger fish...er...Grouper and many more. [CODER 1:CT/LF] [CODER 2: SV/CT]</p> <p>7- And not only you can enjoy swimming, you can also feed the fish. [CODER 1:SG/LF] [CODER 2: SG/LF]</p> <p>8- Don't forget to bring some bread to feed the fish. [CODER 1:LF] [CODER 2:LF]</p> <p>9- You have any question? [CODER 1:SG/LF] [CODER 2:SG/LF]</p> <p>10- Please wear life jacket. [CODER 1:LF] [CODER 2:SG/LF]</p> <p>11- If no question, I will give you 40 minutes for swimming and snorkeling. [CODER 1:LF/SG] [CODER 2: LF/SG]</p> <p>12- See you, enjoy your time. [CODER 1: LF] [CODER 2:LF]</p> <p>13- Our last stop is ...<<i>select and show picture</i>> Phranang Cave Beach. [CODER 1:LF/CS] [CODER 2:LF]</p> <p>14- As you can see <<i>look at picture</i>>the beach like silver floating on soft white</p>
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<p>climbing. [CODER1: LF/SG] [CODER 2:SG/LF/CT]</p> <p>15- From here it's possible to climb up to the top of headland spectacular view<Put down the picture> [CODER1:CT/LF/SG] [CODER 2:CT/SG/LF]</p> <p>16- On...on your right, on your right is famous Phranang Cave. [CODER1:CS/LF/SV] [CODER 2:CS/LF]</p> <p>17- Some say the princess live here with Lingam offering. [CODER1:LF/SV] [CODER 2:SG//LF]</p> <p>18- The local people believe that a couple who don't have children can ask the princess, they have to give phallus to makes they have. <pause and look at pictures> [CODER1:LF/CS] [CODER 2: SG/CT/LF]</p> <p>19- They have to make phallus to respect the princess. [CODER1:LF] [CODER 2: SG/CT/LF]</p> <p>20- Ok we stroll in Phranang cave... has big surprise wait to it. [CODER1:LF] [CODER 2: SG/LF]</p>	<p>sand. [CODER 1:CS/LF/SV] [CODER 2:SG/LF/CS]</p> <p>15- In front of us, it's dramatic limestone cliff scenery. [CODER 1:LF/SG/SV] [CODER 2: SG/LF/SV]</p> <p>16- It's one of the best places for rock – climbing...in Thailand. [CODER 1:LF/SG] [CODER 2:LF/CT]</p> <p>17- It's possible to climb to get to the top to get...spectacular view of entire area. [CODER 1:CT/LF/SG/SV] [CODER 2:CS/SG/CT]</p> <p>18- And some say, on your right <point to the picture> it's....Phranang Cave on [CODER 1:CS/LF] [CODER 2:CS/LF]</p> <p>19- Some say...the princess lives here with Lingam offerings. [CODER 1:LF/SV] [CODER 2: CS/LF]</p> <p>20- The local people believe that...<look at the picture> a couple who don't have any children can ask the Princess... [CODER 1:LF/CS] [CODER 2:CS/CT/LF]</p> <p>21- If you don't have another and they have to make phallus to respect the Princess. [CODER 1:LF/SG] [CODER 2:SG/CT]</p> <p>22- OK. Follow me to Phranang Cave, has big surprise wait you. [CODER 1:LF]</p>
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				<p>[CODER 2:SG/LF]</p> <p>23- This is our last stop.</p> <p>[CODER 1:LF]</p> <p>[CODER 2:LF]</p> <p>24- I hope you enjoy our trip today and thank you for coming with us.</p> <p>[CODER 1:LF/SV]</p> <p>[CODER 2:LF/SG]</p> <p>25- You're welcome back again and again.</p> <p>[CODER 1:LF/SV]</p> <p>[CODER 2:LF]</p> <p>26- And I hope you will...have amazing a...<close eyes and pause>... have wonderful....a wonderful time in Thailand...today.</p> <p>[CODER 1:LF/SV/CS]</p> <p>[CODER 2:CS/LF]</p> <p>27- Thank you very much.</p> <p>[CODER 1:LF]</p> <p>[CODER 2:LF]</p>				
Trainee	CT	OP	LF	PN	SG	SV	CS	Rated
T 9	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	
Coder 1	3/5	.....	20/27	.....	7/8	4/7	5/5	39/52
Coder 2	6/8	.....	19/24	.....	11/11	2/2	4/7	42/52
Reliability	0.5/0.6	.....	0.95/0.87	.....	0.64/0.73	0.5/0.28	0.8/0.71	0.75

At the bottom of Table 7.4, the five language components were coded by the two coders and compared to examine the change between the pre-test and post-test. The number of each language component in the post-test was higher than in the pre-test in every item except SV (2/2) in the grid of Coder 2. However, the total scores of Coder 1 and Coder 2 were in line with each other at the figures of 39/52 and 42/52. This means the trainee's speaking performance was higher in the post-test. To

confirm this result, a Chi-square test was applied to test the differences between pre-test and post-test of T9, and it was found the significant differences were as follows:

Pre-test

	Observed N	Expected N	Residual
39.00	1	1.0	.0
42.00	1	1.0	.0
Total	2		

Post-test

	Observed N	Expected N	Residual
52.00	2	2.0	.0
Total	2(a)		

a This variable is constant. Chi-Square Test cannot be performed.

Test Statistics

	PRE
Chi-Square(a)	.000
df	1
Asymp. Sig.	1.000

a 2 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

In the final row of Table 7.4, the inter-coder reliability computed by using the formula suggested by Miles and Huberman (1994, p. 64) was 0.75, which was close to 1. This proved that the coding was consistent.

7.1.3 Third Transcriptions

This transcribed data was from a trainee's pre-test and post-test. The total score delivered by the three raters for this trainee is 67. This indicates a much higher improvement in speaking performance as shown in Table 7.5 below.

Table 7.5: Trainee Number 14 Scoring

Trainee	CT			OP			LF			PN			SG			SV			CS			Total
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	
T 14	3	4	4	2	3	3	3	4	4	3	3	4	4	3	4	3	3	3	3	3	3	67

Table 7.6 illustrates the transcriptions of trainee number 14's pre-test and post-test and the coding that was done by the two coders.

Table 7.6: Speech Transcription Analysis of T14

Speaking Pre-test	Speaking Post-test
<p>1- OK. For Koh Si , we are going to Koh Si , a place wonderful to snorkel. [CODER 1:LF/SV] [CODER 2: LF/CS]</p>	<p>1- The second one is Koh Si <show picture > ... <pause a moment and glance a picture> [CODER 1:LF/CS] [CODER 2:LF/CS]</p>
<p>2- Like in the picture, we have ... Uh...four <point picture> rocks. [CODER 1:LF/CS] [CODER 2: CS/CT]</p>	<p>2- Koh Si is the island of four rocks that rise up 20 – 30 <look at picture>...feet from the sea surface. [CODER 1:CT/LF/CS] [CODER 2:CT/CS]</p>
<p>3- And under the sea, you can...uh... see many colorful fish. [CODER 1:LF/SG/SV] [CODER 2: LF/SG/SV]</p>	<p>3- <look at picture and pause a moment> ... Three rocks stand together ... [CODER 1:LF/CS] [CODER 2: CT/CS]</p>
<p>4- Like in the picture and here < pause a moment> and here <point picture> [CODER 1:CS] [CODER 2: LF/CS]</p>	<p>4- three rocks stand together and the fourth one is separated by a channel... [CODER 1:LF/CT/SV] [CODER 2:CT/SV]</p>
<p>5- you can feed the fish with a bread and moreover if want to take some great pictures. [CODER 1:SG/SV/LF] [CODER 2: SG/SV/LF]</p>	<p>5- Uh...at high tide...um...the four rocks has beautiful... with a coral life in the turquoise water [CODER 1:LF/SV] [CODER 2: LF]</p>
<p>6- Oh. Sorry! <waving hand>you can take some great pictures if you have and underwater camera.</p>	<p>6- ...here you can...bring...to feed a</p>

<p>[CODER 1:CS/SV/SG] [CODER 2: CS/SV/SG]</p> <p>7- And...um...before you go swimming, eh...don't forget to wear the life jacket. [CODER 1:LF] [CODER 2: CS/LF]</p> <p>8- If you are not a good swimmer... er...and you can hold the rope tied to the boat. [CODER 1:LF/SG] [CODER 2:LF/SG]</p> <p>9- Thank you. [CODER 1: LF] [CODER 2: LF]</p> <p>10- Uh... before the last stop, ...<show the picture> welcome to Railay beach. [CODER 1:CS/LF] [CODER 2: CS/LF]</p> <p>11- The one of the most popular beaches in Krabi. [CODER 1:LF] [CODER 2: LF/SG]</p> <p>12- and it is divided into two sections; west and east. [CODER 1:CT/LF] [CODER 2: CT]</p> <p>13-The later..uh... is famous for some activities as hiking, diving or snorkel snorkeling hike.... [CODER 1:CT/LF/SV] [CODER 2: CS/LF]</p> <p>14-Uh.....rock climbing and for here, very special. [CODER 1:LF] [CODER 2:LF]</p> <p>15- If someone here want to have a baby, you can pray from the</p>	<p>fish [CODER 1:LF] [CODER 2: CS/LF]</p> <p>7- And you know?...Damsel fish, it swims very fast to take the bread thrown from you [CODER 1:LF/SG/SV/CS] [CODER 2: CT/LF/CS]</p> <p>8- and there ... is a lot of reef fish such as Parrotfish and ... Anemone fish ... [CODER 1:LF/SG/CT] [CODER 2: SG/CT]</p> <p>9- and here ... you will be amazed with ... Stag horn and Cauliflower ... <smile> [CODER 1:LF/SV/SG] [CODER 2:LF/CT/CS]</p> <p>10- and you can stay here about 50 minutes to do some activities as you want <show picture> [CODER 1:LF/SG/CS] [CODER 2: LF]</p> <p>11- This is ...uh... fish the marine life around Koh Si <find some picture> [CODER 1:LF/CS] [CODER 2: LF/CS/SG/SV]</p> <p>12- The last stop is Phranang Cave Beach<show picture> [CODER 1:LF/CS] [CODER 2:LF]</p> <p>13- Phranang Cave Beach is a part of Railey peninsula. [CODER 1:CT] [CODER 2: CT]</p> <p>14- Railey like in the picture is a peninsula ...um... [CODER 1:LF/CT/CS]</p>
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<p>Goddess to ask a baby. [CODER 1:LF/SG] [CODER 2:LF/SG]</p> <p>16- At Phranang Cave and unbelievable... um...there is someone who have succeeded from Goddess [CODER 1:LF/CS/SG] [CODER 2: SG/CS]</p> <p>17- And I hope that maybe you can have a baby from praying. [CODER 1:LF/SG] [CODER 2:LF/SG]</p> <p>18- Thank you. [CODER 1:LF] [CODER 2:LF]</p>	<p>[CODER 2: CS/CT]</p> <p>15- It is connected by the cliffs that cut it off the island. [CODER 1:SG/CT] [CODER 2:SV/CT]</p> <p>16- It feels like a real island ... [CODER 1:LF] [CODER 2:LF]</p> <p>17- Um...most of livable land has been developed. [CODER 1:CS/SG/CT] [CODER 2:CS/CT]</p> <p>18- The buildings are short, not crowded and tasteful. [CODER 1:LF/SV] [CODER 2:LF/CT]</p> <p>19- So Railey, there are 3 beaches; West Railey, East Railey and Phranang Cave Beach. [CODER 1:CT/SG] [CODER 2: CT]</p> <p>20- For East Railey, it is one of the most beautiful on the coastline. [CODER 1:LF/SV] [CODER 2:CT/LF]</p> <p>21- It gently curve, a white sand...um ... <pause a moment thinking> sloping to the emerald water [CODER 1:SV/CS] [CODER 2:CS/SV]</p> <p>22- and there is...er... coconut palms next to ... towering and craggy rocks. [CODER 1:SV] [CODER 2:SG/SV]</p> <p>23- For the first one <pick a picture > West Railey <point picture smile> it has the big resorts. [CODER 1:SV/CS]</p>
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	<p>[CODER 2:CS/CT]</p> <p>24- There are 3 to 5 star hotels and ...</p> <p><pause a moment></p> <p>[CODER 1:LF/SV/CT]</p> <p>[CODER 2: LF/CS/CT]</p> <p>25- In the day, you can get noisy because the boats stop and leave from there but evenings are very quiet...</p> <p>[CODER 1:LF/CT/SG]</p> <p>[CODER 2:SG/LF/CT]</p> <p>26- And this one <point picture> East Railey...East Railey is...um...not a real beautiful one.</p> <p>[CODER 1:SV/SG/CS]</p> <p>[CODER 2:SG/CS/SV]</p> <p>27- It is a the back door of Railey Beach...</p> <p><pause a moment></p> <p>[CODER 1:LF/SV/SG]</p> <p>[CODER 2:LF/CS/SG]</p> <p>28- Uh...the delivery point and ... <pause a moment>...um pier for the hotels <look at picture>...</p> <p>[CODER 1:CT/LF/SV/SG]</p> <p>[CODER 2:CS/LF/CT/SV]</p> <p>29- <pause a moment finding picture> um...sometimes at low tide, the water recedes about 300 meters, so the passengers have to wade with their luggage in the slippery mud.</p> <p>[CODER 1:CT/LF/SV/SG]</p> <p>[CODER 2:CS/CT/LF/SV]</p> <p>30- Last one <find a picture> Phranang Cave Beach <point to the picture> Phranang Cave Beach is...a white sandy beach and...</p> <p>[CODER 1:LF/SV/CS]</p> <p>[CODER 2:LF/CS]</p>
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	<p>31- Sorry! It's a white sandy beach with a sacred Phranang Cave. [CODER 1:CT/LF/SV] [CODER 2:LF/CT]</p> <p>32- The beach is about 400 meters long. [CODER 1:CT] [CODER 2:CT]</p> <p>33- And many travel magazines say it is one of the most beautiful beach in the world. [CODER 1:LF/SG] [CODER 2:SG/LF]</p> <p>34- Phranang Cave Beach is a shrine of a goddess surrounded by special offerings named 'lingam'. [CODER 1:CT/LF/SG] [CODER 2: CT/LF]</p> <p>35- That is carved wooden penises. [CODER 1:LF/CT] [CODER 2:SG/CT]</p> <p>36- Like many places in the world, the people believe spirits live there. [CODER 1:LF] [CODER 2:LF]</p> <p>37- Folklore suggests that <i><show picture for a moment ></i> ...folklore suggest that a royal ship sank offshore with an Indian Princess named " Srikulatavee" [CODER 1:SG/CS] [CODER 2:CS/SG/SV]</p> <p>38- When she drowned at sea, her soul was never laid to rest...and her soul... uh ...settled in Phranang Cave where it resides today. [CODER 1:LF/SG/SV/CT] [CODER 2: CT/LF/CS/SV]</p> <p>39- So many people believe a powerful woman's spirit...</p>
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	<p>[CODER 1:LF/SV] [CODER 2:SV/LF]</p> <p>40- That's why Krabi locals...believed... and pay their respect to the Goddess. [CODER 1:LF/SV] [CODER 2:SG/CS/LF]</p> <p>41- Muslim and Buddhist fisherman believe their fates and prosperity... are linked to that of legendary Princess. [CODER 1:CT/SV] [CODER 2:CT/SV]</p> <p>42- They still offer rice, fruit, water, incense, Lingam...at her shrine. [CODER 1:LF/SV] [CODER 2:CT]</p> <p>43- And more visitors speak of a great, sexual energy too. [CODER 1:LF/SG/SV] [CODER 2:LF/SG/SV]</p> <p>44- <i><show a picture></i> O.K. <i><pause a moment></i> And...for special activities...uh...at Railay you can sunbath, swim and rock climb. [CODER 1:LF/SG/SV/CS] [CODER 2:CS/SG/LF]</p> <p>45- And you know? Rock climbing is the main activity at Railay. [CODER 1:LF/SV/CS/SG] [CODER 2:LF/CT/CS]</p> <p>46- It started in 1991, and...um...30 to 40 rock climbers have scaled its world famous karst walls. [CODER 1:CT/LF/SG/SV] [CODER 2:CS/CT/SV]</p> <p>47- Today, there are more than 600 bolted routes... [CODER 1:CT/SG/LF]</p>
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		<p>[CODER 2:CT]</p> <p>48- ...and some of the names are very interesting like a...Muay Thai, Land of Smile, Don't Worry, Be Happy, something like that.</p> <p>[CODER 1:LF/CT/SG/SV]</p> <p>[CODER 2:SG/CT/CS/SV]</p> <p>49- It's very exciting activity.</p> <p>[CODER 1:LF/SV]</p> <p>[CODER 2:SG/LF]</p> <p>50- So please enjoy here...</p> <p>[CODER 1:LF]</p> <p>[CODER 2:SG/LF]</p> <p>51- ...and I will let you walk around or sunbath...about 40 minutes...</p> <p>[CODER 1:LF/SG]</p> <p>[CODER 2:LF]</p> <p>52- ...and thank you very much to join <smile> with us.</p> <p>[CODER 1:LF/CS]</p> <p>[CODER 2:LF/SG]</p>						
Trainee	CT	OP	LF	PN	SG	SV	CS	Total
T 14	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	
Coder 1	2/21	.....	16/39	.....	7/23	5/27	5/17	35/128
Coder 2	2/29	.....	14/32	.....	8/18	3/15	8/25	35/120
Reliability	1/0.72	.....	0.87/0.82	.....	0.87/0.78	0.6/0.55	0.63/0.68	0.75

At the bottom of Table 7.6, the five language components were coded by the two coders and shown numerically in order to compare change between the pre-test and post-test. The number of every language component in the post-test was much higher than that of the pre-test. Apparently, the total numbers of Coder 1 and Coder 2 were in line with each other at the figures of 35/128 and 35/120. This means the trainee's speaking performance was much higher in the post-test. To confirm this

result, Chi-square was applied to test the differences between pre-test and post-test of T14, and it was found the significant differences were as follows:

Pre-test

	Observed N	Expected N	Residual
35.00	2	2.0	.0
Total	2(a)		

a This variable is constant. Chi-Square Test cannot be performed.

Post-test

	Observed N	Expected N	Residual
120.00	1	1.0	.0
128.00	1	1.0	.0
Total	2		

Test Statistics

	POST
Chi-Square(a)	.000
df	1
Asymp. Sig.	1.000

a 2 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

In the final row of Table 7.6, the inter-coder reliability computed by using the formula suggested by Miles and Huberman (1994, p. 64) was at 0.75.

7.2 Summary

In summation, the results of the analysis of spoken language transcriptions agreed with those of the speaking test scoring. This was done to give more credence to the oral pre-test and post-test assessment in the previous chapter, even though it was time consuming. The final chapter, Chapter 8 discusses the findings of this study, examines to what extent they could answer the research questions, and offers suggestions for further study.

CHAPTER 8

DISCUSSION OF FINDINGS

Tourism in Krabi is growing steadily. In particular, the number of international visitors who buy a package tour program is increasing. There are more than a dozen travel agencies with speedboat, long-tail boat, van, mini-bus, and bus transport services. This requires a large number of local tour guides who can operate efficiently. Therefore, English-speaking ability is a must for local tour guides.

Unfortunately, there are no higher education institutions in this province that provide training courses to serve such a community need. The people who work locally as tour guides have to access information sources by themselves and to adapt such data into their own guiding commentary. The training model is of particular concern to Krabi tourism and is a prime reason for this study.

8.1 Summary of the Findings

The study was aimed to develop a tailor-made curriculum for local tour guides to have an opportunity to be trained according to a particular interest. The localized curriculum with specific content was created from needs analysis, thus confirming its uniqueness. To do this, data collection through semi-structured interviews, questionnaires, job shadowing observations and crosschecking information from multiple sources was conducted. A textbook was designed from needs analysis results and written up in an easy-to-use format. Lesson plans were made by the researcher, a

peer doctoral candidate in English Language Studies, and two native speakers for the in-house training sessions. The course textbook was tailored again to make it concise and simple in order to put it into a mobile device, namely an iPod Touch. Trainees used the tailored lessons in the mobile device as a self-training session. The stage of implementation of the training involved many stakeholders. Since the participants were the adult learners outside educational institutes, the public announcements were made through radiobroadcasts, websites, phone calls, SMS, and e-mail in order to recruit the prospected trainees. The in-house training sessions incorporated a native speaker working as a co-trainer, a successful tour operator and a professional tour guide invited as guest speakers. Speaking tests were administered as pre-tests after the completion of each unit. These were followed by self-directed training through tailored lessons on an iPod Touch. During the self-training session, the trainees were stimulated to keep self-training by the researcher's SMS. Trainees' attitudes towards 4 units of the in-house training and the tailored lessons in an iPod Touch were examined by questionnaires. After that the trainees were asked to take a speaking post-test. The three experts including a native speaker, a professional tour guide, and a Thai teacher of English were invited to assess the pre-tests and the post-tests of 15 trainees. The pre-test and post-test scores were compared to assess the degree of change of each trainee's speaking performance. All the trainees also assessed their own abilities by using the before and after training self-assessment questionnaire. Finally, three sets of speaking pre-tests and post-tests were transcribed and analyzed in order to affirm the reliability of the speaking test ratings. The process was long but intellectually rewarding. In this part, a diagram was designed by the researcher to depict the complicated process of the training model in an easy-to-follow manner as in Figure 8.1.

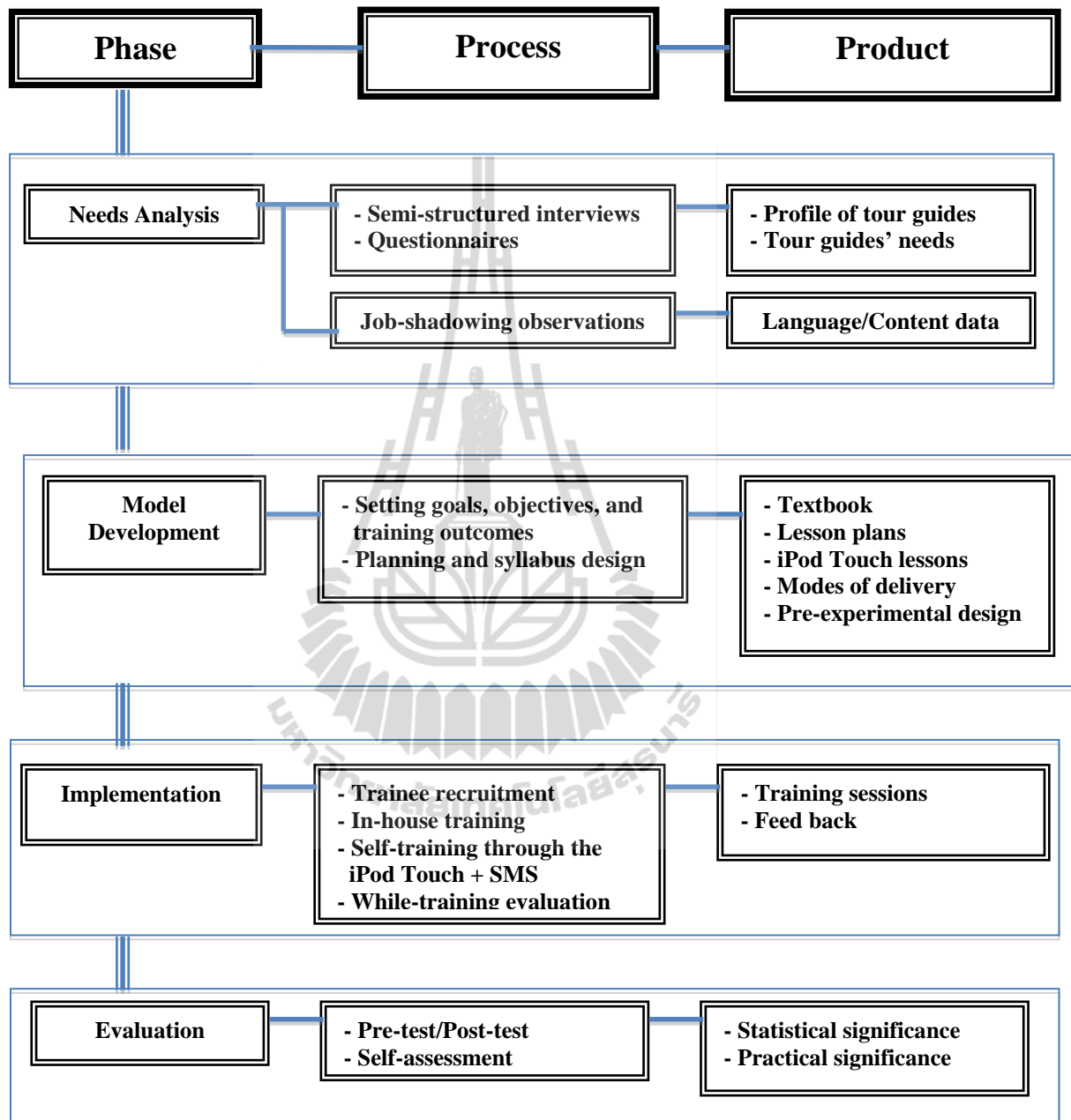


Figure 8.1: The Blended Training Model

The findings of the study revealed training program planning of an ESP course integrated with mobile learning. The study was carried out through four phases as displayed in the diagram above. Needs analysis was the first important phase providing relevant information of how the local tour guides' worked in this context and affected the implementation of the second phase. The semi-structured interview that was initially conducted in an informal way by talking with tourism stakeholders gave the researcher ample data. The interviewees were relaxed and free to give information. The collected data, including facts, numbers and opinions relating to popular tour guiding packages, tour guides' qualifications, and needs for training, were compiled and organized for a guideline on questionnaire construction. As displayed in Chapter 3, the results of questionnaire accommodated the researcher with a profile of local tour guides and their needs within the training model. It also facilitated acquisition of authentic data in terms of language content of tour guiding. The answer in this step was job-shadowing observation. One of highlights in this research was job-shadowing observation. Job shadowing observation was found to be the obvious source for needs analysis to make the training more relevant. From the standpoint of materials development, valuable information was gained from job-shadowing observations. This was because, from job-shadowing observations, the training programmer could ascertain the weaknesses of the tour guides, as well as the methods and materials needed to offset those weaknesses. As many tours in Krabi offered a multitude of opportunities for job-shadowing observations, this allowed a continual enrichment to the foundation of the present research. Obviously, this was one of the most valuable insights gained from the present study. Therefore, job-shadowing observation was paramount to the foundation of the research used to

design a new training regimen. However, doing such job-shadowing observations needed a strong connection between the researcher, the tour operators, and the tour guides. Also, the researcher had to have a well-prepared body and mind for traveling. Good-quality equipment for data collection and large amounts of time spare allotted to revisits were necessary.

The second phase was the training model development. The analyzed data from the previous phase were organized to syllabus. The content was crosschecked by multiple sources. Some additional information was gained from tourism officers and tour guides. According to the details in Chapter 4, the products in the stage were a textbook of 4 units, lesson plans, iPod Touch tailored lessons, and pre-experimental research design. It was later found that the content in the textbook was so abundant that the time allotted for the in-house training was not enough to complete all the content in 4 units.

In Chapter 5, the implementation of the training model was deliberately explained. The value of the results of the study tended to be tempered by at least one qualification. Since the study was conducted outside the formal education area and the participants were not students in a school or university who compulsorily attended class, the size of the population was rather small. A great effort to recruit suitable participants for the training sessions was attempted. And also, it became more difficult to keep them attending class until completion of the training. To put the plan into operation, it was necessary to announce to the general public the need for trainees, to arrange for well-equipped training classrooms, and to employ native English-speaking trainers. It was a time and money-consuming ordeal. However, the implementation was successful for both the in-house training and the self-directed

training through an iPod Touch. It was apparent that most of the trainees attended in-house training classes everyday. All of them were willing to use an iPod Touch for the self-training session and took the pre-test and post-test. During the in-house training session, many of them brought laptop computers to use as CALL devices. Their feedback to the training sessions was positive. The relationship among classmates was relatively good. Some of the trainees consulted the researcher how to use and retrieve iPod Touch lessons. Some of them asked for permission to use information in the textbook for their own websites and tourism brochures.

As described in Chapter 6, the results of the pre-test and the post-test rating scores comparing degree of change can evaluate the effectiveness of the blended training model in terms of the statistically significant improvement of the tour guides' speaking ability because 14 out of 15 trainees got higher scores. For the practically significant improvement of the tour guides' speaking ability, tour guides' self-assessment results were higher in most language components with significantly different values and a large magnitude of effect size. Besides, the trainees' attitudes and satisfaction towards the training model were positive and high as seen in the results of attitude questionnaires.

For the analysis of spoken language in Chapter 7, the initial objective was to confirm the speaking test ratings scores. It was also obvious, when taking a close look at the transcribed data of trainees' spoken language, that words, phrases, sentences and language functions were more similar to those in the iPod Touch lessons than the input from the textbook of the in-house training session. This might be due to concise and direct language of the tailored lessons in the iPod Touch. The content in the mobile device was of manageable size, sensible, sufficient, complete and ready to use.

The device was also portable with a key listening feature. It was assumed that the trainees preferred to remember the tailored text. It enhanced retention. The iPod Touch tailored lessons could be considered a powerful innovative device for self-directed learning. It can be said that the self-directed training through the iPod Touch supported the training model and made it more significantly different than the traditional in-class trainings.

To sum, all these activities were done to answer three research questions, which are dealt with one by one.

8.2 Research Questions and Responses

Research question 1: *What are the characteristics of Krabi tour guides and their needs for an English training model?*

From the results of a questionnaire, the characteristics of Krabi local tour guides were profiled as follows:

- 1) In this province, male tour guides outnumbered female tour guides two to one.
- 2) Their average age was around 30, with two large groups with ages ranging between 21 to 30 and 31 to 40 years respectively. The youngest was 16 and the oldest was 47 years old.
- 3) The amount of time they have worked as a tour guide was mostly between 1 to 5 years. However, 22 percent of the tour guides had been working between 6 and 12 years. 12 years was the longest any had worked as a tour guide. Tour guiding, as a profession, had flourished in Krabi for about 10 years. As tourism continues to grow in Krabi Province, more demands

placed on the industry would allow more guides to enter the profession. For tour guiding to continue to flourish and for Krabi to be a world-class destination, the training regimen for tour guides must be more developed in terms of demanding better spoken English ability and more knowledge of the tour sites. However, this regimen must take into account the learning needs of the prospective guides, as well as those of the industry.

- 4) A little more than half of them hold a tour guide license, while nearly half had no work permit cards.
- 5) The English language skill needed the most was speaking.
- 6) Their respective educational backgrounds showed the same proportion of bachelor degrees to vocational diplomas to Matayom 6 certificates.
- 7) On average, they spent around 7 years learning English in educational institutes. The longest time was 16 years and the shortest was just 1 year. 58 percent of them had never attended English-speaking training.
- 8) Most of them, more than 80 percent, continued practicing English by talking with tourists, reading books, brochures and magazines, watching TV, listening to audio materials/songs, searching the internet, and learning from dictionaries loaded into their telephones.
- 9) Usage of mobile phones with operating systems to those without operating systems was at the proportion of 47 to 46 percent. 7 percent of the guides were users of PDA phones with Windows Mobile OS.
- 10) Most of them rated themselves at the level of MID-INTERMEDIATE in English-speaking ability. They were able to communicate in all negotiations (See APPENDIX 6).

To meet local tour guides' needs for an English training model, the results of the questionnaire revealed that two-thirds of them needed to attend the training course and one-third were undecided. The language functions were ranked from high to low as follows: 'Explaining an itinerary' (80%), 'Greeting/leave taking' (78%), 'Giving health and safety advice' (75%), 'Giving an instruction' (72%), 'Describing places, things, events' (68%), 'Highlighting some information' (64%), 'Telling a legend of places / people' (52%), 'Giving directions' (49.5%), and 'Giving a recommendation' (42%). However, when asked to order them in terms of the most needed to learn, the ranking changed in the top-five as follows; 1) Telling a legend of places/people, 2) Describing places, things, events, 3) Greeting/leave taking, 4) Giving an instruction, 5) Highlighting some information. From the trainee feedback on language functions, it was seen that the ordinal ranks of usefulness and the most needed were different. It implies that local tour guides lacked and needed to learn more of what and how to tell a legend of places/people, to describe places, things and events, and so on. The research of the syllabus designer had to address how to enable the tour guides to improve their performance of the language functions deemed the most challenging. And this should include information on the content of the tours.

The tour guiding routes requiring the most enhancement of knowledge by the tour guides were the 'Krabi 4-Island Package', 'Phi Phi Islands', 'Krabi Jungle Tour', 'Kayak Bor Thor', and 'Hong Island Package'. The results at this point directed the research to the next step of data collection for syllabus design.

Two modes of training delivery, in-house intensive training and mobile device learning, were used to serve the guides' needs. It can be concluded that the tour guides mostly needed to attend an in-house training course lasting 30 to 50 hours in 5 to 9 days. A class with 20 to 30 trainees was preferable. Nearly a hundred percent of

respondents said they needed to have both Thai and native English- speakers to be course trainers. ‘Practicing tour guiding presentation’ and ‘Lecture (get information from trainers)’ were the preferred training activities. The tour guides perceived mobile device learning as useful to improve their English-speaking skills. When asked about the amount of time for self-training on-demand through mobile devices, ‘1 hour a day for 2 weeks’ was reported for 35.5 %, and ‘1 to 2 hours a day for 4 weeks’ was answered by 20 %. The two-top modes of assessment were ‘oral presentation assessed by the trainers’ and ‘oral presentation assessed by professional tour guides’. Furthermore, the respondents gave some useful suggestions for the training model such as ‘The training courses should be conducted in the low season of tourism’, and ‘The content of local tour guiding should be tailor-made just for Krabi tourism’. These findings are very helpful for the curriculum developers, trainers, or teachers to design a plan of training.

The job shadowing observation was the most exciting part of this study because it called for travels by speedboat, long-tail boat, Kayak boat, and mini-bus with the tour groups. The researcher acted like a shadow of the tour guide, observing, taking notes, and recording videos. The task was demanding and took nearly two years to finish this process. However, the data collected and analyzed, as explained in Chapter 3, was very rich and authentic for the syllabus design. The information gained from job shadowing observation ascertained the organizational pattern, content, language functions, and other language elements. These included the pronunciation and grammar that the local tour guides needed in their tour guiding commentary.

Research question 2: *To what extent does the training model meet the needs of Krabi tour guides?*

To answer this research question, the trainees' feedback on the training sessions was discussed. The feedback could be divided into two sections: the trainees' feedback to in-house training and self-training through an iPod Touch. In addition, the results from a questionnaire, namely 'Before and After Training Self-Assessment', also answered the question.

1) Trainees' attitude toward in-house training

A two-part questionnaire was administered four times after each unit of the textbook was complete. The analysis details of the four-set questionnaires were displayed in Chapter 5. Overall the trainees expressed the highest satisfaction with Unit 1: Krabi 4-Island Package. The attitude toward all components of the training session, including content, trainers' knowledge and preparation, classroom equipment and training place, was highly favorable. The trainees perceived the training served their needs. They also showed the highest satisfaction for and had good attitudes towards Unit 2: Phi Phi Islands. The total mean satisfaction score was a little higher than the first unit. When taking a closer look, it could be assumed that the trainees were satisfied with the informative content and documents for training. Both the Thai and native-speaking trainers played an important part in motivating the trainees to learn, especially during pronunciation practice.

The overall trainees' attitude towards the third unit of Krabi Jungle Tour and the fourth unit of Kayak Bor Thor was at a high level. They commented that there was a lot of information but too little time allotted for the training sessions. In particular, the content of the fourth unit was so interesting that the participants felt they ought to take a field trip to experience the kayak trip for themselves.

It was safe to say that the in-house training sessions met the needs of the local tour guides. Obviously, the first two units were rated at the highest level of satisfaction by the trainees. The first two units took 16 days. The trainees were involved in all class activities. Moreover, the absences might have been due to most trainees expecting to finish the training in 15 days. From the training report, just a few trainees missed classes from day 1 to day 16. Therefore, their attendance of the classes that covered the first two units was exceptional. From Day 17 to Day 22, some of trainees missed classes, since they had to work in tourism preparing for the high season. During the last six days, the trainers negotiated with the trainees to finish all the lessons. Not enough time devoted to the ample information in the last two units and the training activities in the last two units caused a lower level of trainee satisfaction.

2) Trainees' attitude toward self-training through iPod Touch

A questionnaire with three parts was administered after the trainees used an iPod Touch as a mobile device to practice the lessons that they had learned for the in-house training sessions.

The results were that four trainees did the self-training through the iPod Touch every day, while the rest did it just during their free time. Nearly all of them practiced the first unit of Krabi 4-Island Package. Nine of fifteen trainees opened every lesson, four never opened Krabi Jungle Tour, one person never did Kayak Bor Thor, and another one never did Phi Phi Islands. The frequency of open and practice lessons using the iPod Touch was between 10 to 100 times, with an average of 33 times. The statistically analyzed figures displayed the highest level of trainees' satisfaction towards self-training through the iPod Touch. Some suggested that the first unit should scroll slower in the device. There were too many letters in some parts. However, they

perceived that iPod Touch self-training was able to enhance pronunciation practice and retention of the lessons. Also, it was portable, and it guaranteed privacy.

The iPod Touch, however, was likely to be a tool for mobile learning that needed training sessions before using it. Although an iPod Touch was a compact high-technology device (access to which is motivation in itself to undertake the training), using it as a self-training session may need stimulation. At this stage, the iPod Touch lessons were tailored to be concise and simple for them to use for better retention. It helped them remember information better for the post-test. When informed that there would be raters to give scores and grant a certificate upon completion of a successful speaking test, they were highly motivated.

Overall class attendance was at a satisfactory level. Two trainees attended class everyday. Three of them missed class just one day. Around 4-5 trainees came earlier everyday. In classes, there were 7-8 laptop computers brought by trainees to use in classes. Everyone was willing to use an iPod Touch as a mobile device for self-training. A trainee bought an iPod Touch 3rd Generation with 32 gigabytes flash memory, and another bought an iPod Touch 4th Generation. Even though one trainee did not have enough money to buy an iPod Touch, he was willing to make an installment payment.

3) Before and After Training Self-Assessment

Furthermore, the trainees completed the 'before and after training self-assessment' questionnaire and reported higher scores in 'after training' in almost every component. The instrument was adapted to examine the trainees' self-perceptions on 7 language components: content, organizational pattern, language function, pronunciation, spoken grammar, spoken vocabulary, and communication strategies.

The results from these three questionnaires were positive rank to the extent that the training model could meet the needs of Krabi tour guides.

Research question 3: *Does the blended training model enhance the participants' oral English competency?*

From the results of the pre-test and post-test of speaking ability, thirteen trainees made a change to a higher level, one reached a much higher level and only one showed no change. The answer to this research question was “Yes, the blended training model does enhance the trainees' oral English competency.”

The one who improved the most should be qualitatively examined. This was trainee number T14 as coded in the stage of analysis of spoken language in Chapter 7. He showed a very strong commitment to the training sessions. Furthermore, during the in-house training he never missed a class. Moreover, he always arrived on time and sat in the first row of seats in front of class, paying attention seriously to class activities, and taking notes on every page of the textbook. More importantly, the trainee reported using an iPod Touch for self-training at least two times everyday before taking the post-test. During a personal interview, it was learned that he was working as an on-probation tour guide for a big travel agency and he wanted to pass the entry evaluation. In this case, extrinsic motivation affected training participation.

In conclusion, the training model yielded high achievement by the trainees in many aspects probably due to the following reasons.

- 1) The syllabus met their needs.
- 2) The training sessions were held during a low season of tourism.
- 3) They attended the training free of charge except for buying an iPod Touch.
- 4) The methodology, materials, equipment, and trainers were efficient.

- 5) The trainees had high motivations to learn.
- 6) They used an iPod Touch, which allowed them to train on their own time.

8.3 Suggestions for Research Consumers

Any ESP course planners desiring to engineer a relevant training regimen such as English for Superstore Departments, English for Resort Staff or English for Police Officers can follow and adapt these research stages and probably do a further study. Specifically, the job-shadowing observation could be a powerful research instrument to provide rich data but the researcher had to spend a lot of time during field trips and analyzing collected data. It was practical. However, any interested researchers should ascertain whether it is fit for the time scale or worth their work.

Another further study could be focused on self-training through an iPod Touch. English for Tourism, existing elsewhere in Thailand, can be tailored and put into an iPod Touch for local tour guides to use as a mobile-learning device. Should the use of the iPod touch be the exclusive method by which tour guide proficiency is augmented? Will it meet the needs of trainees, stakeholders, and be the decisive factor that turns more prospective trainees into competent tour guides? If it turns out to be manifestly successful in aggrandizing local tourism, could the method be expanded to train tour guides in other parts of Thailand? It is hoped that the findings in this thesis can inspire practitioners and interested people in this field to construct a parallel training model to meet their learners' needs.

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APPENDIX 1

Table 2.1: Criteria for Three Speaking Tests

IELTS

Fluency and coherence. This refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion narration or argument, and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within and between sentences (IELTS, 2001:14).

Lexical resource. This refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute (get round a vocabulary gap by using other words) with or without noticeable hesitation (IELTS, 2001:15).

Grammatical and range and accuracy. This refers to the range and the accurate and appropriate use of the candidate's grammatical resource. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structure, especially to move elements around for information focus. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error (IELTS, 2001:15).

Pronunciation. This refers to the ability to produce comprehensible speech to fulfill the speaking requirements. The key indicators will be the amount of strain caused to the listener, the amount of the speech which is unintelligible and the noticeability of L1 influence (IELTS, 2001:15).

CPE

Discourse management. This refers to the ability to link utterances together to form coherent monologue and contributions to dialogue. The utterances should be relevant to the tasks and to preceding utterances in the discourse. The discourse produced should be at a level of complexity appropriate to CPE level and the utterances should be arranged logically to develop the themes or arguments required by the tasks. The extent of contributions should be appropriate, i.e. long or short as required at a particular point in the dynamic development of the discourse in order to achieve the task (UCLES, 2000b:75).

Lexical resource. This refers to the candidate's ability to use a wide and appropriate range of vocabulary to meet task requirements. At CPE level the tasks require candidates to express precise meaning, attitudes and options and to be able to convey abstract ideas. Although candidate may lack

specialized vocabulary when dealing with unfamiliar topics, it should not in general terms be necessary to resort to simplification (UCLES, 2000b:75).

Grammatical resource. This refers to the accurate application of grammar rules and the effective arrangement of words in utterances. At CPE level a wide range of structures should be used appropriately and competently (UCLES, 2000b: 75).

Pronunciation. This refers to the ability to produce easily comprehensible utterances. Articulation of individual sounds is not required to be native speaker-like but should be sufficiently clear for all words to be easily understood. An acceptable rhythm of connected speech should be achieved by the appropriate use of strong and weak syllabus, the smooth linking of words and the effective highlighting of information-bearing words. Intonation, which includes the use of a sufficiently wide pitch range and the appropriate use of contours, should be used effectively to convey meaning (UCLES, 2000b:75).

Interactive communication. This refers to the ability to take an active part in the development of the discourse, showing sensitivity to turn taking and without undue hesitation. It requires the ability to participate competently in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. It also refers to the deployment of strategies to maintain and repair interaction at an appropriate level throughout the test so that the tests can be fulfilled (UCLES, 2000b:75).

CELS

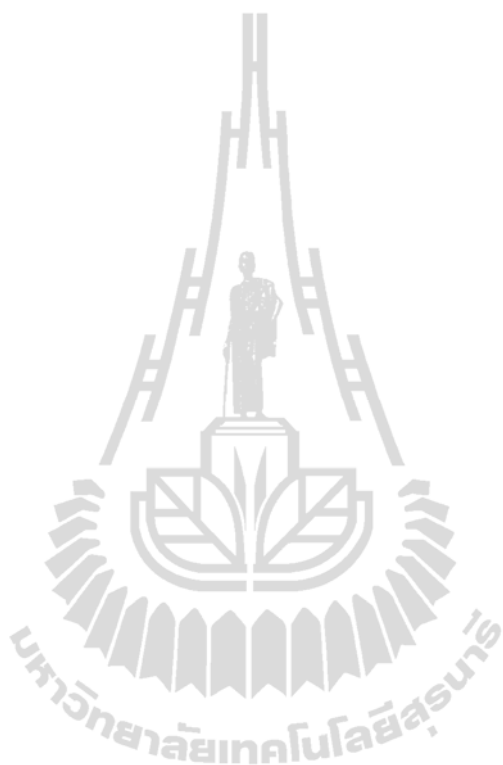
Discourse management. On this scale, examiners are looking for evidence of the candidate's ability to express ideas and opinions in coherent, connected speech. The CELS tasks require candidates to construct sentences and produce utterances (extended as appropriate) in order to convey information and to express or justify opinions. The candidate's ability to maintain a coherent flow of language with an appropriate range of linguistic resources over several utterances is assessed here (UCLES, 2000a:56).

Grammar and vocabulary (accuracy and appropriacy). On this scale, candidates are awarded marks for the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task requirements at each level. The range and appropriate use of vocabulary are also assessed here (UCLES, 2000a: 56).

Pronunciation (individual sounds and prosodic features). This refers to the candidate's ability to produce comprehensible utterances to fulfill the task requirements, i.e. the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning. First language accents are acceptable provided communication is not impeded (UCLES, 2000a:56).

Interactive communication (turn-taking, initiating and responding). This refers to the candidate's ability to interact with the interlocutor and the other candidate by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements. It includes the

ability to use functional language and strategies to maintain or repair interaction, e.g. in conversational turn-taking, and willingness to develop the conversation and move the task towards a conclusion. Candidates should be able to maintain the coherence of the discussion and may, if necessary, ask the interlocutor or the other candidate for clarification (UCLES, 2000a:56).



APPENDIX 2

Table 2.3: An Example of a Rating Scale for General Spoken English.

<p>Level1: Very limited personal conversation.</p>	<p>Knows formulaic greetings and some vocabulary. Cannot construct correct simple sentences.</p>
<p>Level2: Personal and limited social conversation.</p>	<p>Can answer simple questions about personal topics correctly in present and past tenses. Has difficulty with question formation. Vocabulary still very limited.</p>
<p>Level3: Basic competence for social and travel uses.</p>	<p>Has basic command of all simple tenses and can operate question and negative forms. Shows awareness of perfect forms but makes errors in using them Familiar with common concrete vocabulary: still searches for words.</p>
<p>Level4: Elementary professional competence</p>	<p>Makes effective use of all tenses, including past vs perfect and simple vs continuous distinctions; occasional errors in tense forms.</p>
<p>Level5: General proficiency on all familiar and common topics; may be at a loss for words on other topics, but is able to paraphrase successfully.</p>	<p>Can produce correct complex sentences; very rare errors in structural forms, but makes errors of idiom or collocation.</p>

APPENDIX 3

Table 2.4: The National Certificate Descriptive Scale (National Board of Education, 2002)

- 6 Speaks fluently with few if any non-native features, such as foreign accent. Is capable of expressing even subtle nuances of meaning with precision, and also makes varied and appropriate use of idiomatic expressions. Is able to describe even a complicated topic and to include sub-themes in the description, to develop different viewpoints and to bring the presentation to an appropriate conclusion.
 - 5 Speaks fluently without frequent obvious need to search for an expression. Delivery characterized by naturalness, coherence and appropriate length. Is able to present a clear and detailed description of even a complex topic. Can use idiomatic expressions and everyday expressions, and is able to express nuances fairly well.
 - 4 Copes fairly well even in less familiar speech situations. Makes a distinction between formal and informal registers, at least to some extent. Is able to present and justify an opinion comprehensibly. Is able to talk about and describe sights, sounds and experiences. Is obliged only rarely to use circumlocutions in everyday communication because of inadequate language proficiency.
 - 3 Copes with the most familiar speech situations and is able to take the initiative in everyday language-use situations. Speech may be quite slow but there are few unnatural pauses. Is comprehensible despite transferring native or foreign language structures and vocabulary to the target language. Pronunciation may clearly deviate from target language standards.
 - 2 Copes with routine speaking situations that require a simple exchange of information. Nevertheless, the speaker's language proficiency considerably restricts the range of matters that can be dealt with. Successful communication of a message presupposes that the interlocutor is willing to help the speaker in forming the message. Pronunciation may deviate clearly from the target language norm, thus requiring special effort from the interlocutor and impeding successful communication.
 - 1 Is able to ask and reply to simple questions dealing with immediate everyday needs. Can make use of simple polite forms. Cope with the very simplest speaking tasks, but communication is slow and very fragmented. Often obliged to resort to nonverbal means in order to be understood.
-

APPENDIX 4

Table 2.5: ACTFL Proficiency Guidelines – Speaking (ACTFL, 1999)

SUPERIOR

Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers own language patterns, rather than those of the target language. Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

ADVANCED HIGH

Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely. Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

ADVANCED MID

Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance. Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse. Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this

purpose. The speech of Advanced-Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language. Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

ADVANCED LOW

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length.

When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language. While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain >grammatical roughness.= The vocabulary of Advanced-Low speakers is primarily generic in nature. Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

INTERMEDIATE HIGH

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

INTERMEDIATE MID

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal

information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging. Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

INTERMEDIATE LOW

Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions. Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

NOVICE HIGH

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

NOVICE MID

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great

difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

NOVICE LOW

Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.



APPENDIX 5

Table 2.6: Cambridge ESOL Common Scale for Speaking

Level C2: Mastery

Fully operational command of the spoken language

- Able to handle communication in most situations, including unfamiliar or unexpected ones.
- Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.
- Rarely produces inaccuracies and inappropriacies.
- pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are 'native-like'.

Level C1: Effective Operational Proficiency;

Good operational command of the spoken language

- Able to handle communication in most situations.
- Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.
- Occasionally produces inaccuracies and inappropriacies.
- Maintains a flow of language with natural hesitation resulting from considerations of appropriacy or expression.
- L1 accent may be evident but does not affect the clarity of the message.

Level B2: Vantage

Generally effective command of the spoken language

- Able to handle communication in familiar situations.
- Able to organize extended discourse, but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
- Maintains a flow of language, although hesitation may occur whilst searching for language resources.

- Although pronunciation is easily understood, L1 features may be intrusive.
- Does not require major assistance or prompting by an interlocutor.

Level B1: Threshold

Limited but effective command of the spoken language

- Able to handle communication in most familiar situations.
- Able to construct longer utterances but is not able to use complex language except in well-rehearsed utterances.
- Has problem searching for language resources to express ideas and concepts resulting in pauses and hesitation.
- Pronunciation is generally intelligible, but L1 features may put a strain on the listener.
- Has some ability to compensate for communication difficulties using repair strategies but may require prompting and assistance by an interlocutor.

Level A1: Waystage

Basic command of the spoken language

- Basic command of the spoken language.
- Able to convey basic meaning in very familiar or highly predictable situations.
- Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.
- Dependent on rehearsed or formulaic phrases with limited generative capacity.
- Only able to produce limited extended discourse.
- Pronunciation is heavily influenced by L1. features and may at times be difficult to understand.
- Requires prompting and assistance by an interlocutor to prevent communication from breaking down.

(On-line, www.cambridgeol.org/support/dloads/cpe/cpe_hb.samp_ps.pdf.)

APPENDIX 6

Speaking Scales for Local Tour Guides

RATE	LEVEL	DESCRIPTORS
4	Professional	<ul style="list-style-type: none"> • Succeed in presenting a tour guiding by providing high quality, informative (facts) and entertaining commentary. • Arrange information in well organized and highlight it interestingly. • Use colorful language and terms in suitable manner/ stay on topic. • Able to use accurate grammar and well-chosen words to express complex ideas and concepts. • Use correct pronunciation (tone/emotion) without L1 interference. • Speak fluently with proper means of communication strategies such as gesture, facial expression, smile, fillers in order to get meaning across and to make listeners feel at ease. • Speak clearly at a comfortable pace (not too fast/slowly). • Respond to tourists' questions to show confidence in their local knowledge.
3	Good Command	<ul style="list-style-type: none"> • Deliver a good tour guiding by providing correct information of tour sites. • Arrange information in well organized. • Use language and terms adequate to cover the topic. • Use accurate grammar and appropriate vocabulary, but it exhibits a minor error patterns or imprecise words. • Speech is generally clear; a few minor difficulties of pronunciation. • Speak fluently with a few improper means of communication strategies.

- Speak clearly at a comfortable pace (not too fast/slowly).
 - Respond to tourists' questions moderately.
- 2 Novice**
- Stay on the topic of tour site, though it may be missing some relevant information.
 - Arrange information in an acceptable organizational pattern, but it sometimes needs some listener effort to follow.
 - Use plain language and terms.
 - Use limited grammar and vocabulary, but it is adequate to convey the message.
 - Speech exhibits some problems pronunciation.
 - Use of improper means of communication strategies sometimes obstructs meaning.
 - Speak at a pace that requires listener effort.
 - Respond to tourists' questions satisfactorily.
- 1 Basic**
- Stay on the topic of tour site, but very limited in content.
 - Arrange information in poor sequence, difficult to follow.
 - Use plain language and terms.
 - Use limited grammar and vocabulary, and it causes problem in getting meaning across.
 - Speech exhibits some problems pronunciation.
 - Use of improper means of communication strategies sometimes obstructs meaning.
 - Speak at a pace that requires listener effort.
 - Respond to tourists' questions unsatisfactorily.
-

APPENDIX 7

Questionnaire for Krabi Local Tour Guides

This questionnaire is a part of a research entitled “*The Integration of Mobile Phones in a Training Model for Local English-Speaking Tour Guides*” for a doctoral degree in English Language Studies, School of English, Institute of Social Technology, Suranaree University of Technology.

Objectives of the study

This study is conducted to investigate the fundamental data of Krabi local tour guides in order to attain local tour guides’ profile that provides personal information, including sex, age, educational background, working experience, and English speaking ability. A needs analysis concerning job-related is also administered to provide some resources for developing the training model for Krabi local tour guides. Eventually, the findings in this phase make a major contribution to the success of the training model in terms of strengthening Krabi local tour guides’ English speaking skill.

Your responses are crucial to the success of the study. Please answer every question accurately. Your responses will be treated confidentially and will be used for the purpose of this study only.

Directions

The questionnaire is divided into 2 parts:

Part 1: Personal Data

Part 2: Self-rating of English Speaking Ability

Part 3: Local Tour Guides’ Needs Survey

Part 1: Personal Data

Directions: Please fill in the blanks provided and/or put a (/) mark in the box that reflects your answer.

1. Gender Male Female

2. Age years.

3. Current Work

3.1 Krabi Local Tour Guide forYearsMonths

holding a yellow-card license

holding a blue-card license

applying for a license

not having any license

used to have one but expired

3.2 Other (please specify)

3.3 Please prioritize English skills used while working:

(speaking/listening/reading/writing)

1) 3)

2) 4)

4. Educational Background

PhD Master Degree Bachelor Degree

Vocational Certificate/ College/ Diploma

High School or Mattayom 6 Certificate

Other (Please specify)

5. English Language Background

5.1 Total years you learned English years in educational institutions

5.2 Have you ever attended a training program on English-speaking skills for tour guides?

Yes No

If yes, please give a detail:

1.

2.

3.

5.3 At present do you still practice/learn English?

Yes No

If yes, please explain (how)

.....

6. Mobile Devices

Mobile Phone with Symbian Operating System, if yes, please identify
(name/series)

PDA Phone with Window Mobile Operating System, if yes, please identify
(name/series).....

Others please mention

7. Contact Address:.....

Telephone: Mobile:

E-mail:.....

Part 2: Self-rating of English Speaking Ability

Directions: Please read the description of English speaking ability provided in each level and put a (/) mark in the box that best match your present English speaking ability level.

- POST-BEGINNER** Can **understand** a few everyday expressions of simple **functions** in known situations, and can **produce** some single words and set phrases in response, or can make requests using, for example, a single word + 'please' ('Salt, please').
- ELEMENTARY** Can **understand** many simple expressions of everyday basic **functions** in familiar situations and sometimes grasp what the basic topic of a conversation in English is. Can **produce** understandable questions and answers involving information above basic (e.g. Not only 'What is your name?' but 'What does your father do?') even if structures often go wrong and words are not known.
- PRE-INTERMEDIATE** Can **understand** the gist of a commonplace conversation in English, though not in detail, and can **produce** English well enough to take part if spoken to carefully. Can also initiate conversation by asking questions on a range of everyday topics (e.g. sport, or food) and

can perform most everyday social and practical **functions** (e.g. buying things in shops, going to the doctor) well enough to survive comfortably.

- **MID-INTERMEDIATE** Can **understand** the gist of a commonplace conversation involving fluent speakers, provided that some allowances are made, or occasional help given. Can **produce** well enough to make substantial relevant contributions (e.g. of an example or story clearly related to the topic) and to get full and satisfactory information from other speakers by questioning as necessary. Is **functionally** competent for all everyday negotiations except where completely unpredictable problems arise.
- **UPPER INTERMEDIATE** Can **understand** well enough to hold a continuous conversation with a native speaker, even where the speaker does not, or can not, adapt his/her language to a foreigner. Can **produce** well enough to initiate new topics, change the subject, and generally take part in the management of the conversation rather than merely responding. Can manage all normal life **functions** with ease, and cope linguistically with completely new situations (e.g. a negotiation in a shop not going according to expectations).
- **ADVANCED** Can **understand** native speakers of everyday standard English, even when not being directly addressed, and can therefore take part in normal interaction on almost the same terms as a native speaker. Can **produce** speech fluent enough to convey feeling, to argue and maintain a point of view, or to convey complex information (e.g. explaining a process) to a listener.

(Adapted from Attainment Levels: Severnvaile Definitions On-line: www.englishschool.org.uk/level.htm)

Part 3: Local Tour Guides' Needs Survey

Directions: Please put a cross **X** in the boxes provided to show your opinions on needs in a training model for local English-speaking tour guides.

1. If the training model were offered to improve English-speaking skills of Krabi local tour guides, would you attend this training?
 - Yes No Undecided. It depends on
2. Are English-speaking skills the most needed for the tour guiding?
 - Yes
 - No. If not, please specify other skill(s)because
.....
3. To what extent do you need the following spoken functions in a tour guiding? Please put a cross **X** in a box of each if you think it is Very Useful, Useful, Not Useful.

	Very Useful	Useful	Not Useful
1) Greeting/leave taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Explaining an itinerary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Giving an instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Describing places, things, events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Giving directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Telling a legend of places/people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Giving a recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Highlighting some information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Giving health and safety advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Others, please specify.....			

From the list, choose five you want to learn first.

- 1).....
- 2).....
- 3).....
- 4).....
- 5).....

4. What tour guiding routes are most needed to be put as the content in the training model?

	Most Needed	Moderate Needed	Little Needed
1) Phi Phi Islands Tour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Hong Island Package (Hong,Pakbia,Lading Islands)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Krabi 4-Island Package (Phranang Cave, Chicken, Tup,Poda Islands)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Krabi Rain Forest Tour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Kayak Bor Tor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Kayak Thalen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Others, please specify			

5. The proposed training model composes of two modes of training delivery: in-house intensive training and self-taught through mobile phones.

Please put a cross **X** in the boxes that reflects your preference.

In-house intensive training

- 1) Duration of training
- 30 hours in 5 days
 - 40 hours in 7 days
 - 50 hours in 9 days
 - Others, please specify
- 2) Number of trainees
- Not more than 10 persons
 - Not more than 20 persons
 - Not more than 30 persons
 - Others, please specify
- 3) Trainers
- English-native speakers
 - Thai
 - Both Thai and English-native speakers
- 4) Training activities (you can choose more than one option)
- Lecture(get information from trainers)
 - Role-play
 - Pair/group work
 - Individual drilling
 - Memorizing dialogues/conversations
 - Practicing tour guiding presentation
 - Others, please specify

Mobile Phones Learning (after the intensive training)

5) To what extent do you think Mobile Phones Learning useful to improve your English-speaking skills?

- Very Useful Useful Not Useful

6) What proportion of time is adequate for you to do self-training on-demand through

Mobile Phones Learning until you improve your English-speaking skills at a satisfactory level?

- 1 hour a day in 2 weeks
- 1 hour a day in 4 weeks
- 2 hours a day in 2 weeks
- 2 hour a day in 4 weeks
- Others, please specify

6. To find out how much your English-speaking skills are improving, how do you like to be assessed?

- Oral presentation assessed by the trainers
- Oral presentation assessed by peers
- Oral presentation assessed by professional tour guides
- Paper tests set by the trainers
- Others, please specify

7. Other suggestions may affect the success of the training model:

.....

.....

.....

Semi-structured Interview of Tour Agency Employer/Tourism Officer

Part 1: Personal Data

Name: Aged: Years
 Gender: Current Position:
 Company/Office:
 Address
 Tel.: E-mail:
 Length of Working/Business in the field: Years
 Worked as a tour guide? :
 (If so, how long?):
 (If so, where?):
 Other working experience:
 Having now a tour guide employee?:
 (If so, how many?):
 Tourist site(s) where the company provides a guided tour:

Part 2: Questions for the interview

1. What qualities do you think make a good tour guide?

2. To what extent is English important for Krabi local tour guides?

3. Do you think we should have a localized curriculum of English for tourism training program for Krabi local tour guides? Why?/ Why not?

4. Which English language skill is most needed for local tour guides?
 (e.g. Listening, Speaking, Reading, Writing; if more than 1 skill, please prioritize)

5. Do you think the local tour guides can improve their English language skill by attending a training program?

6. Which tourist sites of guiding routes should be the content in the training program?

.....

7. Please identify the type of the expected training program:

* Type of training session:(e.g. intensive, weekend, self-taught, etc)

:

* Duration of the training:

* Number of trainees in the program:

* Appropriate time (in what month?):

*Native or Non-native or Mixed trainer(s):

* Learning activities (Lecture/Role-play/Group Work).....

* Others: (please specify).....

8. What factors do you think may affect the success of the training course?

.....

9. What kind of test will best prove the tour guide trainees' speaking ability?

.....

10. What level of speaking skills is acceptable for the qualified local tour guides?

.....

11. Further Suggestions on the training program:

.....

.....

Semi-structured Interview of Krabi Local Tour Guides

Part 1: Personal Data

Name: Aged: Years
 Gender: Educational Background:
 Company/ Freelance:
 Address
 Tel.: E-mail:
 Length of working as a tour guide: Years
 Other working experience:
 At what level you can communicate in English: Good Fair Poor
 Tourist sites where you provide a guided tour:
 Always improve your English by:

Part 2: Questions for the interview

1. To what extent is English important for Krabi local tour guides?

2. Do you need to attend a training program to improve your English?

3. Do you think we should have a localized curriculum of English for tourism training program for Krabi local tour guides? Why?/ Why not?

4. Which English language skills is most needed for local tour guides?
 (e.g. Listening, Speaking, Reading, Writing; if more than 1 skill, please prioritize)

5. What tourist sites of guiding routes should be the content in the training program?

6. What content and its sequence should be put into the lesson?

7. What extra information apart from the content of tour guiding routes should be put into the training? (This information may include legend of Krabi, knowledge about the sea and forest such as coral, fish, and the like.)

.....

7. What are the frequent asked questions by the tourists?

.....

8. Please identify the type of the expected training program:

* Type of training session:(e.g. intensive, weekend,self-taught, etc)

:

* Duration of the training:

* Number of trainees in the program:

* Appropriate time (in what month?):

*Native or Non-native or Mixed trainer(s):

* Learning activities (Lecture/Role-play/Group Work).....

* Others:

9. What factors do you think may affect the success of the training course?

.....

10. What kind of test will best prove the tour guide trainees' speaking ability?

.....

11. What level of speaking skill is acceptable for the qualified local tour guides?

.....

12. Further Suggestions on the training program:

.....

.....

Semi-structured Interview of Tourists

Part 1: Personal Data

Name: Aged Years
 Mother language: Country:
 Educational background:
 Occupation:

Part 2: Questions for the interview

1. Is this your first visit to Krabi?
2. What tourist sites in Krabi have you been to?
3. What tourist attractions of Krabi do you like most? Why?.....
4. Have you ever taken a guided tour to tourist sites in Krabi? If so, where?

5. If so in No. 4, did the tour guide provide you a clear idea/information of place you
 want to know?

6. If so in No.4, was the tour guide's English skill good enough for you to
 understand?

7. Do you prefer to visit interesting places in Krabi with a guided tour? If so, please
 explain your reasons, and mention what place(s) you prefer?

8. To what extent do the tourists have to hire a local tour guide when visiting places in
 Krabi?

9. What qualities do you think make a good tour guide?

- 10 Further Suggestions on local tour guides:

Job-shadowing Observation Form

1. Tour Guiding route:
- Date:..... Time:.....
2. Type of the guided tour: (one person/couple/group).....
.....
3. English language skill(s) that the tour guide most frequently use to interact with the tourist(s): (speaking/listening/reading/writing).....
.....
4. Ratio between Interactional and Transactional spoken language:
5. Language functions between the tour guide and the tourist(s) concerning:.....
 - ___ greeting/ small talk/ attracting attention
 - ___ giving direction
 - ___ explaining
 - ___ describing
 - ___ interpreting
 - ___ others
- 6 Level of spoken language: (word/phrase/sentence)
-
7. Content of spoken language:
 - Introduction to the tour route:.....
 - Tour guiding information:.....
 - Extra information:.....
8. Response of the tourist(s): (question/back channel etc.).....
.....
8. Reaction of the tourist(s) to the guided tour:
-

APPENDIX 8

Table 1: First Transcribed Data (One Day Tour to Phi Phi Islands by Speed Boat Sunday 25 May 2008)

Place	Data	Category	Language Pattern and Note	
Nopparattara Pier	- Hello, good morning. We are going to Phi Phi islands today, but we go to Rai Lay beach first to pick up the guests... about 10 persons. - Please take off your shoes before get on the boat and wash your shoes to get rid of the sand.	3.1 3.2 3.3	- Hello, good morning...	
	- Welcome to Ao Nang Orchid Speed Boat to Phi Phi Isalnds - Please take off your shoes and wash them before ... up to the boat. - Ok, everyone we start. We're ready to go.. let's go. - Today we have a big wave. So.. Ok .. we need you to sit while the boat running.. on both side for balance. - We are going to Phi Phi Lay first... to see around Phi Phi Lay first, then we go to Phi Phi Don ... to have lunch and on the way back we go to Koh Pai. I show you when we arrive there. Ok?	3.1 3.3 3.5, 4.6 3.7, 3.9, 3.10, 4.6 4.6 3.2, 3.3, 4.6	Welcome to... Ok Let's go. Ok Ok Ok	
Viking Cave	Phi Phi is first place. Welcome to Phi Phi Lay, for this side we call Phi Phi Lay, right? In this area we call Phi Phi Lay and over there Phi Phi Don. That side we call Phi Phi Don, this's Phi Phi Lay, right? (tourist murmur, talking to each other) And this is Viking cave. We get here for you to take some pictures of Viking cave first. This is Viking Cave... Viking Cave, Viking Cave.	3.1 4.11 3.4 4.11 3.10 3.8 3.8	right? right ? Viking Cave Viking Cave	Welcome to... In this area we call... That side we call...this is... This is...(introducing the place) This is... Repetition
	- No, we can only take photo of the Viking Cave first because the wind is so strong and the strong waves make the sea big waves.	3.7, 3.9		

	<ul style="list-style-type: none"> - I don't mind but you can take the long-tail boat back. - You can take a long-tail boat back, right? 	3.10 3.10, 4.11	right?	Joking Joking,
	<ul style="list-style-type: none"> - Yes, in the cave are some people living in. They live there for long time They collect the bird's nest in the Viking cave. 	3.4		
	<ul style="list-style-type: none"> - No.. no. We go to another stop. 	3.3		
Pi Leh Lagoon	<ul style="list-style-type: none"> - This place we call Pi Leh Bay. In the morning with high tide (hand movement) We will come in and move around for sightseeing and taking photos, but not stop there. - Today the sea is too rough, so the program may change. We will go snorkeling place, Loh Samah Bay, behind there (hand movement and pointing to the high steep Karst) - Yes. The sea inside the bay is quite deep around 20 meters in front at the entrance way it is shallow. So you can see two colors of the sea. - Ok, everybody ready for the snorkeling place. We're going to Loh Samah Bay. The bay we call Loh Samah Bay. 	3.2, 4.7 3.4, 3.2 3.5, 4.7 3.4 4.6, 3.10	This place we call... Ok	The bay we call...(introducing the place)
Loh Samah Bay	<ul style="list-style-type: none"> - Welcome to Loh Samah Bay. This place we call Loh Samah Bay, snorkeling place. Right this place,.. snorkeling place (Hand moving and going to the boat rail and looking at the sea water) - Let me check first. OK, and then we stop for you visiting at this place for half an hour, 30 minutes. You can swim and swim on both side of the boat and inside around there (poining to the rocks by the cliff). The water is not so clear around those rocks. 	3.1 4.7 4.11, 4.6 3.2, 3.10 3.5 3.4	Ok	Welcome to..., this place we call...
	<ul style="list-style-type: none"> TR: Jelly fish? TG: No. TR: Sharks? TG: Yes. 	3.10		Joking

	<p>leaving here at 11.50 or ten to twelve alright?</p> <p>- Can you read at the beach sign that side (hand pointing to the sign) for where swimming, sunbathing, smoking around by yourself or in the jungle .. OK.. around there(speaking so fast, hand pointing, while some tourists sitting, with their faces showing not understand much what the tour guide trying to explain). And.d...(long sound) If you want to a toilet, you can walk by yourself there , past to the forest inside... but 100 to toilet, OK?...Ok and then, sorry...between boat to boat, you can't you can't stop too long right here. When you get early, go down please, OK, quickly, to get down.</p> <p>- OK you can take it for walking to toilet. This is the highlight stop before lunch break.</p>	<p>3.3, 4.7</p> <p>4.1, 4.6</p> <p>3.5, 4.6</p> <p>3.3, 4.6</p> <p>3.3, 3.2, 4.6</p>	<p>Ok</p> <p>Ok</p> <p>Ok</p> <p>Ok</p>	
Monkey Bay	<p>TG: They bring Coke, Pepsi, sometimes Heineken,.... Singha.</p> <p>TR: Between Heineken and Singha, they like what?</p> <p>TG: They like Heineken.</p> <p>TR: Ha..(all laughing)</p> <p>TR: Expensive more than Singha. Maybe you say they get some drink and stay on the beach, the long island.</p> <p>TR: She gets drunk.</p> <p>TG: To get drunk...bring some music to her. (many laughing watching the monkeys taking food and drink from the tourists)</p> <p>TR: They never go to the water.. no good monkey. They get</p> <p>used to this (people feeding them food).</p> <p>TR: Oh, they've got their baby....</p>	3.10		Joking
Phi Phi Don at Ton Sai Bay	<p>- Welcome to Phi Phi Don. Phi Phi Don and Phi Phi Lay</p> <p>- Together we call Phi Phi Islands, right? And we be here right now, this side we call Ton Sai bay.</p> <p>- The other side down here we call "Loh Dalum Bay"(hand movement pointing to and fro)</p> <p>- Yeh, or next beach, the beach they connect together</p>	<p>3.1</p> <p>3.1, 4.6</p> <p>3.1, 4.7</p> <p>4.6</p>	<p>right?</p> <p>right?</p>	<p>Welcome to...</p> <p>We call...</p> <p>We call...</p>

	<p>like this.. right? ...And we're talking about Tsunami, big waves, right? They hit from that side, from the other side, about...er.. they past to this side about 10 or 11 meters (hand movement..) second floor of the hotel they passed to this side..(hand movement...) this side a lot of buildings.. everything is new.</p> <p>- On this side right here, new building... the trees, route, bungalow, hospital.. everything...(with hand movement waving) new..on this side. And do you know how many people die on this island?</p> <p>- OK And then we have lunch together in there .. in the restaurant, right? (pointing to the restaurant by the beach of To Sai Bay) buffet lunch...buffet lunch</p> <p>- Yep, bring your shoes, your luggage, your pocket or money or something important for you, please.</p> <p>- Yes, bring everything that important.</p> <p>- You bring everything important for you, right? Don't leave on the boat.</p>	<p>3.4, 3.6, 4.11, 4.7</p> <p>3.4, 3.6</p> <p>3.2, 3.3, 4.7</p> <p>3.3, 3.8</p>	<p>Content right?, ...er,</p> <p>Content</p>	<p>3.8 Highlighting some information by repetition</p>
Rantee Beach	<p>- OK.. everybody I hope you enjoy lunch and walking around Phi Phi Daon, right.. hur? We are going to Rantee beach... Rantee beach. In front of the beach is a snorkeling point. There are corals there, after Tsunami, much more, very nice coral reef than before, right? We take about seven to ten minutes from here to get there, where we're snorkeling there and after that we go to Bamboo Island.</p> <p>- Yes, Bamboo island lies something on the way back. We take from there... (pauses and shakes hand like calculating something) another ten minutes.. something..from the snorkeling place to Bamboo island. We stop at the beach about hour twenty minutes,.. by yourself swimming, walking around by yourself on this island. It's nice place. OK? Now we go to snorkeling place, snorkeling first. Thank you.</p>	<p>4.6, 4.11</p> <p>3.2, 3.4,</p> <p>4.11</p> <p>3.2</p> <p>3.2,</p> <p>3.7, 4.6</p> <p>4.6, 3.2, 4.7, 3.10</p>	<p>Ok, right?, hur?</p> <p>right?</p> <p>Ok</p> <p>Ok</p>	

	<p>- Ok. We are here snorkeling first. Can you be snorkeling to both that side, (hand movement pointing and waving) inside around there</p> <p>- Yeh, inside around there, but be careful your feet, your leg, some where around there, shallow water around there maybe something sting your feet, er..er.. sea shell, sharp rock, sea urchin something like that. Be careful,... especially shallow water.</p>	3.9, 4.11		
	<p>TR: Jelly fish? TG: No, no jelly fish..... TR: Shark? TG: (Smiling,...) TR: No..ha,ha... not any case TG: (Shaking his head) Just crocodile!.....(Give out snorkels and masks to other tourists) TR: Just Crocodile.. Ha ha TG: You get inside...in this side around there (pointing and waving) very nice. I guarantee, if you don't believe me, you get money back from him (pointing to a dark American guy). TR: Ha, ha ... Fifty Baht!</p>	3.10 4.7, 3.7, 3.10		Joking Joking
Bamboo Island	<p>- Ladies and Gentlemen, - Listen to me first. Welcome to Bamboo island ... (pointing and waving his hands in circle) -...this place , all this Bamboo island area, right! And then we are staying here 1 hour here. It's my hour 2.30 , so we're leaving here 3. 30, half past three. - Can you be relax by yourself one this side trees here (pointing to the right hand side) or that side (pointing to the left hand side), walking by yourself around there (waving hands in circle) in the national park inside in there.... by yourself (moving his both hands). Swimming or would you like swimming, or some that side...inside.. you swim, swimming in this area, inside</p>	3.10 3.1, 4.7 4.11, 3.2 3.10, 4.7	Welcome to... right!	

	<p>this side (pointing his hand to the right). - And if you want to go to toilet, can you walk by yourself from here... to the back side behind there (his left hand pointing) but you bring your shoes, bring your shoes first. - If you keep walking around in national park...you got there something sting your feet, er..er, some coral, sea shell, or some glass. (moving his hands like counting and face expressing fear) may get you blooded. And please you don't take sea shell or coral from the beach. You don't take any sea shells, any corals from beach, (hands gesture like picking and carrying things) because Bamboo island... National Park.</p>	<p>3.5, 3.3 3.9, 4.11, 4.7 3.7 4.7 3.4</p>		
	<p>TG: You don't take any shells... TR: Don't take anythings! TG: You can sleep. TR: No, no charge? TG: Yes. TR: Ha.. ha..ha..ha TG: But we charge fifty Baht if you come late. TR: Ha..ha..hh we never. TG: Fifty Baht for one minute</p>	<p>3.10, 3.8</p>		<p>Using jokes to highlight the information</p>
	<p>TG: Yes, you can leave your luggage or something here..OK.. on the boat. TR: Where's the village on here? TG: Village? TR: Is there a villager on here? TG: No,.. no village. TR: No village. Who live here? TG: Park rangers. TR: Oh, OK Kob Kunkrab. TG: OK, see you then about half past three, three thirty, it's now two thirty.</p>	<p>4.6, 3.3 4.1, 4.2 4.6, 3.2</p>	<p>Ok Ok</p>	

Table 2: Second Transcribed Data (One Day Tour to Phi Phi Islands by Speed Boat, May 27, 2008)

Place	Data	Category	Language Pattern and Note	
Nopparattara Pier	<p>- Good morning... Good morning everyone. First I would like to introduce myself. My name's Vichian. I'm going to be your guide today. Today we're going to Phi Phi Islands, right? Yes or no? Today we have Mr. Patanasak... oh call him Sak, the captain, and two of his assistants ... your assistant as well, Bung Lek and Noi.(pointing to both of them) They always help you if you have anything. Ok?....</p> <p>- OK,...Phi Phi Islands. Actually Phi Phi Islands has 3 islands:Bamboo island, Phi Phi Don ad Phi Phi Lay.</p>	3.1	- Good morning - Self-introduction - College introduction	
	<p>- The first stop we stop at Bamboo island. Bamboo island's like a national park, no accommodations on Bamboo island. You can enjoy with sunbathing, swimming and snorkeling, you do up right there.</p> <p>- After that we're going to the second island Phi Phi Lay. Phi Phi Lay's like a national park. There's no accommodation also. No accommodation, no shopping center, no McDonald, no 7Eleven, just relaxing on the beach and you can enjoy with a movie location scenery. I think some of you know about that. Ok.. I tell you later.</p> <p>- And after that we go to the other side of Phi Phi Lay. Around there we call "Viking Cave" and Pileh Bay that means lagoon. You can swim in the lagoon, you can sight seeing in the lagoon, take a picture. And you can see Viking cave, just right there they collect the bird's nest to export to the Chinese restaurants or around the world of the Chinese restaurants. We collect the bird's nest to export to them.</p> <p>- And after that... after Phi Phi Lay we go to Phi Phi Don to take a lunch. After lunch you can enjoy yourself by taking a walk around Phi Phi Don. In the afternoon, we go to Monkey Bay to feed the monkey and you can snorkel there. The last stop is Hin Glang in the open sea. You will enjoy snorkel and if you're lucky you will see Hammer-headed shark and dolphins.</p>	<p>3.2, 3.4, 3.10, 3.3</p> <p>3.2, 3.3, 3.4, 3.10</p> <p>3.2, 3.3, 3.4, 4.8, 3.10,</p> <p>Content</p> <p>3.2, 3.3, 3.10</p>	<p>The first stop we stop at...</p> <p>After that, we're going to...</p> <p>And after that we go to...</p> <p>And after that...we go to...., The last stop is...</p>	<p>Giving instructions: the first stop..., after that...,and after that...</p>

	- Alright everyone?... If you have anything to ask me, I can talk to you all the time. One more thing, sorry, we'd like you to sit in both sides(hands moving),left seat and right seat, in equal number of persons to keep balance of the boat. OK?	3.3, 3.9, 3.10, 4.7	If you have anything to ask me, I can talk to you all the time.	3.10 Requirement, asking for cooperation
Bamboo Island	- Today the sea with high tide , we stop here first. - Er..er.. this is Koh Pai or Koh Mai Pai, or Bamboo island. - Bamboo island, but no bamboo! We stop here? This is the first stop in the morning. - Yeah, it's early for other boats to come. The Bamboo island is just to the north before we reach Phi Phi Don. You can Phi Phi Don from here. (pointing to Phi Phi Don). Here we can go to the beach to sun bath, take photos, or swim with Nemo fish. We are here for 20 minutes, OK for 20 minutes, and then it takes us 20 minutes going to Phi Phi Lay, from here. OK... enjoy yourself and be back here in 20 minutes.	3.1 3.1, 4.11 3.2 3.4 4.7, 4.6 3.10 3.2, 4.6 3.2, 4.6 3.8	This is the first stop... OK OK OK	Highlight the timing
	- OK, everyone, we are going to Phi Phi Lay. At Phi Phi Lay, Maya bay is the highlight stop of the trip because it has been the movie location "The Beach" . I think you already know about that. The Hollywood film was made in 1999. I can say every package tour must take their tourists to Maya Bay, because it is a popular tourist attraction after the movie was released. People coming to Phi Phi Islands would like to visit Maya Bay.... to see if it is so beautiful as in the movie or not, it is beautiful like people say or... what is it... as word of mouth. I think we take about 10 minutes from here. OK?	4.6, 3.2 3.4 3.6 Content	OK OK	
Maya Bay	- This is Maya Bay, the popular beach that every tourists like to visit, even Thai people when coming to Krabi. Allright,... we stop here for 40 minutes. We can go sightseeing, take a walk along the walk way to	3.1, 3.4 3.2 3.10		Directions

	<p>the other side of the island to Ao Loh Samah, take photos, swim, and sunbath on the beach. And there are toilets at the back of the beach. You can walk into the walk way, there are signs for you to follow. Be back at the boat at 10.20. OK?</p> <p>- Yes. You need them for walking into the forest. And you can buy some drink and snack from the small shop.</p>	<p>3.5 3.10 3.5 3.2, 4.6 3.7</p>	<p>OK</p>	<p>Directions</p>
Ao Loh Sama.	<p>- The next spot we'll go to Ao Loh Sama. At that point the boat will anchor in the sea in the middle of the bay and you can enjoy snorkeling and swimming with beautiful parrot fish for 30 minutes.</p> <p>- OK...this is Ao Loh Sama... good for snorkeling. But an important thing before going into the water I would like to give everybody a warning to stay away from the engine propeller of the boat (pointing to the engines) when you are in the sea, mind your head when a lot of boats parking here, when you are near the boats. So it's better to swim into the bay and do snorkeling near those rocks. Be aware of Sea Urchin that you can easily notice it is black color covered with sharp points like needles...do not touch them,... and if you see the sea snake, some kind of fish called Long Tom... I don't know its name but it's called by Assie,...Australian,.. it is a kind of fish with pointed and long mouth, may charge you if they are startled and jelly fish especially with long tail. If you see them, please stay away from them. We have 30 minutes at this stop. We will call you when we are ready to go. So enjoy snorkeling.</p> <p>- OK... we will go to Pi Leh Bay...not to far from here. It is a kind of lagoon. We will come inside the lagoon, moving around and go out. It's just sightseeing, taking photos.</p> <p>- I think we just looking around because we don't have much time to go to Phi Phi Don to have lunch. It might be late if we stay here for too long. OK? And in the lagoon, the water is not so deep enough for snorkeling.</p>	<p>3.2 3.10 3.2 3.1, 3.7, 4.6 3.9 4.7 3.9 3.7 3.9 3.10 3.4 4.5 3.4, 3.8 3.2 3.2, 4.6 3.10 3.7, 3.8 4.6 3.6</p>	<p>The next stop...</p> <p>OK a warning</p> <p>it's better to... be aware of like</p> <p>Assie ?</p> <p>OK</p> <p>OK</p>	<p>metaphor</p>

Ao Pi Leh	<p>- Everyone.... Now we come into Ao Pi Leh. The local people call Ao Pi Leh... that means ‘lagoon’ in English. We will see two colors of sea water when we come into the lagoon. At the entrance way, the shallow water is in pale green, and then the water inside of the lagoon is dark blue because the water in that area is deeper. We go slowly for sightseeing for you to take photos.</p> <p>- We’ll go to Viking Cave,... where we go to see how local people collect the bird nest of the swift. It is the last spot in Phi Phi Lay.</p>	<p>3.1 4.8 3.4</p> <p>3.10</p> <p>3.2, 3.4</p>	<p>Everyone, now we come to...</p> <p>We’ll go to..., It is the last spot...</p>	
Viking Cave	<p>- Now we are not allowed to go inside the cave because the licensed harvester who gets the government permit do (language) not need us to disturb the bird living in the cave. As you know, the bird’s nest is very expensive, around 70,000 Baht a kilogram. The bird’s nest is made from its saliva and Chinese believe that the bird nest is good for your health because it is full of nutrients. And ‘why do we call the Viking cave?’... it is because inside the cave there are drawing pictures of Viking Boat and other kind of marine ships aged around 300-400 years. Anyway we stop in front of the cave feeding small fish such as tiger fish and parrot fish with bread and take photos. We can see from here the bamboo pole scaffoldings that are as the ladder for the bird’s nest collector to climb up to collect the bird nest on the cave wall. We are here for 10 minutes.</p> <p>- No...no we cannot do that. The people or... the bird’s nest guards, they not allow anyone come into the cave. And they do not like our boat to come near the cave...because the engines make a loud noise, maybe, frighten the birds in the cave.</p>	<p>3.8</p> <p>3.6</p> <p>Content</p> <p>3.10</p> <p>3.4</p> <p>3.2</p> <p>3.8</p>		<p>Repetition (no...no) Explanation/ Requirement</p>
Phi Phi Don	<p>- Well everyone we arrive Phi Phi Don. It is the third island we go in this trip. We stop here for lunch. It is a bit late. Before we go for lunch, let me tell you about this stop. Phi Phi Don is like, you know, tourist city on island. There are (language) everything in Phi Phi Don, even McDonald, 7Eleven, school, police station, bank, whatever you want to</p>	<p>4.11</p> <p>3.1, 3.2</p> <p>3.4, 3.10</p>	<p>Well...we arrive...</p> <p>Like</p>	<p>metaphor</p>


	<p>do. Actually there are 2 sides, in the front side we call Ton Sai Bay and the other side we call Loh Dalam Bay. You can walk from the front side to the back side. It is the place where was struck by Tsunami four years ago (26 Dec 2007). We go to have lunch here at Areeda Catering Center for our tour group. I will take you there. The lunch set already for you.</p> <p>- At Ton Sai beach it is quite busy, if you want a quiet place you can walk to Loh Dalam bay after lunch. You can take a walk along the beach of Loh Dalam for relaxing after lunch.</p> <p>We are here for 1.30 hours. So you can take a walk, go shopping but please be on time, otherwise you miss the boat we pick you up the next day or tomorrow or you take the passenger boat but pay by yourself. OK? Hungry? Oh.. sorry, please take your belongings and shoes with you. And everyone must be here at 2 o'clock. OK..let's go.</p>	<p>3.4</p> <p>Content</p> <p>3.2</p> <p>3.8</p> <p>3.7</p> <p>3.2,</p> <p>3.10</p> <p>3.8</p> <p>3.3, 4.6</p> <p>3.2</p> <p>4.6</p>	<p>OK</p> <p>OK</p>	
<p>Monkey Bay</p>	<p>- OK... everyone we are in front of Monkey Bay. The boat parks here, we cannot park at the beach because the water here is too shallow... and full of coral and rocks. Are you tired? You look tired...hur?</p> <p>- Going into water may help you wake up. In this bay, there are lots of coral of shallow water. You can enjoy snorkeling until you reach the beach. We will be at this stop for 40 minutes.</p> <p>And on the beach, you can see long-tail monkeys but we have to beware because the long-tail monkeys are likely unfriendly to people. They like stealing things from the people, they are not tame enough to be trained to work like the short-tail ones that we use them to collect coconut. However, we can feed them some food and drinks. Most of them, I think, familiar with people because tourists like to give food and drink to them... everyday.</p> <p>Ok... enjoy afternoon swim and snorkel, and say hello to monkey on the beach if you like.</p>	<p>4.6, 3.1</p> <p>3.10</p> <p>4.1</p> <p>3.7</p> <p>3.4</p> <p>3.2</p> <p>3.4</p> <p>3.9</p> <p>3.4</p> <p>3.10</p>	<p>OK</p> <p>beware</p>	<p>Explanation</p> <p>Attention expression</p> <p>Activities, Joking</p>

Hin Glang	<p>- In this spot we call Hin Glang. Hin Glang in Thai means a rock in the sea about one metre lower from the sea surface. This is another snorkeling point in open sea between Phi phi Don and Koh Mai Pai. The local boatmen and fishermen never ride their boat near Hin Glang for fear to hit the rock. At this point, when snorkeling or diving, we may see Hammer-head sharks and if lucky day you will see school of dolphins. We are here for you to enjoy snorkeling for 30 minutes.</p> <p>- One thing I would like to warn you... please do not stand on these rocks because on the rocks there are some small corals... you may destroy them if you step on them. You can support yourself by life-jacket, floating not standing on the rocks. Ok?</p>	<p>3.1 4.8 3.4 3.6 3.4 3.10, 3.2 3.9 4.6</p>	<p>In this spot, we call...</p> <p>warn, please do not...</p> <p>OK</p>	
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Table 3: Third Transcribed Data (2 June 2008)

Place	Data	Category	Frequency and Language Pattern	
Introduction	<p>- Swadee Krab, good morning. Let me see your voucher, please. And everyone, please take off your shoes, wash them or shake the sand out of the shoes before getting on board. Be careful....please do not touch the engine propellers because they are very sharp. Thank you for your cooperation.</p> <p>- OK... welcome everyone to Krabi Paradise Sea Travel service. Before we go, let me check (counting the tourists). OK.. we have 17 visitors today. Alright, we are going to Phi Phi Islands, right?</p> <p>- Today we will bring you to Phi Phi Isalnds in the Andaman Sea, right? Are you going to Phi Phi Islands?"</p> <p>- I am Sombat, your tour guide for today trip to Phi Phi Island by speed boat. Our captain, Mr. Sapon... and boat crews, Mr. Mos and Mr. Nukul.</p> <p>- First I would like to tell you our program today, we are going to Monkey Bay to do snorkeling, after that we go to Koh Phi Phi Lay, where we will go to Viking Cave, Pileh Lagoon, Loh Samah Bay, and Maya Bay. Then we go to have lunch at Phi Phi Don where we can walk along the beach, shopping in the market, relaxing there for 1 and a half hour. In the afternoon, we go to Hinglang,... good for snorkeling and Koh Pai or Bamboo island, we will be there for 45 minutes, and you can swim, relax and walk on the beach.</p> <p>- Secondly, we have to tell you some cautions of safety for traveling by speed boat, because the speed boat run very fast and bumpy, so please take a seat and if you want to move or to walk to the front deck to see beautiful view of the sea, please tell me or the captain to slow down the speed, and while</p>	<p>3.1, 4.8, 3.3</p> <p>3.9</p> <p>4.6, 3.1</p> <p>3.10</p> <p>3.2</p> <p>4.11</p> <p>3.2</p> <p>4.11, 3.8</p> <p>3.1</p> <p>3.2, 3.10</p> <p>3.9</p> <p>3.5</p>	<p>Swadee Krab</p> <p>OK, welcome to... Checking tourist no.</p> <p>right?</p> <p>right?</p> <p>I am..., captain ..., crews...</p> <p>First...our program, we are going to..., after that..., then..., in the afternoon</p> <p>cautions of safety</p>	<p>Using questions to highlight the info.</p> <p>Self-introduction + College introduction</p> <p>Explain an itinerary with full schedule</p> <p>Use of transition signals, politeness (please..., thank you...), and informative</p>

	<p>walking,... please holding on the rail or the roll bar so that you don't fall down. And, er.. the same.. when you want to move in from the front deck, please put your head down under the beam of the over deck. And if you don't like bumpy, please move to sit inside. I recommend you should wear the life jacket at all time while traveling. And we have life jackets enough for everyone. And another thing is...do not sit in the top front deck because you might obstruct the view of captain, he cannot see outside. Do not smoke in the front deck, you should smoke at the back. Thank you for your cooperation. If you have any questions, please tell me.</p>	<p>3.7</p> 	<p>I recommend...</p> <p>Thank you...</p>	
<p>Monkey Bay</p>	<p>- Ladies and Gentlemen, this is the first stop for today. Now the people call it 'Monkey Bay'. It is on (language) the north-west of Phi Phi Don. Its original name of the bay is "Long Kasem Bay." The name is changed to be "Monkey Bay" because there are a lot of monkeys. There are a lot of shallow-water corals, so the boat cannot be park at the beach except on the date of very high tide only 4 days a month. We stop here for 30 minutes for snorkeling and swimming by parking in the sea.</p> <p>- There are two cautions about monkeys on the beach. They are long-tailed monkeys unfriendly to people. We just give them some food, but do not play with them; sometimes they try to steal things from people and may bite people. In the bay, there are lots of sea urchins. It is a kind of sea shell in black color with long spines, ... look like a porcupine.</p> <p>- Please look at this, and please be careful of sting rays. The sting ray often lying on the sand...on the sea floor...sometimes it is hard to notice because their color look the same as sand.</p> <p>- Do not step on the coral and step on the sea urchin because the sea urchin is poisonous and stay away from a lion king fish and sting ray. Please be aware (language) not to step on it. First aid in case someone steps on the sea urchin is using a bottle hitting the stung skin until blood come out, or we can use urine/lemon</p>	<p>3.1</p> <p>3.6, 4.8</p> <p>Content</p> <p>3.4</p> <p>3.2</p> <p>3.10</p> <p>3.9</p> <p>3.4</p> <p>3.3, 3.7</p> <p>3.4</p> <p>3.7</p> <p>3.10, 3.9</p> <p>3.4</p> <p>3.9</p> <p>3.9</p> <p>3.8</p>	<p>Ladies and Gentlemen, this is the first stop...</p> <p>Explanation</p> <p>cautions</p> <p>Please look at this..., look like careful do not...</p> <p>aware...., first aid...</p>	<p>metaphor</p>

	juice/vinegar wash the sting in the skin away. Anyway, watch out and not to touch or step on them is better than cure by first aid. Please wear life jacket and come back in 30 minutes. When the time is up, I will call you to get on the boat. Is it OK?	3.9 3.2, 3.8	Is it OK?	Using a question to check understanding?
Phi Phi Lay	- We are going to Phi Phi Lay to the south of Phi Phi Don. It is a small island with the size of 6.6 kms long and 1.3 kms wide. It is quite small.... Smaller than Phi Phi Don. There is no hotel or any other accommodation for tourists. It is the area of Marine National Park. We visit Viking Cave, Pileh Lagoon, Loh Samah Bay, and Maya Bay.	3.2 3.4 3.2	We are going to...	Comparison
Viking Cave	- Everyone... this is Viking Cave. But now we are not allowed to go inside the cave. - As you see the bamboo ladders against the cave wall... like bamboo scaffolding for the bird's nest collector to climb up to the cave wall and collect the Swiftlet's nest. They get permission from government to collect the bird's nest, so they have some people guarding the cave all the time....not allow other people to come inside....they are afraid....the people will disturb the Swiftlet. The cave is in the north-eastern side of Phi Phi Lay. The name was entitled from one of the boat pictures on the cave wall, which looks like a Viking ship. The wall paintings aged more than 300 years. Actually, there 73 drawing pictures of 5-6 pattern ships including Arab ships, Chinese junks, local fishing boats, and a picture of elephant. The wall drawing pictures are different in drawing skills, age of drawing pictures, colors and patterns of boats. It is assumed that sea traders of multi-nationality, over centuries, stopped by the cave and maybe they wanted to tell others that they ever stopped here by drawing their vessels on the cave wall. For the historical value, it tells us there were sea tradings in this region.	3.1, 3.8 3.4, 3.6, Content	Everyone...this is... like..., look like...	metaphor

	<p>Unfortunately, now the tourists are not allowed to go inside to see the ancient wall paintings. Another name is “Naga” cave... the name was given by King Rama 9th B.E. 2517 with the reason to entitle the name is because there is a rock look like the head of Naga, the great serpent. Another name is “Leemao”(means Leopard) that was called by sea gypsies because of spider web on the wall of the cave look like Leopard.</p>			
	<p>- For the bird’s nest collector to climb up to collect the bird’s nest. -At some places in the cave the bamboo scaffoldings is 80 meters high from the floor to the ceiling. They climb up by their hands without any strings to collect the bird’s nest on the high wall of the cave. - I never heard about that....but I heard that...that...among the bird’s nest collectors, they have a sacred rite before they climb up to collect the Swiftlets’ nest....like paying respect to the sacred god in the cave...and also they believe that on that day when they go to climb up collecting the bird’s nest, the collector’s wife does not wash her hair and use powder. Otherwise it makes their hands slippery. - What you mean? - Oh..no..no.. only three times a year. They perform the sacred rite in February....so then first collection in March. Leaving the time for 1 and a half, then the collectors collect the bird’s nest around the middle of May. The third time will be around September - October. - They collect it before the mother birds laying the eggs, it is because they want the birds...like being stimulated to make the second nest for their eggs. And another time should be done before mating. Otherwise the birds will make only one nest in a year round. The birds build their nest with their saliva. The brown color might be its blood or the damp of</p>	<p>3.4 Content 3.6 Content 3.10 3.10 Content 3.6</p>	<p>What do you mean? no...no</p>	<p>Checking own understanding Repetition</p>

	<p>the limestone color mixed with its feathers. The best and expensive bird's nest is white, dried, and light. Now the price of the good quality birds' nest is around 100,000 Baht a kilo. It is because the belief of the Chinese. They believe eating the bird's nest soup make their body strong, healthy because the Swiflet birds can fly for a long way about 200 kilometers a day.</p> <p>- Yes, I think so... very pity...for myself I don't eat bird's nest soup.</p> <p>- No, because it's expensive.</p>			
Ao Pileh.	<p>- Ok.... We move on to Ao Pileh.</p> <p>- This is a big lagoon with small entrance way and bigger lagoon inside, so its local name "Pileh" means a room. When a high tide the water in the lagoon shines in two colors; the dark blue inside because it is about 20 metres deep and the entrance way is light green with its shallow water. There are no corals but the water is so clear....look like a giant swimming pool enclosed by steep high wall of karst towers. The reputation of "Ao Pileh" is the sea with two colors.</p> <p>- Today we just go inside and move around for you to see and take photos...OK? Then we go to do snorkeling at Loh Samah Bay.</p> <p>- Ok...now ladies and gentlemen, ....attention please....you can go into the sea again. This is Loh Samah Bay, a wonderful spot for snorkeling, ...full of beautiful coral fishes including Nemo fish, parrot fish ,, and Cartoon fish. You can swim with schools of fishes and snorkel to see corals..... enjoy feeding the fish with bread, if you like, and taking photos.</p> <p>- Oh...good to ask me...we have 30 minutes...OK?</p> <p>- I don't know...but sometimes it may help to preserve coral because natural enemy of the coral are star fish, sea urchin, and parrot fish. Feeding them and making them not to eat coral because they are full by people feeding.... can help preserve</p>	<p>4.6, 3.2, 3.5, 3.4 4.8 3.4 3.10 3.2, 3.10, 4.6, 3.3 4.6, 3.8 3.1, 3.4, 3.10 3.2, 4.6</p>	<p>OK, we move on to...</p> <p>look like...</p> <p>OK</p> <p>OK</p> <p>OK</p>	<p>Metaphor</p> <p>Highlight the information (attention please...)</p>

	coral. Many kinds of fish eat coral such as parrot fish. If you have some bread, take it with you in the water and they will come to be friends with you...may be hundreds of small fish. It's fun.	3.7		
Maya Bay	<p>- OK... everyone this is the last stop of Phi Phi Lay and the last one before lunch time. After Maya Bay, we'll go to Phi Phi Don to have lunch. Before you go to the beach of Maya, I'd like to make an appointment with everyone.</p> <p>- Maya Bay gets its name...becomes popular... as the location of the Hollywood movie named "The Beach" which was made and released in 2000. The film was starred by Leonardo Di Caprio, followed by a strong controversy from the environmental groups. So far we will see during high season hundred of longtail boats, private yachts, speed boats and passenger ferries parking in the bay. It becomes the highlight stop of every tour program to Phi Phi Islands. Maya Bay before the film shooting was not in much attention of tourists. It was packed by garbage floating in the sea and was push by waves into the bay, especially during the monsoon. Now the Marine Park Rangers come to guard the beach, built up toilet facility, and collect some fee from tourists for the beach visiting.</p> <p>- So you can walk along the beach... swimming...sunbathing...taking photos...having some snack and drink... and there are toilets at the back of the beach...just walk and follow the signs. OK we will be here for about 40 minutes... so please come back to the boat ten minutes to twelve... then we go to Phi Phi Don to have lunch. Let's see it is so beautiful as in the film or not.</p>	<p>4.6, 3.2 3.3 3.10 3.4, 3.6 Content</p> <p>3.10</p> <p>3.5 4.6, 3.2, 3.10</p>	<p>OK</p> <p>OK so please come back...</p>	<p>3.10 Requirement</p> <p>3.10 Requesting</p>
Phi Phi Don	- OK everyone we arrive Phi Phi Don. The beach is called Ton Sai Bay.....we will have lunch at Phi Phi Don. I think you are hungry, aren't you? Hungry?	4.6, 3.2, 3.1, 4.1	OK	Attention expression

	<p>- This is the main island of Phi Phi Islands, I means the biggest one..and we have every thing on this island...like a town of tourists.</p> <p>- There are hotels, bungalows, banks, hospital, restaurants, market. We spend about 1.30 hours here, ...having lunch at the catering center provided by our company, ....then you can enjoy themselves after lunch... by going for a walk, shopping, sightseeing by walking along Loh Darum Bay at the back and Ton Sai Bay in the front.</p> <p>- So come back here at 1.45. Don't be late. Be on time, please. We have to go to another island in the afternoon. OK..let's go.</p>	<p>3.1 3.10</p> <p>3.4 3.2, 3.3</p> <p>3.10, 3.2 4.6 (OK)</p>	<p>This is... like</p> <p>Don't be late. Be on time please.</p>	<p>Metaphor</p> <p>3.10 Requesting</p>
Koh Pai	<p>- Attention please everyone. This is Koh Pai or Bamboo island, the national park... Koh pai's original name is Lao Bu Loh, the language of Sea Gypsies, means, maybe, the Bamboo....and this is the final stop of our tour program today. After this we'll go back.</p> <p>- We have 45 minutes on the island. On the island, there are toilets provided by Marine Park Ranger. Please wear your shoes if walking on the island because there are the fruit of the sea pine tree (Casuarina) with simple spikes spreading around the ground, they may hurt your bare feet. In the south of the island, there are some small caves for three to four caves. They were used as the shelters for the fishermen, the national park come to look after the Koh pai B.E. 2526 the fishermen have been dropped here for taking a rest. Walking and sightseeing could be done on the west coast because it is quiet and beautiful for taking photos and you can do snorkeling/swimming in the east coast in the area blocked with the sea buoy.</p> <p>- And I guarantee that you will see Nemo and other kinds of fish swimming with you.</p> <p>- All right? OK then, enjoy yourselves and be back here at 3.45</p>	<p>3.10, 3.1 3.4 Content</p> <p>3.2 3.7</p> <p>3.9 3.4 Content</p> <p>3.7, 3.10</p> <p>3.8</p> <p>4.6, 3.2</p>	<p>Attention please...</p> <p>I guarantee...</p> <p>OK</p>	

Table 4: First Transcribed Data (TG 1's scripts)

Shot/Place	Data	Category	Language Pattern and Note	
<p>First shot Hot Stream Waterfall</p>	<p>- OK Now we are Hot Stream water, we stay here for swimming in Hot Stream Water about 40 minutes and before you get out please check your bag , your camera and drinking water with you. I bring you inside ...ye? Now it's time for swimming. -And do you have clothes to change? [On the walk way to Hot Stream Waterfall] (The tour guide points to a tree lizard on a tree) Oh you got this one in your country? - In Thai, in Thai say 'Ging Gar' but usually in the same kind, is it dragon family? - The head of this, it like a dragon - It like the dragon family -It usually like a Iguana - But they can change their color. - It depends on where they are. - Yes..look like Iguana, but the same kind of - Iguana is bigger, right? -But another species, too smaller than here, usually they climb up to the top of the tree, and they have a wing under the bottom. They can be flying, but not this species, another species. - Er..um (making a sound to show understanding) like a night safari..</p>	<p>4.6, 3.1, 3.10, 3.3 3.8 4.7, 3.10 4.8, 4.10 4.3 4.3 4.3 3.4 3.4 3.10, 4.1 4.11, 4.10 4.3, 3.4 4.7</p>	<p>OK Is it dragon family? Like look like right</p>	<p>checking preparation sharing information exemplification metaphor</p>
<p>Second shot Hot Spring Waterfall</p>	<p>- it's like a palm family, but not that species. And this ... this species die when they have fruit. - Ye.. when they have fruit, they will die...er.. in Thai say...loke - the Sala [They go on walking further along the walk way to Hot Stream Waterfall] - Ye.. ye like yesterday, not so much hot - Ye.. yesterday I think the temperature about 35...I heard you also</p>	<p>4.3 4.11, 4.8 3.10 3.10</p>		<p>weather talk sharing opinion/information</p>

	<p>have thing like this, over there it's a thermal mineral spa but in your country the people have to pay a hundred pound to come in. I think not many people here today. It's good because during the weekdays not a lot of people come, but in the weekend..</p> <p>- Ye... many people, even Thai people.. they like to... to come to sit in hot water. And in the past time we don't have this...this access path, we don't have.</p> <p>[They go on walking further along the walk way to Hot Stream Waterfall and stop at a big rattan tree]</p> <p>-There are many species. Some species very small like a my finger, some species big like this, but you see,(pointing to the long vine of the rattan) it's long..</p> <p>- But for us we cut the rattan, let to the sun and we steam that we holdthe shape to make the furniture. (the tour guide show pictures of rattan furniture to TR2) this rattan OK? And then we... er</p> <p>- Not same family, different from bamboo... you see(TG points to some pictures) we holding the chair, we can separate to small pieces like this, we can weaving (fingers movement to show weaving) and we can produce those furniture..</p> <p>- Not..cause I think bamboo we cannot make like this (TG making a curve in the air by finger)</p> <p>- Right..right! Here(pointing to the stem of the rattan) is good for holding the chair.... And good quality also.</p> <p>- Ye.. bamboo floor and the house.. house wall..they make from bamboo.</p> <p>[They walk down the steps to the canal terrace next to Hot Stream Waterfall]</p> <p>- Usually the water in this chanal(wrong pronunciation) is very clear, but I think...er...last...er..last two days...er</p> <p>- But this chanal, it's a very important for the people as before more than 3,000 years ago. The people used the chanal to traveling.</p>	<p>3.6</p> <p>4.3, 4.7, 3.4</p> <p>3.4</p> <p>4.6, 4.1, 4.11, 4.7, 3.4</p> <p>3.4, 4.7</p> <p>4.6, 4.7</p> <p>3.4, 4.11, 4.1</p> <p>3.4</p> <p>content</p> <p>3.4, 3.6, 4.6</p>	<p>OK, er...</p> <p>Right</p> <p>I think er... er...er...</p>	<p>mispronunciation (chanal)</p>
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	<p>- Ye... to traveling to the another side like the boat from China..the boat from the Arabiaas before they parking or stop at the Andaman Sea. right.. and they take this chanal here to Nakhon Sri Thammarat province now about 200 kilometers from here there, because at this province as before like the country, ye..like the country because south of Thailand, Nakhon Sri Thammarat is the first country. It's not Thailand, not Thailand...as before</p> <p>- Ye..ye...when the people traveling...ye they used this chanal. But now we name 'Klong Thom'. Klong that mean chanal, 'Thom' that means 'don't use it'</p> <p>- Klong that's mean chanal (pointing into the canal)</p> <p>- Thom that mean throw away...don't use it</p> <p>- No boat...nothing(hand waving), don't use it.</p> <p>- Right. But the people...er...this chanal we can connect to Nakhon Sri Thammarat by connecting another chanal...</p> <p>- Ye...by connecting another chanal, but now too shallow, too small cannot take the boat pass through the chanal, but this chanal run down to the Andaman sea.</p> <p>- You know in Krabi, also we have some original from China.</p> <p>- When he come...er..when he came, first came in Krabi have nothing.</p> <p>- But like..er.. he work so hard.. ye work so hard.</p> <p>- Right now... rich people. His family so rich people in Krabi</p> <p>- Ye they have much more land in Krabi...(pausing)... they can buy the island (laughing)</p> <p>- But the water here cold water.</p> <p>- Cold water. Water..er... came from Emerald Pool...er..</p> <p>- Came from the Tung Taew Chanal .</p> <p>- And the water from the Hot Stream (pointing to the Hot Stream Waterfall) connect to this chanal.</p> <p>- But up there that is a Hot Stream, Hot Stream water, There are seven pools, there are seven pools and the first one on top about 3 meter long, 2 meter wide, 1 meter deep, temperature about 38 or 40 degree Celsius... ye you can swim there and you can jump down</p>	<p>content</p> <p>3.6, 4.6, 4.8</p> <p>content</p> <p>4.7, 4.8, 3.8</p> <p>4.7</p> <p>4.6, 4.11</p> <p>3.4, content</p> <p>3.6</p> <p>4.11</p> <p>4.11</p> <p>3.10</p> <p>3.4, 4.11</p> <p>3.4</p> <p>3.4, 4.7</p> <p>content</p> <p>3.1</p> <p>3.4</p> <p>3.10,</p> <p>3.7</p> <p>3.5</p>	<p>Ye...</p> <p>Ye</p> <p>Right, er..., Ye</p> <p>er..</p> <p>er...</p> <p>er...</p> <p>that is...</p>	<p>repetition</p> <p>repetition</p> <p>repetition</p> <p>Who is he?</p> <p>sharing opinion, joking</p>
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	<ul style="list-style-type: none"> - This quite the same as ‘Parkia’ tree (Stink Bean). - Sure. - Ye... to keep balance of sugar level. - OK... we take time for twenty minutes here? 	<p>3.10</p> <p>3.10</p> <p>3.2</p>	<p>same</p>	<p>comparison</p> <p>playing jokes</p>
<p>Fourth shot Emerald Pool</p>	<ul style="list-style-type: none"> - Government control this area, it’s for the bird - The lady from England, she came here alone and she saw the bird in the forest. - And she asked the government to control this area because this bird have been...ye..very special.. ye.. because have been lost in Thailand for 30 years ago. Now we found that.... - Nearly extinct ...only here. - The bird we call in Thai we say ‘Taew Raew Tong Dum’ - This water came from the...er... mountain, over their, but this - I would like you see the root system..ya.. - No, not the mangrove. This is the er...er... Sateaw Tree..ye.. in Thai say Sateaw Tree but this is a very special one. They can...er... they can stay in the water. -You can see..ye.. the root system of the tree rose up from the water.. - because they need air for breathing - And also..er.. in the rainforest, er..er.. the ground is wet underground is water..ye? - And in the ground is very soft there, very soft there and root system..er...have to grow up holding the sand or support the trunk of the tree. - and this is er..more than...er...I think..er.. over thousand years the root system have to...er... modify. - modify for they can stay in the lowland forest, right? [TG lead TRs to the exhibition board and pointing to the picture of Gurney Pitta] - But this bird ...Taew Laew Tong Dum meaning yellow color at its stomach.. - As it loose from Thailand for 30 years ago but...the... the lady from England she found here she name...er... Tina Jolif and we 	<p>3.4, 3.6</p> <p>3.6</p> <p>3.6</p> <p>content</p> <p>4.9</p> <p>4.2, 3.4,</p> <p>4.11</p> <p>4.11,</p> <p>4.9</p> <p>3.4</p> <p>4.11, 3.4</p> <p>3.4</p> <p>4.11</p> <p>3.4, 4.4</p> <p>4.7</p> <p>3.4, 4.9</p> <p>content</p>	<p>er...</p> <p>er...er</p> <p>er...</p> <p>er...I think...er...er..</p> <p>4.4 modify</p>	

	<p>name the way here ‘Tina Jolif Trail’</p> <ul style="list-style-type: none"> - For remember...ye - Ye...she find the bird. - So why we keep the forest for this bird...ye? [They go on walking] - This is the fan palm, look like a...we name in Thai Fan Palm. - But the local people they use the leaves of the palm for mostly of the shape....they put the sticky rice in the palm leaves....like this (TG showing the picture of Thai sweet wrapping by palm leaves) - No, this is a...they put the palm leaves like this, aha. - You see they sticky rice...like this. - And this is banana leaves... banana leaves. - This is sticky rice...ye? And look like the egg, ye? - Sweet - This is banana leaves (pointing the picture) they hodling the shape like this. - Right - No..no..no..no..jack fruit...jack fruit - Jumpada! - Ye.. Jumpada, it’s like a jack fruit... - but not the jack fruit... jackfruit’s brother? - This is another rattan, small you see another species, ye? - Aha...Teacher’s stick! - Because it is durable, teachers can use it for many...many years. - Aha... - Punish? - Aha... -Er..hur! - Oh..zzz, and...and leave another 6 months.. - Oh...ho! - Oh...ju..ju..ju - Er..aha the criminal one. - Punish by the.. 	<p>4.11, 3.6</p> <p>4.6</p> <p>4.6</p> <p>3.4, 4.6</p> <p>3.4, 4.5, 4.7, 4.9</p> <p>content</p> <p>3.8</p> <p>3.8</p> <p>3.4</p> <p>3.8, 3.10</p> <p>3.8</p> <p>3.10</p> <p>3.10</p> <p>3.4</p> <p>3.10</p> <p>3.10</p>	<p>Ye</p> <p>Ye</p> <p>Ye</p> <p>look like</p>	<p>repetition</p> <p>metaphor, repetition</p> <p>repetition</p> <p>playing jokes</p> <p>”</p> <p>”</p> <p>sharing information</p> <p>”</p>
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	<p>- Rotan</p> <p>- We have to hit them by rattan?</p> <p>- one time for remember about six month.</p> <p>- Oh! Ju...ju...ju...</p> <p>- Hit by who? Police officer?</p> <p>- Aha..</p> <p>- Aha.. how long for each time?</p> <p>[They go on walking]</p> <p>- Aha...Jolif...Jolif..but..but this..this way aha...the way to see the bird... the way to see the bird to five to seven kilometers...we don't have to time to this way.</p> <p>- But if you walk inside you will see the birds about more than 300 species.</p> <p>- Ye, sure.</p> <p>- Do you see the small worm there?</p> <p>- That itchy.</p> <p>- No..no..no not butterfly</p> <p>- Ye, ye if you touch it</p> <p>[They keep walking to the Emerald pool]</p> <p>- We have no..er..we have no...we have a...we have no like a European style, you can eat any time you want...</p> <p>- We have no breakfast..we have no lunch..we eat any time you want. We eat when we are hungry.</p> <p>- Oh... ye</p> <p>[After lunch at a restaurant in front the entrance of the Emerald Pool, TG take both tourists to see Para rubber sheet]</p> <p>- (TG explains how the farmer cut the bark of Para rubber tree, collect rubber latex, mix with water and some chemical liquid, let them settle until solid, and put them into rolling machine) after that last time here there (taking a rubber sheet and putting into the machine) three times here, and one more time there, and then let to the sun...</p> <p>- Sun for 3 days, sun for 3 days.</p>	<p>3.1, 3.4</p> <p>3.4</p> <p>3.1</p> <p>3.9</p> <p>4.11, 3.10</p> <p>3.10</p> <p>3.4 content</p>	<p>no...er...</p>	<p>sharing information</p> <p>”</p>
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	<p>-Yes, become like this... become like this.</p> <p>- Er...we have... we have to dry more...er, we have to dry more..</p> <p>- (pointing to another sheet in darker color) we sell the piece like this, we have...er we sell..er...</p> <p>-er...by kilo...one sheet about thirty tree..</p> <p>- One...no...no...no...one sheet like this, we take the rubber from 30 trees to make one piece like this...and one piece can one half kilo...one half kilo...and one kilo now...it sell... about 45 or 44...I sorry...75 Baht</p> <p>- depend on the quality of the sheet of ...because...er..the.. the farmer, if they make the very good sheet, price high up...</p> <p>- But the sheet like this (take a sheet of Para rubber hanging on the bamboo rail)...er...</p> <p>- Clean and very thin...very thin..er...</p> <p>- very nice...</p> <p>- good...good</p> <p>- (pointing to the rolling machine) In my generation, we have to move by hand...(show moving the reel of the rolling maching)..</p> <p>- Right.</p> <p>- Now I have...er... motor</p> <p>- Easy...but my generation...(showing moving by hand)</p> <p>-OK after this we go next to the pineapple plantation.</p> <p>[They get into the van and travel for 10 minutesto the pineapple plantation]</p> <p>- Now we pine apple plantation...we just stop here for picture...ye?</p>	<p>3.4</p> <p>3.8</p> <p>4.11</p> <p>4.7</p> <p>3.4</p> <p>3.8</p> <p>3.4</p> <p>3.4, 4.11</p> <p>4.7</p> <p>4.11</p> <p>3.4</p> <p>4.7</p> <p>4.4</p> <p>3.2</p> <p>3.2, 3.10, 4.6</p>	<p>er...er...er...er</p> <p>no...no...no..</p> <p>4.4 generation</p> <p>ye</p>	<p>repetition</p> <p>repetition</p>
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<p>Fifth shot Tiger cave Temple</p>	<p>- Now we are Tiger Cave Temple - And here I will bring you to the temple. - years...as before about 1200 years... -Aha...here was the sea water (pointing and moving around his hands to the area around the mountain)...and the local people living around here...er...they...want to make the temple...now already have this temple as Nakhon Srithammarat or Pratart Temple - But people, they donation money... - and they traveling by boat to Nakhon Srithammarat, on the way...sick... - many people die...half of them bring money and the gold hide in the cave...after that...sick...die again... - become spirit...become spirit, and this spirit take care... the property...that the head monk telling us like that ye? - Ye...story...ye...story, but this only the story, maybe true, maybe not true, but I will show you in the cave again why we ...er...talking about the story because you can prove by taking picture...aha.. but everything inside the cave ye? - where the tiger living here ye? - and the head monk like a family man not ...I mean he...er...have a lot of people respect him...er...right now...he is...er 71...71 years old...but... - He stay here - about 16 meters tall, 15 meters wide ye? And under the construction for 14 years olds... - the plan into more years shall be finished...ye - Biggest in the world, allow the people go... and walk around the bell ye...next time you come you see it. [They walk up to main hall of the temple] - We took off the shoes, and then inside you can take... - You see this the head monk ye?(take the tourists to see the wax statue of the head monk)</p>	<p>3.1 3.5 3.4, 3.6, content 4.7 4.6, 3.8, 4.11 4.6 4.11 3.6 4.1 3.6 3.4 3.6 3.6, 3.4 3.3, 4.1 3.4, 4.7</p>	<p>Ye maybe...er... ye er...</p>	<p>repetition</p>
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	<p>- Ye... ye.. but now when his first came here but now ...</p> <p>- it's made from wax</p> <p>- wax...now he is 71 years old, but now... er...Thailand, Burma, Sigapore, Malaysia, they also Bhuddists, but Bhuddists different groups..</p> <p>- Mahayarn, Hinayarn, different</p> <p>- Mahayarn, Mahayarn, er...that means... they focus on meditation, for Mahayarn</p> <p>- Yes...but I don't know much about how different... but I.. I.. think it different in how to practice...and Christian also have Roma Catholic and...and protestant...ye...er... are you Christian?</p> <p>- For me we know not much about Buddhism...I just know...er..about Buddhism...the boy before become the man they have to be the monk one time in a life..</p> <p>- Ah...no...ye...in Thailand...ye in Thailand, like the king you see in the picture..</p> <p>- ye he become...became monk before...ye...aha..like a</p> <p>- We do good action for the parent...ye... good action for the parent. And the monk in Thailand in the morning we have to wake up, he have to wake up very early and walk in the village to get food from the local people, from the people, then back to the temple for eating, but the monk eat for only two times a day, first 8 o'clock and the second time before lunch about 11 o'clock.</p> <p>- At night cannot only water drinking water</p> <p>- like that</p> <p>- Not vegetable and they cannot eat every thing, but the monk cannot killing if we cook for him...er... OK like when you offering to the monk if you don't say anything the monk cannot take it, you have to say this one offering to you,(put two hands together like carrying some thing and giving to the monks), and the monk can take it</p> <p>-But usually the monk cannot killing, cannot killing chicken, but you can cook chicken for him</p> <p>- Ye..aha, and also the monk cannot touch the lady...the lady, you</p>	<p>3.4</p> <p>3.4</p> <p>content</p> <p>3.6, 3.10</p> <p>4.1, 4.2</p> <p>4.11</p> <p>3.10, 4.10</p> <p>4.11, 3.4</p> <p>4.6, 3.10</p> <p>4.1</p> <p>content</p> <p>3.4</p> <p>3.10</p> <p>3.10</p> <p>4.4</p> <p>4.7</p> <p>3.8</p>	<p>are you Christian?</p> <p>ye....ye</p> <p>killing</p>	<p>sharing information</p> <p>changing the topic</p> <p>turning the attention</p> <p>sharing the information</p> <p>“</p> <p>repetition</p>
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	<p>know for the Buddhism,... no killing,...no stealing,...indultery (adultery)...and ...er...not not speaking a lie, - and number five no drinking alcoholic , but the monk about 227 rules....(too soft to hear) - Er... young boy can be...er...novice before 20 years old the boy...can be only novice, ‘Nain’, er... when 20 years old...er he become a monk... - And now you see er...Buddha image...er...usually (pointing to some of Buddha statue) - In Thailand we have er...4 positions of Bauddha image, you can say it standing position Buddha image, and that standing (pointing to one of standing Buddha Statue).. - and walking position Buddha image and declining ...(pointing to one of ‘declining Buddah statue) - ye... Buddha image, at each... - Oh...this ...this a...I mean this position...er...they...they talking... - Like... a, this a sitting posetion ...with...er...with attitude...because he want to stop his family.. - they finding their...their...their finding...he said please stop like this (hand geture to show to stop something).. - and this posetion you see here (pointing to Buddha Statue in the posture of meditation) this posetion Lord Buddha sit with cross the legs and right hand put on right knee and four fingers pointing to the ground and the left hand raise on the left. This posetion the talking about Lord Buddha, the Lord Buddha make meditation and then the bad spirit want to kill him but the Lord Buddha he also like the monk he cannot kill it, he order pointing finger to the ground - order the another spirit like a Golden Mother Earth wake up to protect his life - like a this one also in sitting posetion... ye but he make meditation...(not clear) and raining, but the snake or the Naga respect Lord Buddha very much, this is the body of the</p>	<p>3.10 3.10 3.4, 4.11 3.1, 4.7, 3.10 3.4 content 4.11 4.7 3.4, 3.6 content</p>	<p>er...er...er</p>	<p>sharing the information sharing the information “ changing the attention mispronunciation</p>
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	<p>Naga...right? (pointing the body of Naga where Buddha sitting on)</p> <ul style="list-style-type: none"> - he try to make roof to protect rain for the - becuase they have about 60 gesture...er - 60 Gesture - and also you can see ye... head of Lord Buddha image, they have a curl hair (pointing to the curly hair of Buddha statue)...curl hair...curl hair, like the religion try to teach the people to understand human must be have a problem in the head, your job, love, family, every thing you have in your head - sometimes you cannot stop it but the Lord Buddha also have like this.. - aha also have...you will this on top...enlightment - he know the way how to stop - just calm down, make meditation, then you will know the real reason in your head... you know how to stop it.... - OK I bring you to see inside the cave here... to see where tiger live (leading the way by walking up stairs to a small cave) OK...the head master first came here he the tiger in here.. -Ye but when he make the temple, the tiger go away - and the local believe this is the miracle of the head master, so why have people respecting him very much.. ye...and you see...ye (tourists looking around the wall of the cave) Thai people believe if you throw the coin of the on the good things on the table you will be lucky (pointing to a table barred by a rail) - would you like to try? - You like to try?...have any coins? - Ok...the way to make donation - OK...down here please (leading the way down the steps and walking to Tiger Cave Valley)...be careful (On the way to the steps to Tiger cave valley) - Next to feeding monkey, but would you like...(a word not clear because a motorcycle passing)toilet? - not bite...they just need only peanut 	<p>4.2, 3.2, 4.6 4.6, 3.4 3.6, 4.7</p> <p>content</p> <p>3.10</p> <p>3.3, 4.6 3.9, 4.6 3.9</p>	<p>OK</p> <p>OK</p> <p>OK</p> <p>OK</p>	<p>asking for participation</p>
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	<p>- they just feeding like this...they come to you and... - get only peanut - But you don't pay like this (showing giving peanut to monkey)...just feeding one by one... ye - Ye...ye...lady Kuan Im...Um...er...Luang Por Jumnian...er..he went outside the country - to a... to Singapore...Malaysia...to U.S.A. - That's Ok ? Stair up 120 and step down again 87 steps -(pointing to some crocodile toys) Hey...hey do why they have crocodile toys here? - Ha..ha I talked to the nun...here ,you see one, two, three, four... scare monkey (pointing and counting the crocodile toys in the shelter of candle and joysticks) - we don't know why the monkey afraid..er...of crocodile - To get...to frighten away monkey (They start walking up the steps) -Today's ok, some day I have to walk 1,200 steps to top of the mountain - We staying here for 2 hour - Ha...ha...ha...if some days I have 10 people, some of them need to on top, if they have some of them see the forest, I can say I can bring another group to see the forest but if many people want to go up there, I have to follow them (Arrive at the shelter on the hill) -You got mosquito spray? -Sorry we forgot -er...we go into the forest - in there, you can see ...because down there - Oh I think about...I bring you the short way (everyone laughing) -Ye... it's about...if you walk quickly...it's about 20 minutes...if we don't...stop it...OK - UM ...ye if the raining cannot look the rock up there sometime it</p>	<p>3.2, 3.4 3.8, 3.9 3.10 4.6 4.6, 3.6 3.5 4.7 3.10 4.7 4.11 3.10 3.2 3.10 3.9 3.5 4.1 3.10</p>	<p>ye Ye...ye</p>	<p>demonstration playing jokes sharing information playing jokes playing jokes</p>
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	flow down (They walking back to the van) - Er...ye...thank you (everyone laughing)	3.7 3.4 3.10		playing jokes
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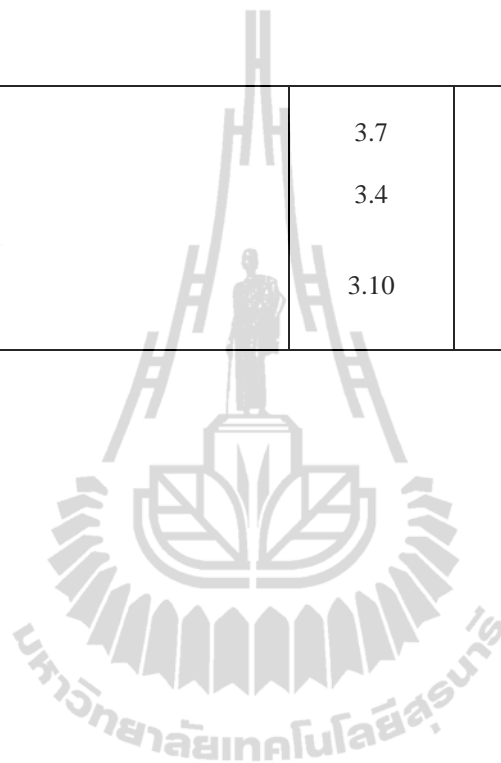


Table 5: Second Transcribed Data (TG 2's scripts)

Shot/Place	Data	Category	Language Pattern and Note	
First shot Bus	<p>- Good morning everyone. I am your tour guide today. My name is Samlee. Call me Samlee. And our driver is Mr. Sompop. We are going to take you to Nam Tok Ro, Hot Stream Bath and Sa Morakot in Klong Thom District, around 40 kilometers from here. Two times today for visit, first time in morning time for hot water and in afternoon time in cold water nearly 1 degree Celsius.</p> <p>- Everybody can eat chicken. (TG turns to the German man) Today you are lucky I have female chicken for you (closing his mouth with left hand and making a mocking face)...</p> <p>- Ye...young people (TG counts the number of tourists on the bus) [The bus arrives at Hot Stream Waterfall, Nam Tok Ron]</p> <p>- OK everybody we arrive Nam Tok Ron, or Hot water fall. We will walk for 200 meters to Hot Water Fall, where for bath taking, OK? [Tourists get off the bus and walking after the tour guide on the walk way to Hot Stream Waterfall]</p> <p>- (pointing into the stream) Do you think cool?</p> <p>- Ha..ha..ha.. hot or cool? About two hundred meters more to Hot Waterfall. (TG with a plastic bottle in his hand walks down to get some water from the stream and comes up to pour some water onto tourists' hands)</p> <p>- (before poring some water onto one of the tourist's hand) Hot or cold?</p> <p>- (TG walks to German woman) You try it, twenty Baht. (Tourists laughing) Hot or cold? (TG talks to the German man) [They go on walking and TG stops them at the junction of two streams]</p> <p>- Hot water comes out of two mains wells...(showing his two</p>	<p>3.1</p> <p>3.10, 4.7</p> <p>4.7, 4.6</p> <p>4.6, 3.1, 3.2</p> <p>4.7</p> <p>3.4 3.10, 4.7</p> <p>3.10</p> <p>3.4, 4.7</p>	<p>- Good morning</p> <p>- Self-introduction</p> <p>- College introduction</p> <p>- Program announcement</p> <p>Ye...</p> <p>OK</p> <p>OK</p>	<p>playing jokes</p> <p>demonstration</p> <p>playing jokes</p>

	<p>fingers apart) you see for my finger to the well, in the well have ...about one and half meters, not big look like volcano, from the well to here 800 meters. In the well you look this one (pointing to the stream) 800 meters have boiling water 150 degree Celsius and this one 800 hundred meters also (pointing to the other stream) 120 degree Celsius, from the well to here 800 meters, let..let...let...let...let to this one about 41 degree Celsius, and then let more to the waterfall 38 degree Celsius..</p> <p>- good for swim</p> <p>- Everybody look more younger... you will to forget you, I cannot forget you...</p> <p>[They arrive at the Hot Waterfall]</p> <p>- Ye ...you can leave the bag and clothes here I take care.</p> <p>[Tourists come down the Hot Waterfall Bathtub and TG taking photo for them]</p>	<p>content</p> <p>3.7</p> <p>????</p> <p>3.7</p>		
<p>Second shot Sa Morakot, Emerald Pool</p>	<p>- We go to Sa Morakot, not too far from here, take time ten minutes.</p> <p>[At the entrance way to Emerald Pool, TG take a leave of a fan palm to show how to wrap sticky rice]</p> <p>- (laughing) My mother cook...cook it...aha ...put the rice inside.</p> <p>- Put in boiling water</p> <p>- Ye...if you like chicken</p> <p>- Hello everybody (calling and mouth whistle to call the group) OK ...OK now we go.</p> <p>-(TG helping some of tourists step up the wood bridge) for the lady...an old man (helping the German man)</p> <p>- take care yourself darling...</p> <p>[TG stop the group at a big tree and light up a lighter and burn a hole of the tree]</p> <p>- The people use this oil from the tree to make torch..to make a fire. (burning the hole of the tree) 3900 Acre fo this jungle we have 94 different kinds of the tree 4 or 5 meters up from the floor,... long time ago there is not electric, night time too much dark time , then Thai people make fire using the bamboo,.. for the bamboo</p>	<p>3.2</p> <p>4.7</p> <p>3.10</p> <p>3.10, 4.6</p> <p>3.10</p> <p>3.4</p> <p>content</p>	<p>OK</p>	<p>playing jokes</p> <p>calling for attention</p>

	<p>outside from coconut put in the bamboo and then make fire this one (TG apply the oil coming out of the burning wood in the hole and show it to the tourists) this one can make fire for five hours. For another one if you have long-tail boat and your boat have the hole and water can go inside in your boat...waterproof reason we choose one (TG apply by his finger again and smell the oil) Do you know Creosote Tree ...</p> <p>- No good for make the floor of the home (hand tapping the tree) because it easy for burning.... And then long-tail boat easy for burning.</p> <p>- Creosote...Creosote. This is oily...oily..li...liquid that we use it to make a fire and to be a water-proof for wooden boat.</p> <p>- For water-proof in the boat very good one. Aha...and then, speed boat, long-tail boat easy for burning because you need to use this to water proof them.</p> <p>[TG stops at a vine of Monkey Cups or Nepenthes; the name 'Monkey Cups' refers to the fact that monkeys have been observed drinking rainwater from these plants; actually it is a carnivorous plant- Wikipedia]</p> <p>- This flower is the cooking pot of the monkey. If you have sticky rice, you put inside and put in the boiling water, you can eat with sugar, but I not believe them for cooking pot of monkey, I believe them for monkey condom.</p> <p>- And then you use one or what?</p> <p>- Not...not...not for me. (Everyone laughing...)</p> <p>[Tourists stop at the Crystal Pool and ask TG to take photos for them]</p> <p>- Everybody...look me</p> <p>- OK...One ...Duan...Pee(TG takes another photo) one...two...call</p> <p>[tourists spend an hour swimming in the Emerald Pool and then walk back to have lunch at a restaurant outside the entrance]</p>	<p>3.10</p> <p>3.1</p> <p>3.4</p> <p>3.4, 4.4</p> <p>3.4</p> <p>3.4,</p> <p>3.10</p>	<p>oily</p>	<p>demonstration</p> <p>playing jokes</p>
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<p>Third shot</p>	<p>[TG demonstrate a rubber tapping]</p> <p>- OK everybody I will show you how to rubber tapping. For income of Krabi people number 1 from rubber, number 2 palm oil, number 3 fishing, number 4 tourist, number 5 market, number 6 food, number 7 steam rice, number 8 coffee, coffee we make money three million Baht per year, number 9 I don't know..</p> <p>- Only number 8. Rubber tree seven years, seven years old for grow-up before cutting, can start making rubber.... start from this one (pointing the highest cut in the bark of a rubber tree)..to this on (pointing to the lowest cut in the bark) about two years,...two years....two years (pointing to other side of the tree) and two years again (pointing to the first row of cutting) about thirty years or thirty-five....cut....(making a gesture of cutting)...good for furniture rubber you see before for furniture rubber wood like you see in local restaurant for yellow color table, yellow color chair, that one maybe from rubber. Then why the Thai people start on that (putting hand on the highest cut)...good reason too...why?</p> <p>- That for you, because Thai people short hand...European people (pointing to a higher level of bark)..or you stay in Krabi then. I pay... I pay you after ...after one year...</p> <p>- We wake up on night time about one or two o'clock at the night and the lamp on battery (making his hand like lamp on his fore head) and for the boot (pointing his shoes) on night time we protect snake...snake wake up on night time... have many..many kinds of snake for wake up on night time...we cobra...we have. Why we start wake up on night time because</p> <p>On night time, cool weather has a lot for latex we have only one milliliter(TG start cutting the bark and show the strip of bark to the tourists)...professional!...professional!</p> <p>- If we tap on night time...to wake up one or two o'clock at the night...six o'clock morning...we collect latex...one night about four hour drop latex...one night...tap about this one (pointing to a bowl for latex drop and dip his finger into latex drawing a line half of the bowl)</p>	<p>4.6, 3.1, 3.10, 3.4</p> <p>content</p> <p>4.7</p> <p>3.10</p> <p>3.10</p> <p>3.4</p> <p>3.10</p> <p>3.4</p> <p>content</p>	<p>OK</p>	<p>demonstration</p> <p>playing jokes</p> <p>sharing information</p> <p>playing jokes</p> <p>telling the routine lives of the</p>
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	<p>if you tap on day time only thirty minute drop latex... thirty minute drop latex (draw another line under the half line)...hot from the sun early rise...thirty minute drop latex...you OK? One cup one rubber, thirty cup rubber tree, (TG tells a tour guide assistant to take a rubber sheet) thirty cup rubber tree per four liter latex, four liter latex put in aluminum tray...mix per with fresh water four liters also, take about fifteen minutes to solid, and then we solid we step on a rubber because step on take latex up on and take in the machine (TG show an aluminum tray and level by his finger)...thirty cup rubber tree... four liter ...mix per with fresh water four liters also... take about fifteen minutes to solid...before step on... thick latex... after step on thin (making thick and thin size of solid latex by two fingers) take in the machine (pointing to the rubber press molding machine) some people by engine, for people hard work by hand (moving his hand round and round) finish hang on the bamboo...kept on white color change to yellow color. On yellow color ready to sell in the market, one sheet is one point two kilogram eighty one Baht per one kilogram. Then your family has 600 rubber trees, then in your family have 5 people, you and your wife have 3 children (TG turns to a German couple) ...sorry how many wife you have?.....</p> <p>- One or two (speak softly but show fingers).....OK you and your wife, wake up only you tapping rubber and then six o'clock morning help together for collect latex with your children... finish work about seven thirty...eight o'clock three children go to school...then you make money about three hundred fifty Baht per day per six hundred rubber trees. If family has 1,500 rubber trees, calculator by yourself ...OK?...about 700 or 800 Baht per day. (TG takes a sheet of dried rubber) Export from Thailand to ...international country... what do we do? What we use rubberproduct? Tyre Michilin, Dunlop, Goodyear, Yokohama,...your shoes maybe from rubber..ha? (TG folds the rubber sheet and give it to a tourist) condom for you? It's my size.</p> <p>- Have questions for me?</p> <p>- (let a tourist hold one end of the rubber sheet and he takes the other,</p>	3.10		<p>locals</p> <p>playing jokes</p>
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	<p>both pulling the rubber sheet)</p> <ul style="list-style-type: none"> -Four liters water out of the press machine - Ye..take fifteen minutes to solid, then step on.. - Thirty cup rubber trees. -Yes, but thirty-six Baht for one kilogram, this 81 (pointing to the rubber sheet) - I don't know it depends on your country, but good quality it's higher price. 	<p>3.10</p> <p>3.2, 3.3</p>		checking understanding
<p>Fourth shot Tiger Cave Temple</p>	<ul style="list-style-type: none"> - OK Welcome to Tiger cave Temple...maybe end with miracle.....monkey temple,... not tiger now ...only name of Tiger Cave Temple...you can go to toilet,...you bring only camera. Shall we go? [TG takes the group to the stairs up to the mountain] - Oh I wait here, bye bye [Tourist and TG come up the stairs and down to Tiger Cave valley] - This way [They arrive at the temple court] - Very quiet...good...good for meditation. You can take photos for my Bhudda. (TG pointing to a skeleton in glass cabinet) You think in the glass, bone, lady bone or man bone, ten Baht if you win, ten Dollars if you loose, lady or gentlemen? - You think man. - This one lady bone she come from nurse of Thailand from Chiangmai before she die she saw the leader of the monk in this temple then she said if she die she donation her bone for this temple. Then next time have fire burn in Bangkok, she die in that area, family donation only for this temple for somebody study how many bone in your body. - We have time for counting. 	<p>4.6, 3.1</p> <p>3.10</p> <p>3.3</p> <p>3.5</p> <p>3.10</p> <p>4.7</p> <p>3.10</p> <p>3.6</p> <p>content</p> <p>3.10</p>	OK	<p>playing jokes</p> <p>playing jokes</p> <p>playing jokes</p>

Aboard at pier	<p>can see the connecting beach between the 3 islands, Koh Tub, Koh Mor, and Chicken island. So we go to Talaywaek first, and then to Koh Si for snorkeling, then back to Boda island for lunch there, the last one we go to Railay. Ok</p> <p>The boat ride in full speed to Talaywaek, fifteen minutes pass, the boat arrives at Talaywaek]</p> <p>- Er...this is the Tub Island...Mor Island...Chicken Island (pointing to the islands)...when the full moon...in the afternoon time, you know, they are connecting together...they have land also...from here to Chicken island (pointing to the biggest island in the distant-Chicken Island). Ok you can walk on the beach but you can leave sandals on the boat...OK?...clean beach...you can leave your sandals, your belongings on the boat, except your camera, sun cream (Making a gesture applying sun cream on his arms)with you only. You can walk on this side better...(pointing to the beach on the left hand-side). We have 50 minutes, be here until 10.30, now 9.35. OK. About fifteen minutes, Sir.</p> <p>TR: Fifteen?</p> <p>TG: Fifty.</p> <p>TG: Oh, fifty!</p> <p>TG: Fifty...ye...Five...Zero. Be here until about...er... thirty past...a half past ten.</p> <p>TR: Alright!</p> <p>TG: Ok, enjoy to your time. (Thai speaking...)</p> <p>[the boat arrives at Koh Si]</p> <p>- OK, everyone, we snorkeling here,...Koh Si...Koh Si... about 30 minutes. For the person cannot swim, please wear life jacket, and we have snorkel and mask to borrow free, free if not lost, if not lost you borrow free. If you lost them, we charge you 1,500 Baht each. Please take care of mask and snorkel. We told you already...not loose them. If you loose them, we have to charge you. Ok, now I will write down your name, who borrow the mask and snorkel. (TG take a file to write the tourists' names down for mask and snorkel borrow, and then TG and his assistant help some tourists wear life jacket, snorkel and mask)</p>	<p>3.10</p> <p>4.6</p> <p>3.1</p> <p>4.7, 3.4</p> <p>3.1, 4.7</p> <p>3.4, 3.7</p> <p>3.10, 3.3,</p> <p>4.7</p> <p>3.2</p> <p>3.8</p> <p>3.8</p> <p>3.10, 4.9</p> <p>4.6, 3.10,</p> <p>3.1, 3.2, 3.3</p> <p>3.10, 3.8</p>	<p>OK</p> <p>This is...</p> <p>fifteen minutes</p> <p>Fifty</p> <p>Five...Zero... thirty past...a half past ten.</p> <p>Enjoy your time.</p> <p>OK</p>	<p>activities in each spot</p> <p>repetition</p> <p>repetition</p> <p>expressing hope</p> <p>play jokes and repetition to highlight information</p>
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	<p>[Tourists spend about 30 minutes swimming and snorkeling, and then the speed boat at full speed rides passing Chicken island to Boda Island]</p> <p>- This is Koh Boda... Boda island, we have lunch here. Please take one bottle of water with you. And we will bring lunch box for you on the beach. You can sit and have lunch anywhere you like. After you have lunch box, we have fruit and cake to serve all of you. And please be on the boat at 12.30. On this island, there are toilets at the restaurant,..er...but for 10 baht each time you com in. You have to wear sandals to protect your feet from from small pine-tree fruit. It's hard and sharp. OK...please take one bottle of water with you...one bottle one person.</p> <p>[Tourists take a bottle of water and go to the beach, having lunch, some relax under the trees, some walking, some swimming until half past twelve, the boat heads to Railay beach]</p> <p>- Ok next program, we go to Railay beach or Tham Pranang Beach. Just 15 minutes from here. The boat will run very fast, so please take a seat, not walking. OK we are ready. [Check all the tourists on the boat by counting the number]</p> <p>[The boat arrive at Railay beach]</p> <p>- OK, this is Tham Pranang Beach, in a part of Railay beach. The other part over there is Railay beach (pointing to the other beach to the north). This is popular beach called "Tham Pranang Beach", here there is a premiere hotel that I already check-in for everyone, 1 minute for 1 person to stay in this resort,...the best and the most expensive resort in Krabi. The price is one hundred forty thousand Baht per night...ha...ha...ha.</p> <p>- OK...we are here for 45 minutes until half past two...OK? You can walk to Pranang Cave and swimming around there(pointing to Pranang Cave).It is very nice place to swim. The water by the mountain is very clear. Ok...enjoy to your time.</p> <p>[At 2.30, all the tourists come back on the boat, and the boat head back to the pier]</p>	<p>3.1, 4.8, 3.2, 3.10</p> <p>3.2, 3.10</p> <p>3.3, 3.9</p> <p>4.6 3.10</p> <p>4.6, 3.2, 3.9</p> <p>4.6, 3.1, 3.4, 4.7 3.4</p> <p>content</p> <p>4.6, 3.2 3.10, 4.7, 3.7, 4.6, 3.10</p>	<p>And please be on the boat at 12.30.</p> <p>OK...please take one bottle of water with you</p> <p>OK Check all the tourists on the boat by counting the number</p> <p>OK</p> <p>OK</p> <p>OK...Enjoy your time!</p>	<p>information for food/beverage services requesting</p> <p>requesting</p> <p>Intra-communication</p> <p>Expressing hope</p>
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Table 7: Second Transcribed Data (TG2's scripts)

Shot/Place	Data	Category	Language Pattern and Note	
Second shot	<p>- Good morning ladies and gentlemen, on behalf of Koh Phi Phi tour, we are very proud welcome all of you to our trip today. So our trip called "Four Island". Four-island program and the firstly, I would like to introduce myself, my name is Ood. I'm your tour guide today.</p> <p>- Before I tell you about the tour program today, I would like to tell you about serving equipment on the boat. We also have a life jacket,...mask and snorkel and also provide you on the boat, and ...also for...um...if we going to sea sick, we also have something about sea sickness, Ok we serving you...and (moving his hand like thinking technique) we have drinking water and also...er...Pepsi...and also soft drinks available on tour boat. I think not bring drinking water along with you. So ladies and gentlemen, before we are leaving here for the islands, I...I think the firstly I want to introduce our captain, he is our expert about the sea, about driving the boat, our captain name is Mr. Jacky, and also our assistant at the behind he sit on the engine, Mr. Bon. OK...er... this is our team</p> <p>-For about our tour program today, you know what...er...er... you know where we are going today, so we are going to Four islands. Er...I think...we are... make first stop...er...at the sand bank or Talay Waek. Sand bank or Talay Waek is mean we have one beach connecting between three islands, Chicken island, Tub Isalnd, and Mor Island. Sand bank is mean...we have, you know, one beach, connecting between three islands. You can walk from this island to the other islands when low tide. Ok...we stop there at the sandbank for 45 minutes at the sand bank, and...er...you can take a photo, and walking around, certainly relax. That's it...we call 'Talay Waek'. This is an unseen in Krabi or unseen in Thailand, actually we have two places in Thailand, one in Krabi and one...the other one in Koh Tao. Koh Tao we have also that, also the sand bank like this.</p> <p>-And after sand bank, you know... ladies and gentlemen, we are going to another place, another island, we are going there, it is special for snorkeling, ...it is special</p>	3.1	<p>- Good morning..., On behalf of..., welcome... - self-introduction</p> <p>beverage services</p> <p>college-introduction</p> <p>er...er I think..</p> <p>And after... activities, equipment services</p>	<p>use of nick name</p> <p>giving information on boat equipment services</p> <p>use of nick name</p> <p>giving information on boat equipment services</p>
		3.10		
		3.10		
		4.7		
		3.10		
		3.1		
		3.2, 4.11		
		3.2		
		3.4		
		3.10		
		3.2		
		3.10		
		4.8, 4.9 content		
		3.2, 3.10, 3.7, 3.8		

	<p>for snorkeling. And for about the snorkeling equipments like mask and snorkel we also provide you again when we arrive to do... when we arrive to the island. We call it "Koh Si". Ok...you can snorkeling to see coral reef under the sea with mask and snorkel. And you will see a lot of fish and very nice coral reef. That we call 'Koh Si'. Actually, at the Koh Si, we go there, especially, I think for snorkeling, we have no beach. I think at this stop at the open sea, you can jump down to the sea from the boat. And you will see the coral. I think this is good for good swimmer. If you know how to swim, that is good. But it's easy for snorkel, when you are the first time.</p> <p>-And after Koh Si, ladies and gentlemen, we have to move to another island. We call 'Poda Island' Poda island there is one of the most beautiful beaches with clear water. We are going to Koh Poda, I think, we are going there for having lunch for together. So our lunch will provide by...er...by lunch box...by lunch box because there no restaurant on the island. For lunch we are going to Poda island for lunch and...after lunch you have free time for another one hour on the beach. You can do...er...I think... activity...after...after lunch you can walk from wall to wall, I think, you can do swimming again, or relaxing on the beach there,...er...but not good for snorkeling. So for swimming and for lunch all together.</p> <p>-And after that also we are going to another place again. We are going to Phra Nang beach. I think at...er... at Phra Nang beach we are going there for swimming and also relaxing on the beach. And people see...(moving his hand) on the beach, we have...on the beach... a big cave, we call 'Phra Nang Cave', that we call 'Phra Nang Cave', you know, for almost of local people, who are...many...not all of them, you know, I think the most of them are going to pray (putting his hands together to pay respect by 'Wai') for the Goddess there for...er...accomplishment. The most of the local people...we are...I think they...er... respect her...Ok? I think we're going there for 45 minutes.</p> <p>-For our tourists, we go for "four island", just like, we're going there for Half Day tour, not full day, something like, 'Island Hopping". We are there until half past two, half past two, then we come to the boat for going back to the pier...Ok? You have any questions? You have any questions? It's my pleasure to answer.</p>	<p>3.1, 3.10 3.4 3.1, 3.10, 3.7</p> <p>3.2 3.1, 3.4 4.11, 3.10</p> <p>3.2 3.10, 4.11 3.7</p> <p>3.2 4.11, 3.10 4.7 3.1</p> <p>4.7, 4.4 4.11, 4.2 3.2 3.2 4.5 3.2, 4.6 3.10, 3.8</p>	<p>And after...</p> <p>I think...</p> <p>er...I think...</p> <p>And after that... I think at ...er...</p> <p>accomplishment er...er..I think</p> <p>Island Hopping OK You have any questions? You have any questions? Please wear life jacket for safety, safety first..Please wear it if you don't</p>	<p>checking understand</p> <p>repeating</p>
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	<p>-And before we go, I would like you to take a seat on both sides with the same number of people. This is to keep the boat balance. That's make the speed boat run smoothly. <u>And please wear life jacket for safety, safety first, isn't it? Please wear it if you don't mind.</u> Ok?</p> <p><i>[The boat leaves the pier and arrive at the first stop "Talay Weak" around 9.30]</i></p> <p>- Ladies and Gentlemen, here we are at one of Thailand's unseen highlight. We call it "Talay Weak" in Thai but it means "SAND BANK" that connecting three islands....er...Tub island, Mor island, (pointing to two small islands on both ends of the beach where boat parking) and Chicken island,(pointing to a big island in a distance) or Koh Kai, Kai means...er... chicken because there's a rock tower at the back of that island...look like a chicken head and its neck. You can see it when we going to the second stop...on the way to Koh Si.</p> <p>- I think...er...we cannot go there today because the water is not at the lowest tide. The longer sand bank to Koh Kai is under the water....the water at your knee level. It's not easy to walk.</p> <p>But you can walk on the sand bank between Koh Tub and Koh Mor, OK? You take good photos, swim, and look around, walking, sunbathing. And I think it's good for sunbath today...very sunny.</p> <p>- We stay here for 45 minutes, or until 10.15...ok? please come back here...on the boat 10.15</p> <p><i>[Tourists enjoys walking along the beach, taking photos, some swimming and playing in shallow water. All of them come back on the boat a bit before 10.15, and then the heads to Koh Si]</i></p> <p>- Ok, everyone, Now, we are at Koh Si. It is very famous for snorkeling. This is the nearest spot for snorkeling for the shore. We must park the boat here because there are no beach only four big rocks ...er... you can see...er.. just come up over the water. So we call it Koh Si because Si means 'Four'.</p> <p>- I can guarantee you will see a lot of fish and coral. I show you first. (TG throw some bread into the sea, not so long a giant school of small fish coming up)</p> <p>- We call ...Damsel fish, tiger fish, and you will see some bigger fish under water near the coral reef, you will see parrot fish, nemo, maybe grouper.</p>	<p>3.9, 3.8</p> <p>3.10, 3.1, 4.9, 4.8 4.7 content 4.8 3.10 3.2 3.10</p> <p>4.6 3.10 3.7 3.2, 3.10</p> <p>4.6, 3.1, 3.4, 4.11 4.8, 4.9 3.7, 3.10 3.4</p> <p>3.4, 4.11 4.6, 3.8</p>	<p>mind. - Ladies and Gentlemen</p> <p>look like</p> <p>OK</p> <p>please come back here...on the boat 10.15</p> <p>OK</p> <p>er...er</p> <p>I can guarantee...</p> <p>right? OK Don't loose it...</p> <p>er...er</p>	<p>calling for attention</p> <p>metaphor</p> <p>changing the schedule</p> <p>requesting</p> <p>demonstration</p> <p>repetition</p>
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	<p>- Yes, they make water...like boiling water, right?</p> <p>- OK, you can come to tell me your name and borrow a snorkel and mask and take care of them with you, don't lose it. Don't lose them. OK? Anyone make it lost you have to pay for 1000 Baht. OK? We let you snorkeling here for 40 minutes</p> <p>- Yes, but you should not try to catch them, some of them...have...er...sharp...sharp fin.</p> <p><i>[All of tourists wear jacket, mask and snorkel pipe, and jump into the water. After this stop, the boat heads to Boda Island]</i></p> <p>- Now, we are on Koh Boda .This is a private island. It is the biggest island for this program today. And we will have lunch here. It is now (looking at his watch) nearly 12. I think everyone hungry,...right?</p> <p>- We have lunch box for every one, so it picnic lunch, and we have some cake, and some fruit. We will take lunch to the big tree (pointing to some tree behind the beach) you take a bottle of water,...just water with you, Ok? We take all the food for you. And let me tell you some more things. After lunch...er you can do many things on this island. We stay here until half past one. OK? You come back on the boat half past one. After lunch you can swim...er ...walk along the beach for sunbath. It a long beach you can see...like a half of a circle.</p> <p>- Yeh, we take all the food for you. Sorry, one more thing, please keep everything clean by throwing all your rubbish in the bin. Please do that. And you can go to the toilet, if you want, but you have to pay 10 Baht. It is near the restaurant. (pointing to a restaurant behind the trees). Ok, enjoy your lunch.</p> <p><i>[After lunch, tourists spread around, walking, swimming, and relaxing under the trees. Then at 1.30 the boat moves back to the shore of Railay, the last stop at Pranang Cave Beach]</i></p> <p>- Ladies and gentlemen, now we are at Railay. In this area we call Phranang Cave beach...the last stop for today program.</p> <p>- Here the highlight is white sand beach. Pranang Cave Beach has been voted the most beautiful beach in the world. We have lots of activities,.. rock climbing, swimming, kayaking, sunbathing and you will see Phranang cave..er like I told you before... it has a large cave with Princess shrine , adorned with linga offerings made from wood . You will be amazed...when</p>	<p>3.2 3.9, 4.11</p> <p>3.1, 3.4, 3.10</p> <p>3.10 4.7 3.3, 4.6 3.2, 3.10 3.2, 4.6 3.10 3.4 3.8, 3.10, 3.3, 3.5 4.7, 3.10</p> <p>3.1 3.2 3.4 content 3.10</p> <p>4.7</p>	<p>activities</p> <p>OK</p> <p>OK</p> <p>like... please keep everything clean...</p> <p>enjoy your lunch.</p> <p>OK</p>	<p>checking understanding listing services</p> <p>metaphor asking for cooperation</p> <p>expressing hope</p>
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	<p>you go to the cave over there (pointing to the cave of Phranang), from here take a look at the cave and imagine....er... what the cave look like. Then when you see a lot of wood penis in the shrine, you will understand.</p> <p>- Ok be back here 2. 40.</p> <p><i>[After the stop at Phranang Cave beach, the boat go back and arrive the pier around 3]</i></p> <p>- Ok everyone we hope you enjoy the trip today. Thank you for coming with us. Have a nice staying here in Krabi. Swat Dee Krab.</p>	<p>4.6, 3.2</p> <p>4.6, 3.10</p>	<p>OK</p>	<p>expressing good feeling, appreciation, and leaving</p>
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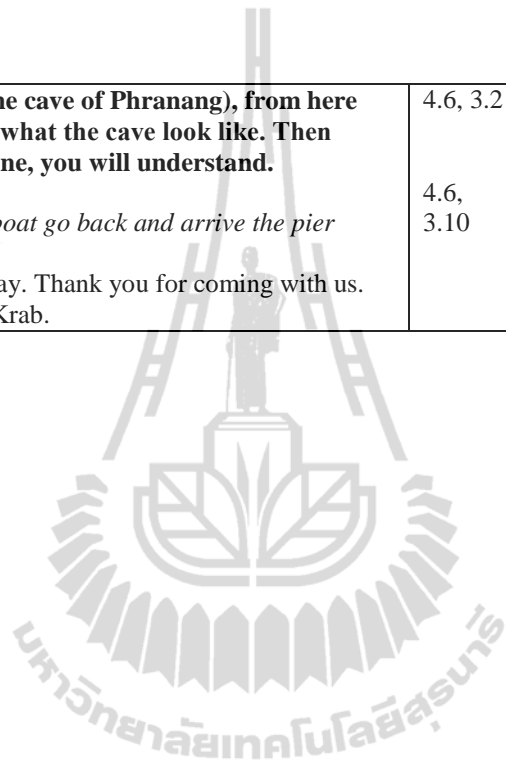


Table 8: Third Transcribed Data (TG3's scripts)

Shot/Place	Data	Category	Language Pattern and Note	
	<p>[Itinerary Announcement]</p> <p>- Good morning ladies and gentlemen,... Good morning. Welcome everyone to Krabi with our services from Krabi Smart Travel. First of all, I would like to introduce myself, my name's Monlor but, I'd like you to call me Lor, for short. I am your tour guide today. Today we are going to travel by speed boat, so I would like to introduce Mr.Kaen, our captain(pointing to the captain) and his assistant Mr.Dung (pointing to the boat man sitting at the back). Our captain has 10 years experience in boat riding, so we are sure we are safe in this trip.</p> <p>- Today we are going to Four islands, Phranang Cave at Railay, Koh Si, Koh Poda, and Talay Waek. I can say that the tour program of Krabi 4-island is the most famous package tour for one-day tour program among tourists who come to visit Krabi. So we have 4 stops today...so let me take a few minutes to tell you the tour program, OK?</p> <p>The first one is Rai lay beach, you can visit Phranang Cave. You can... you can do many activity there such as sightseeing, swimming, sunbathing, rock climbing, taking photograph.</p> <p>After that, we will go to Koh Si that, is very good place to snorkel. The third one is Poda island, you can take a rest and have lunch here. And the last one is Talay Waek,... Sandbank connecting 3 islands including Koh Gai, Koh Tub and Koh Mor It is an unseen tour site of Krabi. You can swimming and sunbathing there.</p> <p>- And for you safety, please wear life jacket all the time and try to keep the boat balanced by sitting on both sides of the seat with the same number of people. And the last thing, I would like to tell you before we go. If you feel not well while we are heading out or nauseous, it may be because you are sea sick. Please, let us know about these. We have prepared some first aid kits for you already. And we have drinking water to serve you and you can help your self, it's in the ice box. Have you got any questions?</p> <p>I hope everyone enjoy the trip today. If anyone has any questions please do not</p>	<p>3.1</p> <p>3.2</p> <p>4.7</p> <p>3.10</p> <p>3.2, 3.4</p> <p>3.10</p> <p>4.6</p> <p>3.10</p> <p>3.10</p> <p>3.10</p> <p>3.10</p> <p>3.4</p> <p>3.10</p> <p>3.9</p> <p>3.10</p> <p>3.10</p>	<p>- Good morning...welcome</p> <p>- Self-introduction</p> <p>- College-introduction</p> <p>Program announcement</p> <p>let me...</p> <p>OK?</p> <p>Activities for each island</p> <p>“”</p> <p>“”</p> <p>“”</p> <p>Health and beverage services</p> <p>- Have you got any questions?</p> <p>- I hope...today</p>	<p>Transition signals: first of all...</p> <p>Use of nick name</p> <p>Relaxing expression</p> <p>Asking for permission</p> <p>Listing of activities spot by spot</p>

<p>hesitate to ask me and I will do my best to answer you. O.K. Let's go! <i>[The boat arrives at Railay Beach and Phranang Cave]</i> - Ladies and gentlemen. You are very welcomed to Railay Beach and Phra Nang Cave. As you can see, the beach is like silver lines on the soft white sand. In front of us is dramatic limestone cliff scenery. It is one of the best places for rock climbing in Krabi. On your right hand is the well-known Phra Nang Cave. Both of them make this area a popular beach. From here, it is possible to hike to the top of the headland to get spectacular views of the entire area. There is something to make you surprised in Phra Nang Cave. What is it? Would you like to know? Follow me....I will be there.</p> <p>For any of you like to swim or taking photo, you can do it by walking along the beach. But every one please come back here at 10.15 OK?...10.15 please come back on time.</p> <p>- You can take it with you or leave it on the boat... the captain and boat man waiting on the boat...all the time. If you don't use it, leave it here. Don't worry. <i>[TG walks to Phra Nang Cave, followed by some of tourists, while some of them walking along the beach in different direction]</i> - OK everyone (waving hands to call tourists to gather)now we are at the most interesting point of Phra Nang Cave or Princess Cave. Are you surprised with these "big guns" around here? We say in English "Lingum". - From local people. The people come to make a wish, asking for something they want from the Goddess, when they get it, they come to pray and give the goddess the lingum. -Yes, I think so. And there a legend I will tell you why the local people like to pray and make a wish here. The legend says that a Princess from a far away country sailed to visit her lover. Unfortunately, the strong storm broke her ship. She spent her time in this cave to wait for her lover to help her but in vain. No one came. No food and no fresh water. Nothing left for her life. Before she died, she prayed to meet her lover in the next generation. Princess or Phra Nang (in Thai word)'s spirit was here in this</p>	<p>3.10 3.10 3.10, 3.1 3.4 3.1 3.8, 3.5 3.10 3.2 3.10 3.3, 3.7, 3.10 4.6, 4.7 3.1, 4.8 3.6 content 3.6 content</p>	<p>- let's go Ladies...welcome - What is it? - Would you like to know? please come back on time. Don't worry.... OK</p>	<p>Checking understanding Expressing hope Starting the activity Drawing attention Metaphor (like...) Highlight information with questions Requesting Relaxing expressing</p>
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	<p>room for ever. Now if you need a lover or a child, you can pray from her spirit by offering “something” that she waited for. Do you believe in it? An old Thai proverb says: Although you don't believe it, don't insult it.</p> <p>- Anyone here get married for a long time and doesn't have a baby? You can pray for one at Phranang cave. Many people have succeeded.</p> <p>- O.K. Enjoy your time here and walk back to the boat at 10.15. <i>[The boat leaves Railay around 10.10 and heads to Koh Si]</i></p> <p>- Ladies and gentlemen. Welcome to Koh Si. There are four rocks in the sea you can see, (pointing to four rock surrounding) in Thai we count in number, Nueng, Song, Sarm and Si. That's why we call it Koh Si. This place is for swimming, snorkeling, seeing coral reefs and feeding the fish. They are tame and friendly. There are so many kinds of colorful fish such as Nemo, parrot fish, tiger fish, peacock, grouper fish damsel fish and so on.</p> <p>- Please enjoy your time and have fun. We stay here about 30 minutes. But don't worry about the time because you are in the water, I will call you come back, up to the boat when the time finish.</p> <p>- The coral reefs here are very beautiful and perfect. On the surface of the sea, there are a lot of tiger fish and. They are and friendly. When we throw some bread in to the sea, they come in a giant school making water boil. You can swim and play with them. Please don't catch them. I show you...I will show you like this (TG throws some bread into the sea, there are lots of small fish gathering around the bread)</p> <p>- Please, don't forget to wear life jacket. And you can borrow mask and snorkeling from me (TG gives out masks and snorkels one by one to tourists and writes down their names).</p> <hr/> <p><i>[The boat leaves Koh Si around a quarter to twelve to Koh Poda]</i></p> <p>- OK everyone we arrive Poda Island and we stop here for lunch. We will be here of 1 and a half hour. Koh Poda is a small island which a soft white sandy beach we are here for lunch, However after lunch you can go swimming</p>	<p>3.10 ??? 3.7 content 4.6,3.10, 3.2</p> <p>3.10, 3.1, 3.4, 4.7 4.8, 4.9 3.10 3.4 3.10, 3.2 3.10 3.4 3.10 3.9</p> <p>4.6, 3.1, 3.2, 3.10, 3.4</p>	<p>Do you believe it?</p> <p>OK Enjoy your time here... Ladies and gentlemen... welcome to...</p> <p>Please enjoy... Don't worry about the time...</p> <p>OK</p>	<p>Sharing opinion Giving Thai proverb Thai belief</p> <p>Expressing hope</p> <p>Drawing attention</p> <p>Expressing hope Relaxing expression</p> <p>Demonstration</p>
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	<p>sunbathing or taking a walk on the beach you have one and half hour.</p> <p>- Oh,...the local people call it Koh Tang Meh(เกาะตังเหมม) good for taking Photo, right?</p> <p>- We will take the lunch box for all of you, but you can take a bottle of cold drinking water from the box here. And we have some cake and fruit serve you too under the big tree on the island. After lunch you can do many things here, relaxing under the trees, swimming ,Sun bathing ,taking photos or walking along the beach. And we stay here until half past one.</p> <p>- Please keep the beach clean by throwing garbage into the bin. There is a toilet beside the restaurant for you but you have to pay 10 Baht...this is...this is... because it is a private island.</p> <p>- OK please come to the boat at er... about half past one. OK, enjoy your lunch.</p> <p><i>[The boat leaves Koh Poda after half past one and heads to Talay Waek]</i></p> <p>- OK everyone, this is the last stop for today, the last one but ...it is an unseen tour site of Krabi. It's in Thai we say Talay Waek or Sandbank connecting Koh Gai or Chicken Isand, Koh Tub, and Koh Mor.</p> <p>- The weather is warm but good for sun bathing, isn't it? If you like to get tan, it's good to walk along the sand bank. Today the shorter sand bank connect Koh Tub and Koh Mor is OK to walk along but the longer one connecting Chicken island and Koh Tub is under the sea water. We can see beautiful white sand beach when the low tide of sea water. The water go down for Talay Waek sandbank appear 5 days around the full moon from December to beginning of May. And this place is popular for sunbathing, snorkeling, swimming, taking photo and relaxing. We stop here for one hour.</p> <p>- Yes, but not easy today because you have to walk in the water at around your knee level. I think it takes some time to walk and then walk back. And you can swim? Maybe when you walk back the sea water goes up.</p> <p>- OK you have one hour.</p>	<p>3.10 3.2 4.9, 3.7, 4.10 3.10, 3.3</p> <p>3.2 3.10, 3.3</p> <p>4.6, 3.2, 3.10</p> <p>4.6, 3.2, 3.1, 4.8, 4.9, 3.4 content</p> <p>3.7, 4.10 3.7</p> <p>3.4 content</p> <p>3.10 3.2 3.10 3.7 3.2</p>	<p>right?</p> <p>OK enjoy your lunch</p> <p>OK</p> <p>4.10 ...isn't it?</p>	<p>Asking for agreement - Giving information - Food/beverage services</p> <p>Requesting</p> <p>Expressing hope</p> <p>Asking for agreement</p>
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	<p><i>[The boat leaves Talay Waek and gets back to the pier around three]</i></p> <p>- OK, ladies and gentlemen, we finish the tour program today...Er...and we come back safely...(ha..ha..ha). And we hope that you will come back again and see you for next trip with our tour. Thank you very much for coming with us and we hope you enjoy the trip today. OK, please enjoy staying in Krabi. Have a nice holiday. Bye bye.</p>	<p>4.6, 3.10, 3.2, 3.10</p> <p>3.10 4.6</p>	<p>OK...ladies...</p> <p>OK</p>	<p>Giving information</p> <p>- Playing jokes - Expressing good feeling, hope, appreciation, and leaving</p>
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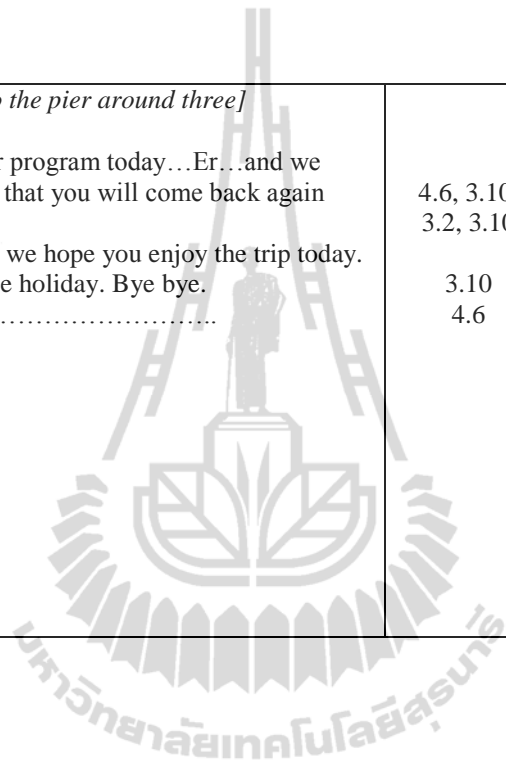


Table 9: Transcribed Data (TG1's scripts)

Shot/Place	Data	Category	Language Pattern and Note	
<p>Kayak Bor Thor</p>	<p>At the pier of Bor Thor, Ao Luk, Krabi</p> <p>- OK in the morning we start by paddling to Kao Wong Kot Yai first on the left of the pier here. We go to see a lagoon or in Thai we say Hong in Kao Wong Kot Ya5. I think you know how to paddle, right?</p> <p>- And after the Hong lagoon in Kao Wong Yai, we paddle back here and then go to Tham Pee Hau Toee and Tham Lot on this side. And we go back here for lunch. After lunch we take the van back to town, and on the way back we go to Ta Pom Klong Song Nam for swimming there.</p> <p>- OK before we go if you like to go to toilet, please do it first. And on the way back from Kao Wong Kot you can drop here for toilet again because at Tham Pee Hao Toe, there are no toilets. OK? The toilet is here. (pointing to toilets at the back of the pier)</p> <p>- Oh yes, and you can put some important things into your ocean bag, camera... wallet or whatever you don't need it wet.</p> <p><i>[Tourists wear life jacket and start paddling to back water river to Kao Wong Kot Yai. TG paddles in front followed by two boats. Tourists take some photos of mangrove forest and mountain]</i></p> <p>- Come on, after you pass the mountain on the right hand side, you will see an elephant standing on the cliff. Come on, quick, quick!</p> <p>- Please take a close look.</p>	<p>3.2, 3.5, 3.10, 4.8</p> <p>3.2, 3.5, 3.10</p> <p>4.6, 3.3, 3.8</p> <p>3.8 4.6, 3.5, 4.7</p> <p>3.3, 3.7</p> <p>3.10</p> <p>3.5, 3.4</p> <p>3.10</p> <p>3.4</p> <p>3.10</p>	<p>Program announcement</p> <p>I think you know how to paddle, right?</p> <p>And after...</p> <p>OK</p> <p>OK</p> <p>Come on...</p> <p>Com on...quick... Please take a close look.</p>	<p>Checking information</p> <p>Sequencing the spots and activities</p> <p>Highlighting information about the toilet</p> <p>Drawing attention to start the activity</p> <p>Drawing attention to do something</p> <p>Metaphor</p> <p>Playing jokes</p>

	<p>- Look at the big rock. Is it like an elephant? TR1: Oh, dear. Oh, yes, it is. (everyone laughing)</p> <p><i>[A short time after that, they arrive at Kao Wong Kot Yai]</i></p>		like	
<i>Kao Wong Kot Yai</i>	<p>-Ok, we arrive Kao Wong Kot Yai. Please be careful...because we have to paddle into a narrow...very narrow way to go inside the lagoon. - And mind your head...sharp rock above your head. <i>[They paddle slowly into the lagoon and move around the lagoon.]</i></p> <p>- I think the smell from some kind of fruit...forest fruit...strong bad smell. You can see there a lot of trees on the cliff. And like a...room...we are in the big room. - It's a kind of palm tree 'Seashore Palm'. - Oh, we call...er...Pandanus Palm. -Ok we go out...we go to Tham Pee Hau Toe. Ok we go back to the pier. <i>[They paddle in silence back to the pier and further to Tham Pee Hau Toe. When they arrive Tham Pee Hau Toe, TG walks up the stairs leading TRs to a big sign by the entrance way of the cave.]</i></p>	<p>4.6, 3.2, 3.9, 3.5 3.9 3.10, 4.4 3.4, 3.10 4.3 4.11 3.2, 4.6</p>	<p>OK like... er... OK</p>	<p>Metaphor Content</p>
	<p>- The name of this cave we call...the..(pointing to the text message on the sign)...the ...Tham Pee Hau Toe in Thai name. If you can read the Thai, you can read up there. - Yeh...Tham Pee Hau Toe. Tham means 'cave', Pee means 'Ghost' (pointing to the name of the cave word by word) Hau means 'Head' To means 'Big', The Big Head Ghost</p>	<p>3.1, 4.7, 4.8 content 4.8, 4.7, 3.6 content 4.1, 3.10,</p>		

	<p>Cave. You know why we call like that, hur?</p> <p>- Not yet. You know why? (pointing to the text message on the sign) Some where around...</p> <p>- Yeh, they found the skul...about...er...fifty-three years ago, have the...local people or the fisherman, they came to...in this cave and they found the skull ... a very big one...bigger than my head like a pot of the mud. They call the big head ghost cave or the big head cave...the big cave. They found the skull bones, and some pots for cooking inside the cave.</p> <p>- Not anymore now. Now they keep in the museum already for protect...</p> <p>- (pointing to the text) Er... B.E. maybe before...something before Christ or before Buddha. And this one in your year... must be one thousand nine hundred...um...fifty-four A.D. about 53 years ago. The painting color they found...(pointing to the text)... four colors, ... have the red, black color, yellow color, and the brown color. But today we can show you only 2 colors...the red color and the black color because yellow color and the brown color have the color spoil. Now have only two colors inside this cave. Walk inside here. We look at the cave down here (pointing to the cave floor)...have a lot of shell fossil,...have a lot of shell.</p> <p>- (pointing to a small stalagmite on a rock) but if you see the stalagmite or stalactite have a little bit wet on the top or have water on the top, please don't touch. Sometimes your hands have some poison. If you touch it and they die.</p> <p>- They can grow about 10 years for 1 centimeter. But this one dry, you can touch it because they stop growing. You can touch it this one (touching the stalagmite), they die already.</p> <p>-Only somewhere...ok...come this side. That one swallow bird (flashing a bird net made form mud on the ceiling).. Ok. Please looking up there (flashing a wall painting on the high ceiling)</p>	<p>4.7 3.6, 3.4, 4.11 content</p> <p>3.6 4.7, 4.11 3.6, 3.4 content</p> <p>4.7, 3.4, 3.10</p> <p>3.4, 3.8, 3.3 3.5, 3.4, 3.3</p> <p>3.4 content 3.10, 4.3</p> <p>4.6, 3.4, 3.10</p>	<p>Not yet...you know why? er....</p> <p>er...maybe...</p> <p>Please don't touch....</p> <p>Please look up....</p>	<p>Requesting</p> <p>Repetition for highlighting information</p>
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	<p>- This one can be human. They painting in the red color. The red color they make from blood animal and rubber from the mangrove...for the red color. But if you look this painting look like man with animal horns on the head.</p> <p>- Ok look at this one man with big head here, two hands, big body, two legs, the man with the golden gun. And this one like and ancient warrior.</p>	<p>content</p>	<p>look like</p> <p>OK like</p>	<p>Metaphor</p> <p>Metaphor</p>
	<p>-:...have a big cave like a broken cave. You need to take picture in here. I can do for you...with stalagmite, stalactite over there,...like a caveman standing...</p> <p><i>[TRs take some pictures, then TG leads them climb up to see cave wall painting]</i></p> <p>- ...and you look for this one it look like the fisherman in black color looking like fishing boat, sailing boat, and have some children, they look...a red color...like a Teletubee. You know Teletubee?</p> <p>- Yeh, popular cartoon. This one look like a big bird. Everyone, please, by the imagine, what's the thing if you find this one, have the eye here, mouth, nose, head, backside, together its tail...yeh?</p> <p>-Head down here. This one like a crocodile...this one, and around this area have many crocodile.</p> <p>- But not now. Now crocodile have good job already...they go to department store.</p> <p>- And already bag and shoes, so don't worry. Now only have crocodile Dundee. They have four...1,2,3,4 (pointing to four tourists)</p> <p>- And this one...and the red color like a dolphine...this one like man and woman in the sunshine.</p> <p>- Maybe I think like a...everyone...everybody here (flashing the drawing of couple holding hands)</p>	<p>3.10, 3.7, 3.10</p> <p>3.3, 3.4, 3.10, 4.3</p> <p>3.10</p> <p>3.10</p> <p>3.3, 3.4, 3.10</p> <p>3.10</p> <p>3.10</p> <p>4.7</p> <p>3.4, 3.10</p> <p>3.10</p> <p>3.4, 3.10</p> <p>“”</p> <p>“”</p>	<p>like... I can do for you...</p> <p>look like...Teletubee</p> <p>look like Everyone, please by the imagine...</p> <p>like</p> <p>like</p> <p>everybody here...</p> <p>look like like like</p>	<p>metaphor Helping tourists</p> <p>- Metaphor - Playing jokes Metaphor Asking for participation</p> <p>Metaphor Playing jokes</p> <p>Playing jokes</p> <p>Drawing attention</p> <p>Metaphor “” “”</p>

	<ul style="list-style-type: none"> - This one look like a... honeymoon couple. - Sweet in the sun, like sweet honeymoon kayaking couple today. -But if you see the hair style...like a Bob Marley, hur? - And this one look like a big snake or a python but the color has gone,... body circle, the tail this one. - And some look like turtle, this one look like big shark. <p><i>[TG leads the way climbing up to the cave hole to see the mangrove sea view for a few minutes, then they go back to kayak boat, paddling to Tham Lod]</i></p>	<p>“”</p> <p>“”</p>	<p>look like</p> <p>look like</p>	<p>“”</p> <p>“”</p>
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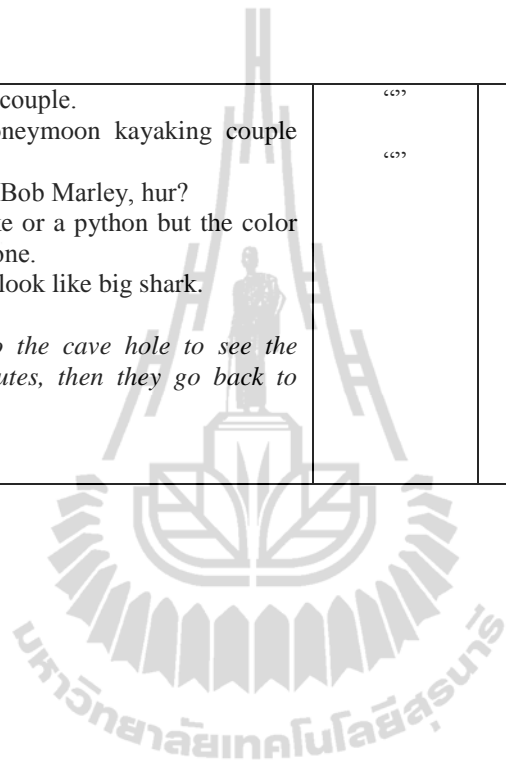


Table 10: Transcribed Data (TG2's scripts)

Shot/Place	Data	Category	Language Pattern and Note	
<p>Kayak Bor Thor</p>	<p>- Ok Welcome ...My name is Boonm, a the tour guide for your today Kayak Bor Thor. Ok sit down and we have to wait for the kayak boat... we take into the water,... a few minutes OK?</p> <p>- I think you ever do Kayaing?</p> <p>- OK alright we show you how to paddle, it's easy. What's your name?</p> <p>- Ok ...and they said you are from Australia, right?</p> <p>- Here... right now ...we have sweet couple from Australia of this year.</p> <p>- Usually...er...in the Thai season in this area is a lot of tourists from Scandinavia.</p> <p>- Sweden, Norway and Denmark</p> <p>- Because in Thai season the weather fine for Scandinavia.</p> <p>- Yes, winter...yeh so they come here.</p> <p>(TG comes to talk with his assistant while the couple sits waiting at the table, then TG turns back to the tourists)</p> <p>-OK we nearly ready,...today it's low tide we will go to the small lagoon...it's back water..no big wave so easy to paddle and we go to Big-Headed Ghost Cave to see ancient painting on the cave wall, and to Tham Lod. And we pass some crab farm, fish farm.</p> <p>- Some snappers or catfish.</p> <p>- Pardon?</p> <p>- No, because we have farm...er...not catch in the ocean.</p> <p>- Some farm we have oyster.</p> <p>- Ok we are ready to go.</p> <p>(TG and tourists walk down the ladder, TG point to a sea snake)</p> <p>-John...a sea snake.</p>	<p>3.1, 3.2, 3.10</p> <p>3.10</p> <p>3.10, 3.3, 3.10</p> <p>3.10</p> <p>“”</p> <p>3.10</p> <p>“”</p> <p>“”</p> <p>“”</p> <p>4.6, 3.10, 3.2</p> <p>4.10</p> <p>3.10</p> <p>“”</p> <p>3.10</p> <p>4.7, 3.1 3.4</p>	<p>It's easy.... What's your name?</p> <p>OK we nearly ready,...</p> <p>- Ok we are ready to go.</p>	<p>Telling situation</p> <p>Checking information Demonstration Relaxing expression Breaking the ice “”</p> <p>Sharing information</p> <p>“”</p> <p>“”</p> <p>“”</p> <p>Telling situation Program announcement</p> <p>Sharing information “”</p> <p>Starting the program</p>

	<p>- It eats a mudskipper.</p> <p>- Yeh you know John the mudskipper or walking fish the Thai people they not eating. (TG and tourists walk down the ladder to the Kayak boat)</p> <p>- Ok please wear the life jack first and ...er... one by one...step down...step down careful..OK We start paddle but try it first.</p> <p>- Try paddle...Oh yeh turn right is backward (showing how to move the paddle backward to turn right) TR2: Ok like this</p> <p>- Yeh,... backward right?</p> <p>- And turn left is a backward..(showing a left paddle backward move)</p> <p>- Left..yeh...this is easy, right? Are you kayak before John?</p> <p>- Right. (<u>Putting his hand into the water to check the current</u>) I think now we should go to Small Lagoon or Kao Wong Kot Lek... Ok we start now to this way along the back water.</p> <p>-Yes, because it low tide it has small entrance, narrow entrance way... with sharp rocks under water, so be careful.</p> <p>- OK...I think I can help (TG jumps into water at his knee level and pull the tourist's boat into the lagoon)</p> <p>- There sharp rocks under water, but mind your head because the rock is sharp rock!</p> <p>- This is sometimes water little (pulling the boat into the middle of the lagoon) in here like we are in the room, the rock look like the walls.</p> <p>- But sometimes the water is deep...more clear...</p> <p>- If more water is more beautiful..</p> <p>- Because more water in here look like you are in the big room.</p> <p>- Very romantic...yeh!...(everyone laugh)</p>	<p>3.10</p> <p>3.9, 3.3</p> <p>3.3</p> <p>3.3, 3.5</p> <p>3.10</p> <p>3.3, 3.5</p> <p>“”</p> <p>3.10</p> <p>3.10</p> <p>3.7, 3.2,</p> <p>3.10</p> <p>3.4, 3.9</p> <p>3.10</p> <p>3.4, 3.9</p> <p>3.4, 3.10</p> <p>“”</p> <p>3.4</p> <p>3.4, 3.10</p> <p>“”</p> <p>3.10</p>	<p>This is easy, right? Are you kayak before John?</p> <p>I think we should.... OK...we start now...</p> <p>like... look like....</p> <p>more beautiful... look like</p>	<p>Sharing information</p> <p>Demonstration</p> <p>Relaxing expression</p> <p>Intra-communication</p> <p>Starting the activity</p> <p>Helping the tourists</p> <p>Metaphor</p> <p>“”</p> <p>Comparison Metaphor Humor</p>
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	<p>TR1: Do you have a train tunnel? TG: In Australia? TR2: Yeh um... TG: Autumn? TR2: Um...underground train TG: Oh..underground TR2: Yeh, very big under the ground TG: OK..long... TR2:Long (moving his left hand) long lining .. TG: Long lining... like a.. TR2: Long lining under the sea under the mountain TG: Oh..under the mountain. TR2: Yeh, under the mountain.</p> <p>-----</p> <p>- I like it very much it's quiet here! -You the first time in Krabi..er.. how do you know about Krabi? - Oh...oh - Oh Koh Samui ...yeh! - Oh I think you go there after finish this trip. It's good because this time is low season. - Nice beach to see. - And Phi Phi islands many tourists. - A lot of tourists from..er... Phuket because it's not so far from Phuket. <i>[TR2 slap some mosquitoes on his arm]</i> - Mosquitoes coming - I think you sweet blood...ha...ha...ha...not poison, Ok we go out to another place.</p> <p><i>[TG pulsl the boat out of the Small Lagoon]</i></p> <p>- Ok we go this way (TG paddle leading to the Big-Headed</p>	<p>4.11, 4.10</p> <p>3.10 3.10 “” 3.7 3.7, 3.4 3.10 “” 3.10, 3.2 3.5, 3.3</p>	<p>I think...</p>	<p>Miscommunication</p> <p>Expressing feeling Sharing information “”</p> <p>Sharing information “”</p> <p>Playing jokes</p>
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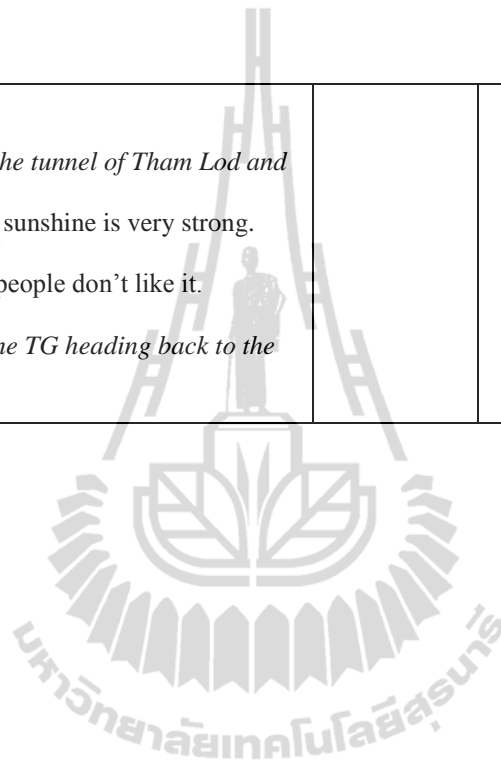
	<p>Ghost Cave)</p> <p><i>[While paddle to Big-headed Ghost Cave, TG talking about the limestone mountain and mangrove forest]</i></p> <p>- John...this limestone mountains around this area...this limestone rather soft, but this granite..er..hard rock. Usually...er..in upnorth...usually the north of Thailand we have the granite</p> <p>- In the south, this the limestone. And also the limestone, er..the limestone they make ..er..stalactite and stalagmite. You know stalactite it on the top stalagmite is on...the..bottom.</p> <p>- Ye..yeh go straight. 10 kms ahead.</p> <p>- Ha..ha .. and we come back tomorrow morning,... no not that far.</p> <p>- Oh maybe in the morning much breakfast!</p> <p><i>[They paddle along, without saying anything, enjoy the scenery of mangrove, limestone Mountains]</i></p> <p>- John...turn left ... this way. <i>[They arrive Tham Pee Hau To]</i></p> <p>- Er...nobody in early morning, good? - John please slowdown, it's easy now,..we go down.</p> <p><i>[They park the boat and walk up the ladder to Tham Pee Hau To or Big-Headed Ghost Cave]</i></p> <p>- (leading the way to the big sign in front of the cave) oh.. I thing we do this first, look at this first (pointing to message on the sign) Tham Pee Hau To; Tham which means cave; Pee</p>	<p>3.1, 3.4 3.10 “”</p> <p>3.8, 3.5, 3.3 3.10</p> <p>3.3, 3.5</p> <p>3.10 3.7, 3.3</p> <p>3.5, 3.3 4.7, 3.4</p> <p>content</p> <p>3.4, 3.10 content</p>		<p>Sharing other information “”</p> <p>Playing jokes</p> <p>Changing the topic</p> <p>Comparison</p>
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	<p>means ghost ; and To means big, so it is Big-headed Ghost Cave. (pointing to the figure of year the ancient skulls were found in the cave) because the Thai year 2497,,the Thai year, if you been here 1954 and B.C. before Christ I think B.E. that before era of Buddha.</p> <p>- The skulls... people found here...er... bigger than normal people.</p> <p>- That the local people call the cave Tham Pee Hau To because they found the big skull of the dead or the ghost with a bigger skull.</p> <p>- Maybe it is the skull of the cave man in the ancient time. [TG lead the way into the cave]</p> <p>- (pointing to the stalagmite) because of limestone is soft so we have this kind of stalagmite like this. Oh I can take a photo for you with the stalagmite, OK? [The couple stands beside the stalagmite for TG to take them some photos]</p> <p>- Yeh..one two three...OK we go inside.</p> <p>- There are 2 big rooms here. (pointing to the floor of the cave on the left) on the ground we found a lot of sea shell fossil. It not the sand or the soil but sea shell.</p> <p>-Yes, and we think the cave floor under the sea level at that time, and the cave man live in the room near the ceiling (pointing to the cave hollow near the ceiling of the caver)</p> <p>- Ok we come to see the wall painting in another room.</p> <p>[They walk along the way into the second room]</p> <p>(pointing to a big rock on the ground) do you think what it look like?</p> <p>- Like a dragon head! (using a flash light to spot some pictures on the cave wall)</p>	<p>4.7, 3.4, 3.10, 4.3, 3.7, 3.10</p> <p>3.10 3.4, 4.7 content</p> <p>3.6 content</p> <p>3.2, 3.5</p> <p>4.7, 3.10 3.10 3.4 content</p> <p>3.4, 3.10 3.10 3.4, 3.10 3.1, 3.10</p> <p>4.10 3.4, 3.10</p>	<p>bigger....</p> <p>like...</p> <p>look like.... like</p> <p>look like... right? look like...</p>	<p>Checking the tourist number</p> <p>Asking for opinion Metaphor</p> <p>Metaphor Asking for opinion Metaphor Asking for opinion</p> <p>Metaphor</p>
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	<p>there are around 20 pictures of fish, squid, and other animals. Some in red color. We think its color from animal blood or some tree liquid.</p> <ul style="list-style-type: none"> - You see this picture look like Kangaroo! - The color was washed away, right? - This looks like a crocodile. - Look a big bird, right? <p>- Is it a dolphin?</p> <p>- Look at this like a ...er .. a couple holding hands under the sunshine.</p> <p>- One picture we are very surprised..I show you(spot the flash light to a drawing picture of two hands) See anything wrong with picture?</p> <ul style="list-style-type: none"> - Take a good look! How many fingers? - Most of pictures here in black color..er...its color from charcoal. - The total number of the ancient wall painting pictures ever survey nearly 500 pictures but now we can see around 200 pictures - Ok climb up...(leading the way by climbing up to a big hole on the top cavern) look...very beautiful view. - Yes, let me take it for you. <p><i>[They stay there for a while and then climb down]</i></p> <p>(pointing to a hole in the ground of the cave) Do you think the hole for what?</p> <ul style="list-style-type: none"> - Oh yes, you genius! (leading the way out, before the entrance TG flashes at the ceiling of the cave) - Take a look at the picture. I think you see the picture in brochure. The picture is perfect. - Some say it human wear animal horns on his head. - Yeh, it's very important picture...around 80 centimeters 	<p>3.1</p> <p>3.10</p> <p>3.10</p> <p>3.4</p> <p>3.4</p> <p>content</p> <p>3.3, 3.5,</p> <p>3.10</p> <p>3.10</p> <p>4.7, 3.10</p> <p>4.7, 3.10</p> <p>3.3, 3.10</p> <p>3.4</p> <p>3.4, 3.6</p> <p>content</p> <p>3.10</p> <p>3.4</p> <p>content</p> <p>3.3, 3.4</p> <p>3.4,</p>		<p>Asking for opinion</p> <p>Sharing opinion</p> <p>Sharing opinion</p> <p>Helping tourists take photos</p> <p>Asking for opinion</p> <p>Compliment</p> <p>Giving opinion</p> <p>Showing agreement</p> <p>Giving general information</p>
--	---	--	--	--

	<p>tall. Maybe he is the Master of some kind of ceremony in the ancient time. - Yeh...we think like that.</p> <p><i>[They walk out of the cave and take the boat paddle to Tham Lod]</i></p> <p>- You know the trees in the mangrove forest are many species... - In the Thailand there are 74 species but in Krabi we have around 10 species. - We have to take a close look at its root, size of leave, color of the trunk. - The mangrove forest, ..er.. some fishermen catch small crab...you know this kind of crab is made salty crab for papaya salad or Somtam... - Yes, they live in the mangrove forest...look...you will see them running around in the mangrove forest. (pointing to some crab on the muddy ground)</p> <p><i>[They paddle along the river backwards from Tham Pee Hau To, and not so long they arrive at Tham Lod]</i></p> <p>- In the cave we can paddle through the tunnel of the cave and you see a lot of stalactite and stalagmite. - The stalactite and stalagmite take 10-20 years to grow up for 1 millimetre. - Yes, and you see at the end of the tunnel... both side you can see the stalactite bending out from the cave wall, you know why? - Some people say like that but I think it is because the need sunshine because their ending tips is full of living plants... very small we cannot see them but they are living things, so they</p>	<p>3.10</p> <p>3.4</p> <p>4.7</p> <p>3.2, 3.4, 3.5</p> <p>3.4</p> <p>content</p> <p>3.5, 3.4</p> <p>3.10</p> <p>3.4, 3.10</p> <p>3.2, 3.10</p> <p>3.10</p>	<p>you know why? I think...</p>	<p>Asking for opinion Showing opinion</p> <p>Telling the situation/weather Sharing information</p>
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	<p>need sun shine to grow up.</p> <p><i>[The couple of tourist paddle along the tunnel of Tham Lod and take photos]</i></p> <p>- Ok we paddle back to the pier. The sunshine is very strong.</p> <p>- Maybe you enjoy the sun but Thai people don't like it.</p> <p><i>[Tourists paddle slowly away from the TG heading back to the pier]</i></p>			
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APPENDIX 9

SCREEN TEST

Part One: Elementary

Choose the correct answer to go in the gap.

1. Simon very tall.

- a) is
- b) are
- c) has

2. She like football very much.

- a) don't
- b) doesn't
- c) hasn't

3. How does one lesson cost?

- a) many
- b) much
- c) is

4. There a big supermarket next to my house.

- a) is
- b) are
- c) have

5. I agree with you.

- a) doesn't
- b) haven't
- c) don't

6. Neil can't tennis. He's broken his arm.

- a) to play
- b) playing
- c) play

7. some more tea?

- a) Would you like
- b) Do you like
- c) You'd like

SCREEN TEST

Part Two: Intermediate Choose the correct answer to go in the gap.

8. Last week we to Warsaw.
a) go
b) went
c) goes
9. I the film we saw at the cinema on Wednesday.
a) doesn't like
b) haven't liked
c) didn't like
10. Magda in England for her holiday last year.
a) was
b) were
c) is
11. My mother never been to a cricket match.
a) hadn't
b) haven't
c) has
12. Joanna her new mobile phone.
a) is losing
b) loses
c) has lost
13. ever seen a comet?
a) Did you
b) Have you
c) Do you
14. If I were rich, I buy a huge farm in Somerset.
a) will
b) shall
c) would
15. They pass their exam if they studied hard.
a) would
b) will
c) did
16. I wish I play a musical instrument.
a) can
b) could
c) should

SCREEN TEST

Part Three: Upper Intermediate

17. When Gregory arrived at the disco, Hania
a) already left
b) has already left
c) had already left
18. If I on holiday to Poland, I wouldn't have met Donata.
a) didn't go
b) haven't gone
c) hadn't gone
19. By the time you get this letter I
a) will have left
b) am going to leave
c) would leave
20. A: What are you doing tonight? B: I'm not sure, I to the cinema.
a) will go
b) would go
c) might go
21. Simon forgot the lights before he left.
a) turn off
b) turning off
c) to turn off
22. It's no use to him. He doesn't listen.
a) to speak
b) spoke
c) speaking
23. Karla was offered the job having poor qualifications.
a) despite
b) although
c) even though
24. The offer was too good for David to turn
a) off
b) down
c) away
25. Eric's father ordered him out late again.
a) not to stay
b) not stay
c) not staying
26. If only I to the barbecue instead of staying at home.
a) went
b) had gone
c) did go

SCREEN TEST

Part Four: Advanced

27. Not only to London but she also visited many other places in England.
- a) she went
 - b) went she
 - c) did she go
28. My sister regretted turning down the chance of studying at the Teacher Training College in Gorzów.
- a) entirely
 - b) bitterly
 - c) absolutely
29. Now remember, you the test until the teacher tells you to.
- a) are not starting
 - b) are not to start
 - c) haven't started
30. She wasn't to reach the ceiling.
- a) tall enough
 - b) so tall
 - c) as tall
31. He was thought the disease in Hong Kong.
- a) to catch
 - b) catching
 - c) to have caught
32. My flat as soon as possible. It's in an awful state.
- a) needs redecorating
 - b) to redecorate
 - c) redecorated
33. He eventually managed the door by kicking it hard.
- a) open
 - b) opening
 - c) to open
34. There's no point staying up all night if your exam is tomorrow.
- a) on
 - b) with
 - c) in
35. Rarely meat.
- a) I eat
 - b) do I eat
 - c) I have eaten

APPENDIX 10

Trainees' Attitude Questionnaire

(แบบประเมินการอบรม)

1st Session:(ในห้องเรียน)

Date 7 Sept-14 OCT 2010

ตอนที่ 1 สถานภาพของผู้ตอบแบบสอบถามเพศ ชาย หญิง
คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ที่ตรงกับความเห็นของท่านที่



	รายการประเมิน	ระดับความคิดเห็น				
		5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
	ด้านเนื้อหา (Content)					
1	ข้าพเจ้าทราบวัตถุประสงค์ของการฝึกอบรมชัดเจน					
2	เนื้อหาของการฝึกอบรมตรงกับความต้องการของข้าพเจ้า					
3	เนื้อหาของการฝึกอบรมเหมาะสมกับความรู้เดิมของข้าพเจ้า					
	ด้านรูปแบบการฝึกอบรม (Training Model)					
4	ระยะเวลาในการจัดอบรมมีความเหมาะสม					
5	เอกสารประกอบการอบรมมีความเหมาะสม					
6	กิจกรรมการฝึกอบรมกระตุ้นให้เกิดการเรียนรู้					
7	กิจกรรมส่งเสริมให้มีการฝึกปฏิบัติ					
8	ความเหมาะสมของอุปกรณ์					
9	สถานที่จัดการอบรมมีความเหมาะสม					
	ด้านวิทยากร (Trainers)					
10	วิทยากรมีความรู้ และถ่ายทอดความรู้ได้อย่างเหมาะสม					
11	วิทยากรมีการเตรียมตัวอย่างดี					
12	วิทยากรสามารถสร้างความสนใจและสร้างบรรยากาศในการอบรม					
13	วิทยากรมีส่วนช่วยให้ข้าพเจ้าเกิดความเข้าใจและเรียนรู้ได้มากขึ้น					
	ด้านผลการฝึกอบรม (Effectiveness)					
14	ข้าพเจ้าบรรลุวัตถุประสงค์ของการฝึกอบรมในขั้นตอนนี้					
15	สิ่งที่ได้รับในการฝึกอบรมในครั้งนี้สามารถนำไปใช้ในการประกอบอาชีพได้					

ข้อเสนอแนะ

๑ ด้านเนื้อหา

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๒ ด้านรูปแบบการฝึกอบรม

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๓ ด้านวิทยากร

.....

.....

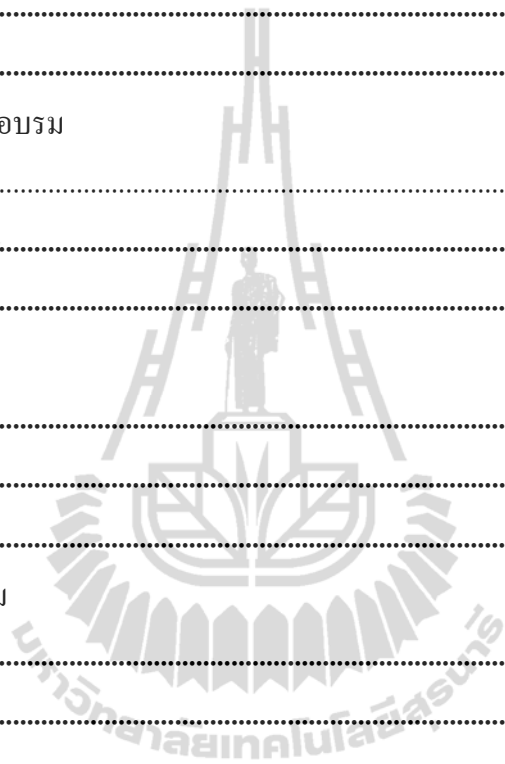
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๔ ด้านผลการฝึกอบรม

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APPENDIX 11

แบบทดสอบเพื่อประเมินความพึงพอใจ

ในการใช้ **Ipod Touch** ฝึกทักษะการพูดภาษาอังกฤษเพื่อการท่องเที่ยวกระบี่
As a part of Integration of Mobile Devices in Training Model for Local English-speaking Tour Guides

ระหว่าง 7-25 ตุลาคม 2553

แบบสอบถามแบ่งเป็น 3 ตอน ได้แก่

ตอนที่ 1 การใช้ **Ipod Touch**

ตอนที่ 2 ระดับความพึงพอใจของผู้รับการฝึกอบรม

ตอนที่ 3 ข้อเสนอแนะ

ตอนที่ 1 การใช้ **Ipod Touch**

จงตอบคำถามต่อไปนี้

1. ท่านฝึกทักษะฟังพูดจากบทเรียนใน **Ipod Touch** ทุกวันใช่หรือไม่

ตอบ

2. บทเรียนใดที่ท่านเปิดดูและฟังมากที่สุด

ตอบ

3. บทเรียนใดที่ท่านไม่เคยเปิดดูและฟังเลย

ตอบ

4. ท่านเปิด **Ipod Touch** เพื่อฝึกฟังพูดบทเรียนต่างๆรวมทั้งหมด ประมาณ ครั้งจนถึงบัดนี้

APPENDIX 12

Category 1 Scores: Content

Krippendorff's Alpha = .82

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rater 1	4	3	3	2	3	4	2	2	3	4	2	4	3	3	3
Rater 2	3	3	3	2	2	4	2	2	3	3	3	3	4	4	3
Rater 3	3	3	3	2	2	3	2	2	3	4	3	3	3	4	3

Category 2 Scores: Organizational Pattern

Krippendorff's Alpha = .89

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rater 1	2	3	3	3	2	4	2	2	3	4	2	4	3	3	3
Rater 2	2	3	3	2	2	3	3	2	3	3	2	3	3	3	3
Rater 3	2	3	3	2	2	3	3	2	3	3	2	3	3	3	3

Category 3 Scores: Language Functions

Krippendorff's Alpha = .87

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rater 1	2	4	2	2	2	2	2	2	3	3	3	3	3	3	4
Rater 2	2	3	2	2	3	2	2	2	2	3	2	3	3	4	3
Rater 3	2	4	2	2	2	2	2	2	2	3	3	3	3	4	4

Category 4 Scores: Pronunciation

Krippendorff's Alpha = .89

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rater 1	3	2	3	2	2	2	2	2	3	2	3	3	2	3	2
Rater 2	3	2	3	2	2	3	3	2	3	2	2	3	2	3	3
Rater 3	3	2	3	2	2	2	2	2	3	2	3	3	2	4	2

Category 5 Scores: Spoken Grammar

Krippendorff's Alpha = .96

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rater 1	3	2	2	2	2	3	3	2	3	2	2	3	3	4	2
Rater 2	2	2	2	2	2	3	3	2	3	2	2	3	3	4	2
Rater 3	3	2	2	2	2	2	3	2	3	2	2	3	3	4	2

Category 6 Scores: Spoken Vocabulary

Krippendorff's Alpha = .93

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rater 1	3	3	2	2	3	3	2	2	3	3	2	3	2	3	3
Rater 2	3	2	2	2	3	2	2	2	3	3	2	3	2	3	3
Rater 3	3	3	2	2	3	3	2	2	3	4	2	3	2	3	3

Category 7 Scores: Communication Strategies

Krippendorff's Alpha = .96

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rater 1	3	2	2	2	3	2	3	2	3	3	2	3	3	3	3
Rater 2	3	2	2	3	3	2	3	2	3	3	2	3	3	3	3
Rater 3	3	3	2	2	3	2	2	2	3	3	2	3	3	3	3

APPENDIX 13

Before and After Training Self-Assessment

แบบประเมินตนเอง ความรู้ ทักษะการพูดภาษาอังกฤษสำหรับมัคคุเทศก์ท้องถิ่นกระบี่

Integration of Mobile Devices in Training Model for Local English-speaking Tour Guides

คำชี้แจง โปรดประเมินตนเองตามความคิดความเห็นของท่านใน 7 ประเด็น ที่เกี่ยวกับความรู้ ทักษะการพูดภาษาอังกฤษสำหรับมัคคุเทศก์ท้องถิ่นกระบี่ โดยให้คะแนนตนเอง ระหว่าง 0 ถึง 10 (0 หมายถึง ต่ำสุด 10 หมายถึง สูงสุด)

ในช่อง A คือคะแนนของท่านก่อนเข้ารับการอบรม B คือคะแนนของท่านหลังเข้ารับการอบรม

ลำดับ	หัวข้อการประเมินตนเอง	A ก่อนอบรม	B หลังอบรม
1	เนื้อหา (content) ข้อมูล ความรู้ ความคิด ความเป็นมาเกี่ยวกับแหล่งท่องเที่ยวในบทเรียน		
2	การเรียบเรียงข้อมูล (organizational pattern) การจัดลำดับข้อมูลเพื่อการพูด ในการนำเที่ยวที่ผู้ฟังเข้าใจได้โดยง่าย		
3	หน้าที่ภาษา (language functions) ใช้ภาษาอังกฤษได้ตรงตามวัตถุประสงค์เพื่อสื่อสารให้เกิดความเข้าใจ เช่น พูดเพื่อทักทายและลาจาก พูดแจ้งโปรแกรมทัวร์ พูดเพื่อเล่าตำนาน พูดเพื่อให้ข้อมูลน่าสนใจ พูดเพื่อให้คำแนะนำและคำเตือนเรื่องความปลอดภัย		
4	การออกเสียง (pronunciation) การพูดออกเสียงคำ วลี ประโยคภาษาอังกฤษได้ถูกต้อง		

5	ไวยากรณ์ (spoken grammar) รู้หลักภาษาเพื่อการพูด เช่น ใช้คำเชื่อมง่าย ๆ การใช้ tense		
6	การใช้คำและวลี (spoken vocabulary) เลือกใช้คำ วลี ที่สื่อความหมายได้กระชับ ตรงประเด็นที่ ต้องการสื่อสาร		
7	กลวิธีการสื่อสาร (communication strategies) เช่น การใช้สีหน้า ท่าทางประกอบการพูด การขยายความ การใช้คำอื่นแทนคำที่นึกคำพูดไม่ได้		

ข้อเสนอแนะ

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The questionnaire was adapted from www.businessballs.com



APPENDIX 14

ใบสมัคร

APPLICATION FORM

Krabi Local Tour Guide Training
September 2010

1. ข้อมูลส่วนตัว/ Personal Data

ชื่อ

Name

อายุ/ Aged ปี/Years

2. ประสบการณ์การทำงาน/การศึกษา/ Working/Educational Experience

อาชีพปัจจุบัน/ Present Job

สถานที่ทำงาน/ Work Place

วุฒิการศึกษาสูงสุด/ Highest Education

3. ที่อยู่/ Address

ที่อยู่ติดต่อได้/ Contact Address

โทรศัพท์/ Telephone

อีเมล / E-mail Address

4. สามารถใช้คอมพิวเตอร์ ไม่สามารถใช้ได้ ใช้ได้ เช่น โปรแกรม

5. ใช้ Iphone ใช้ Ipod Touch ใช้เครื่องมือสื่อสารอื่น

6. ทราบข่าวการเปิดการฝึกอบรมครั้งนี้จาก

ข้าพเจ้ายืนยันว่าสามารถเข้ารับการฝึกอบรมครั้งนี้ได้เต็มเวลา ตลอดจนร่วมกิจกรรมการฝึกอบรม
การเข้ารับการทดสอบทั้งก่อนและหลังการอบรม

ข้าพเจ้าพร้อมที่จะใช้ Ipod Touch เพื่อเป็นเครื่องมือฝึกใช้บทเรียนแบบพกพานอกห้องเรียน โดย
การเช่า หรือซื้อไว้เป็นของตนเอง

สำหรับ ครูฝึก (For Trainer)

1. Screen test score 1) Paper test at level

2) Oral test Pass Not Pass

2. Pre-test

3. Post-test

APPENDIX 15



ที่ ศษ 5612 (3)/ ๖043

มหาวิทยาลัยเทคโนโลยีสุรนารี
111 ถ. มหาวิทยาลัย ต. สุรนารี
อ.เมือง จ. นครราชสีมา 30000

ตุลาคม 2550

เรื่อง ขอบความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือในการเก็บข้อมูลทำวิทยานิพนธ์
เรียน

ด้วยนายไพสาร์ บุญประกอบ รหัส D4820123 นักศึกษาระดับปริญญาเอก (สาขาภาษาอังกฤษศึกษา) สาขาวิชาภาษาอังกฤษ สำนักวิชาเทคโนโลยีสังคม กำลังทำวิทยานิพนธ์เรื่อง “รูปแบบการฝึกอบรมทักษะการพูดภาษาอังกฤษสำหรับมัคคุเทศก์ท้องถิ่น โดยผสมผสานการเรียนรู้ผ่านโทรศัพท์มือถือ” (THE INTEGRATION OF MOBILE PHONES IN A TRAINING MODEL FOR LOCAL ENGLISH-SPEAKING TOUR GUIDES) โดยมี ผู้ช่วยศาสตราจารย์ ดร.ศิริลักษณ์ อุสาหะ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ ซึ่งการทำวิทยานิพนธ์ในเรื่องดังกล่าวต้องเก็บข้อมูลโดยใช้แบบสอบถาม แบบสัมภาษณ์ และแบบสังเกต เพื่อหาความน่าเชื่อถือของเครื่องมือก่อนนำไปใช้จริงในการเขียนงานวิจัยในขั้นตอนแรกซึ่งเป็นการเก็บรวบรวมข้อมูล และการสำรวจความต้องการเพื่อสรุปเป็นแฟ้มประวัติของมัคคุเทศก์ในจังหวัดกระบี่ จึงมีความจำเป็นที่จะต้องมีส่วนช่วยตรวจสอบเครื่องมือในการเก็บข้อมูลดังกล่าว

ในการนี้ สำนักวิชาเทคโนโลยีสังคม พิจารณาเห็นว่าท่านเป็นผู้มีความรู้ความสามารถ มีประสบการณ์ในด้านการสอนและการทำวิจัยเป็นอย่างดี ตลอดจนเป็นบุคคลที่มีความคุ้นเคยกับสภาพของท้องถิ่นที่นักศึกษาจะทำการศึกษา ดังนั้น เพื่อให้การทำวิจัยของนักศึกษาดังกล่าวเป็นไปด้วยความเรียบร้อยสำนักวิชาเทคโนโลยีสังคม จึงขอความอนุเคราะห์ขอเชิญท่านเป็นผู้เชี่ยวชาญในการตรวจสอบเครื่องมือวิจัยที่ใช้ในการเก็บข้อมูลเพื่อทำวิจัยของ นายไพสาร์ บุญประกอบ ทั้งนี้ในส่วนรายละเอียดอื่นๆ ผู้วิจัยจะติดต่อกับท่านต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความความอนุเคราะห์ และขอขอบพระคุณท่านเป็นอย่างสูงมา ณ โอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.ศิริลักษณ์ อุสาหะ)

หัวหน้าสาขาวิชาภาษาอังกฤษ

APPENDIX 16

BAN CHOKLAP TUTOR
406/3 Uttarakit Rd. Muang
Krabi 81000

February 2010

Subject: Proofreading

To: (Invited Expert)

I would like to invite you to be an expert to proofread 4 units of a textbook created by myself. They are

Unit 1: Krabi 4-Island Package

Unit 2: Phi Phi Islands

Unit 3: Krabi Jungle Tour

Unit 4: Kayak Bor Thor

They are part of a training program that will be delivered to local English-speaking tour guides in Krabi. To make the lessons applicable, they should be proofread and revised by a native English speaker.

The purposes of proof reading are, as a native speaker;

1. To make it more concise in order to make it suitable for Thai tour guides to use in giving guiding commentary in clear spoken English.
2. To correct the grammar, expressions, idioms, and spelling including giving ideas, and comments.
3. To make notes on what you do not understand such as Thai words, culture, or whatever unfamiliar information that international visitors may encounter.

Please be kindly informed that the lessons are an instrument of research. Therefore, the lessons will be a patent of the university and the researcher; please do not make photocopies or any forms of reproduction. Please feel free to mark and write your corrections or comments on the hardcopy.

Thank you for your cooperation.

Paisan Boonprakob

Note by Expert

.....

(Signed)

(.....)

Proof Reader

APPENDIX 17

BAN CHOKLAP TUTOR
406/3 Uttarakit Rd. Muang
Krabi 81000

June 2010

Subject: To design lesson plan

To (Invited Expert)

I would like to invite you to be an expert to design a lesson plan to serve as a training model for English-speaking local tour guides.

The curriculum consists of 4 units, as detailed in the attachment. The point is that we need more than one person to design all 4 units. We need some different ideas and styles, especially for the activities in the learning procedures. However, we can incorporate your ideas in the same format. To this, I attach the finished lesson plans of the first unit for you to see as a guideline. Unit 3, '**Krabi jungle Tour**', composes 6 lessons (L13-L18) and is the task for you to design. One lesson is for a 1- to -3- hour class.

Thank you for your cooperation

Pasian Boonprakob

APPENDIX 18

BAN CHOKLAP TUTOR
406/3 Uttarakit Rd. Muang
Krabi 81000

August 2010

Subject: In-house Trainer
To (Invited Expert)

I would like to invite you to be a co-trainer for a training model for English-speaking local tour guides.

The training sessions consist of 4 units as detailed in the attachment. The point is that we need both Thai and native English trainers for the training sessions. We need our trainees to experience real communication and to be trained especially in speaking activities. The training course is supposed to be for 15-20 days, 3 hours a day from 6 to 9 p.m. at Ban Choklap Tutor School. After each unit of an in-house training session, they must take a speaking test to present a tour guiding commentary and their presentation will be video recorded as a pre-test.

Thank you for your cooperation

Pasian Boonprakob

APPENDIX 19

**BAN CHOKLAP TUTOR
406/3 Uttarakit Rd. Muang
Krabi 81000**

September 2010

Subject: To tailor text

To: (Invited Expert)

I would like to invite you to be an expert to tailor 23 lessons of a 4-unit textbook to make them concise. The tailored text is for listening and speaking practice. The tailored lessons will be put into an iPod Touch. The 4 units are:

Unit 1: 1‘Krabi 4-Island Package’

Unit 2: Phi Phi Islands

Unit 3: Krabi Jungle Tour

Unit 4: Kayak Bor Thor

They are tailored lessons for the trainees attending the training program to do self-training through iPod devices to enable mobile learning. To make the lessons applicable, they should be tailored and revised by a native English speaker.

Thank you for you cooperation.

Paisan Boonprakob

APPENDIX 20

BAN CHOKLAP TUTOR
406/3 Uttarakit Rd. Muang
Krabi 81000

October 2010

Subject: Speaking test rater

To (Invited Expert)

I would like to invite you to be a rater for speaking tests of trainees who participated in training sessions for English-speaking local tour guides.

There are 3 raters: one a native English speaker, a senior local tour guide, and a Thai teacher of English. There two speaking tests conducted by trainees recorded in video files: pre-test and post-test. The pre-test was conducted after each unit of a text book and the post-test was done after 4 weeks of self-training using an iPod Touch. However because of the consistency between pre and post tests, we chose Unit 1: Krabi 4-Island Package as content for tour guiding commentary in both oral tests. The point is that we need to compare the trainees' speaking performance changes between the two tests. For the details, we will have a meeting on how to give scores, what the criteria are for the assessment, and the importance of inter-rater reliability.

Thank you for your cooperation.

Pasian Boonprakob

CURRICULUM VITAE

Paisan Boonprakob is a teacher of English in Ammat Panit Nukun School, Krabi province. He obtained a B.A. in English Language from Silpakorn University and an M.A. in English Language Studies ('A' Strike) from Naresuan University. He attended a six-month teacher-training Programme in UK in 1991 and a one-month teacher-training course in New Zealand in 2005. Now he also works as a manager of English Resource and Instruction Centre (ERIC), Krabi Province. He got a scholarship from Suranaree University of Technology while undertaking a degree of Doctor of Philosophy in English Language Studies. His interests include English for specific purposes, curriculum design, teacher training, and translation.