Developing English Self-Study Package for Khmer Sanctuary Tour Guides

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Abstract

In Northeast Thailand, Khmer sanctuaries are one of the main attractions among international tourists. Tour guides must be able to give professional tours to tourists. However, three problems were found that prevented the presentation of professional tours to tourists, for instance low number of English-speaking guides at Khmer historical parks, insufficient Khmer specific English skill and Khmer specific historical knowledge of the tour guides in Northeast Thailand, and lack of books teaching English Khmer specific language for Thai tour guides. The purposes of this study were to construct an English Self-Study Package for Khmer Sanctuary Tour Guides (ESPK), to investigate the effectiveness of ESPK, and to study the learners’ attitudes toward ESPK. The population of the study was 13 tour guides who were certified by the government to provide tours in Northeast Thailand. All of them volunteered to participate in the study. There were five instruments in this study as follows: Pre-test, Post-test, the ESPK, Participants’ retrospections on the tests, and a Follow-up Questionnaire. The data were collected by video recordings and answering a follow-up questionnaire. Four tally sheets were used to analyse the data. The participants were given one month to study through the ESPK. The findings show that the participants improved in the following areas: English grammar use, Khmer specific vocabulary use, and knowledge of the Khmer sanctuaries in Northeast Thailand. In addition, the retrospective reports of the participants indicated a positive view of the knowledge gained by the participants while completing the ESPK. This paper will also discuss participant’s evaluation of the ESPK as a learning tool. According to the findings, it was determined that the ESPK is an effective tool in resolving the problems listed at the beginning of this abstract.

Keywords: Needs analysis, English for Specific Purposes, material development, Khmer sanctuaries

Introduction

As global travel has become commonplace, there is high demand for personnel with English proficiency – in all four language skills: listening, speaking, reading, and writing – to work in the tourism and hospitality industry (Blue & Harun, 2003). Several tourism professions such as flight attendants, tour guides, travel agents, waiters, tourist attraction staff, and even taxi drivers require English communication skills to deal with the inquiries of international guests. Because of its prevalence among people from all parts of the world, the importance of learning English for professional use, particularly in the field of tourism, is critical.

Tourism promotion for Thailand over the past two decades has dramatically expanded international tourism to the country. The statistics for International Tourist Arrivals to Thailand from January to December 2014 show a grand total of 24,779,768 people. The
Tourism Authority of Thailand (TAT) has launched a new policy to promote secondary touristic places, such as those along the Mekong River in Northeast Thailand, to help spread the economic benefits of tourism to additional areas.

To meet the growing need, Thailand will have to improve the quality of its marketing strategies, create sustainable tourism opportunities, and improve the Thai workforce’s English abilities (Pattanakiatchai, 2012). Though English is studied at all levels of Thai education, the majority of Thais cannot use English to communicate with international tourists. And the language problem is especially large in Northeast Thailand.

Tour guides are people who have an important role in promoting tourism in Thailand. They are in charge of explaining information and knowledge, answering questions, and teaching etiquette that must be followed during a tour. It cannot be denied that English is essential for tour guides. They must be able to use English accurately and appropriately with fluency, and, in addition, they need to have a working knowledge of less common English words used to explain tourism sites. Besides the use of English, knowledge of particular tourist attractions is important. That is to say, tour guides need to have deep knowledge of tourist attractions. In a tourism study by the Thailand Institution of Scientific and Technology Research (1990), it was found that there are the two main problems of tour guides in Thailand. Firstly, the English abilities of tour guides are ineffective. Secondly, the tour guide’s specific knowledge about history, economy, livelihood, and politics needs to be improved. Narongrit (2010) studied the English development needs of 148 tourism officials who worked in Khon Kaen, Mahasarakam, Kalasin, and Roi Et. It was revealed that the English abilities of the officers needed to improve in three main aspects: social interaction, giving information, and giving tours at tourist attractions. Likewise, Boonyawatthanaporn (2001) found in his study that tourism officers in Chiang Mai, Phuket, and Pang Nga had low English proficiency. The research study discovered that there is a need to emphasize development of English abilities in tourism.

In Northeast Thailand, Khmer sanctuaries as known as Khmer stone temples, Prasat Hin, and Khmer ruins are one of the main attractions among international tourists, particularly those who are interested in history and archeology. Many of the most renowned included Phanom Rung, Muang Tam, Phimai, Preah Vihear, Sri Koraphum, Ta Muean, Sra Kamphang Yai and Phanom Wan (Adulpichet, 2007). Lonely Planet, the world’s best and largest travel guidebook, has shown that Khmer sanctuaries are among the most popular touristic attractions in Northeast Thailand. They get a great number of international tourist visits such as 13,113 tourists for Phanom Rung, 12,854 for Phimai, and 1,851 for Muang Tam.

To investigate the problems, three small studies were done in this research. Study 1 investigated the number of Thai-English speaking guides at Khmer historical parks in Northeast Thailand. This study indicates the low number of Thai-English speaking guides at Khmer historical parks. Study 2 looked at tourists’ reflections on the quality of their tour guides at Khmer sanctuaries. The result of the second study shows that these tour guides have two main problems: lack of effective English communication skills and lack of specific knowledge about the tourist attraction. Study 3 studied English training material for Khmer sanctuary tour guides. The third study shows a very small amount of content about Khmer sanctuaries in the lesson books. Considering the results of the three studies, the present study aims to develop an English Self-Study Package for Khmer Sanctuary Tour Guides (ESPK).

**Purposes of the Study**

The main purposes of the study are: 1) To construct an English Self-Study Package...
for Khmer Sanctuary Tour Guides (ESPK), 2) To investigate the effectiveness of ESPK, and 3) To study the learners’ attitudes toward ESPK.

Research Questions
The research is designed to answer the following questions: 1) what should be included in ESPK?, 2) to what extent is ESPK effective for learners?, and 3) what are the learners’ attitudes toward ESPK?

Literature Review

English for Specific Purposes (ESP)
ESP is an approach to teaching and learning English designed to meet the specific learning and use needs of learners (Hutchinson & Waters, 2002; Dudley-Evans & St. John, 1998). The term ESP is used in English teaching and refers to teaching for clear purpose that is closely related to learners’ needs. ESP’s purpose is described in connection with occupational requirements; e.g. vocational training for telephone operators or airline pilots and training programs for hotel staff and tour guides. English is being used as a tool for advancing occupations’ special skills or as a means to develop performance in the workplace (Hutchinson & Water, 1987). Additionally, English learners are able to choose to study in favourite ways concerning the career that they want to pursue. ESP doesn’t comprise a specific type of teaching material or a certain kind of language or methodology.

Needs Analysis
Needs analysis has a strong impact in the development of ESP, the focus of this research project, and general English courses. Several researchers (Munby, 1978; Hutchinson & Waters, 1987; Macky & Mountford, 1978; Iwai et al, 1999) acknowledged this theory.

Learning Material Development
Tomlinson (2011) has summarized his understanding toward the basic principles of learning materials for language teaching. There are fifteen points which will be described that learning materials must achieve impact, help learning to feel free from anxiety, help learners to develop confidence, be relevant and useful, provide self-involvement, provide readiness, provide appropriate authentic input, provide enough linguistic input, provide opportunities to use the target language, be patient, provide various learning styles, and understand learners’ attitude.

English for specific or ESP learners should have a learning material that specifically designed for them. However, some ESP learning materials lack the necessary content knowledge in specialist areas, so it is hard for the learners to use the appropriate material (Zhao, 2008). English for Khmer sanctuary tour guides in another ESP are that lack of appropriate material. Therefore, the present study aims to apply a framework of material writing of Jolly & Bolitho (2011) in developing ESPK. The language material design is composed of five parts, including the identification of the needs of the learners, the exploration of what learners have to learn, the contextual realization or to select context to put in the material, the pedagogical realization or to see if the activities is too easy or too difficult, and the physical production or to design a learning material that motivate learners.
Construction of the ESPK

The Development of the ESPK

As mentioned in literature, the review section about learning material development, the model from Jolly & Blitho was adapted in this development of the ESPK. There are five main steps.

Identification. This step requires identifying the needs of the tour guides. According to Study 3, which investigated content about English lessons for Khmer sanctuary tour guides, it is obvious that the content currently available is insufficient for tour guides as none provide enough specific vocabulary, useful language patterns, and specific content. Study 2, which is about English tour guides in Northeast Thailand, indicates that there is a lack of English ability and specific knowledge in conducting guided tours at Khmer sanctuaries.

Exploration. Exploration of specific language patterns and vocabulary was deliberated to make the ESPK more informative for the learners.

Two books about Khmer art and information posters from three historical parks were chosen to create the specific vocabulary list for Khmer sanctuary tour guides. The steps of vocabulary analysis are 1) scan the texts into a Word file, 2) use VocabProfile online program to analyze the text and create off-list words which are considered to be the specific vocabulary of relevant and important words for Khmer sanctuaries, 3) choose the specific vocabulary to include in ESPK from the off-list based on frequency and appropriateness for each unit. The result of the analysis shows that there are 1,686 off-list words appearing in the source material. In relation to Gairns and Redman (1989) the reasonable words input is eight to twelve words for a unit, so the ESPK includes 100 words as 10 words per one unit. The first 200 highest frequency words were put in the ESPK. In this part the vocabulary list was taken from a research study of Sompakdee & Danvivath (2017).

To facilitate the language pattern that will be used in ESPK, the language patterns from two course books were analyzed. The two course books used were about English for tour guides, which are ESP course books. The steps of analyzing language pattern are 1) transcribed all the sentences from all conversations in each book, 2) categorized the sentences according to the language pattern such as usage of direct-indirect questions, passive voice, and imperative, 3) rank the frequency of the patterns from the highest to the lowest. The 10 most frequent patterns were put in ESPK in the unit that was considered the most appropriate. Each unit has one language pattern for the learners to study.

Contextual realization. The information contained in ESPK is about Khmer sanctuaries in Northeast Thailand. The information was received from the Tourism Authority of Thailand, Fine Arts Department of Thailand, and published books. The reason information was collected from these resources is that the researcher aimed to develop an ESPK that provides information related to and based on the tour guides’ work, so that they will understand and relate to the contents. Since there are over 200 Khmer sanctuary sites in Northeast Thailand, all of the contents and examples inside ESPK are Khmer sanctuaries that are well known and familiar to many people.

Pedagogical realization. Pedagogical Realization provides meaningful exercises for the learners in an appropriate way. As to the tour guides’ job, speaking is the most important part, yet listening, reading, and writing cannot be ignored. As reviewed in the material characteristics, ESPK must provide a variety of learning styles and sufficient linguistic input, and also encourage self-involvement. Therefore exercises contained in ESPK have various levels of difficulty and also different types of activities. Moreover, the instruction of the exercises must be clear.

Physical production. Learners can be motivated by good appearance. Color
photographs were used so that learners can see pictures taken at the actual sites. Other colors were used to make an attractive design. ESPK is easily portable so learners can carry it with them.

After all preparation is done, the ESPK was constructed for the present study. ESPK included 10 units focusing on specific vocabulary and language patterns taken from the analysis. Scope of the development is shown on Table 1.

Table 1

<table>
<thead>
<tr>
<th>Unit</th>
<th>Vocabulary</th>
<th>Language Pattern</th>
<th>Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Knowing about Khmer History</td>
<td>Antechamber, Baray, Corridor, Cosmological, Gopura, Library, Prang, Single Sanctuary</td>
<td>Passive</td>
<td>3</td>
</tr>
<tr>
<td>3. Describing Types of Khmer Sanctuaries</td>
<td>Arching, Bas-relief, Brick, Corbelling, Door frame, Gallery, Joint, Laterite, Sandstone, Stucco</td>
<td>Singular and Plural</td>
<td>3</td>
</tr>
<tr>
<td>4. Talking about Construction Material</td>
<td>Asuras, Depict, Foliage, Garland, Govardhna, Kaliya, Krishna, Mahabharata, Narrative, Pediment</td>
<td>Adjective</td>
<td>3</td>
</tr>
<tr>
<td>5. Lintels</td>
<td>Ananta, Garuda, Kala, Lintel, Makara, Medallion, Naga, Pendant, Simha</td>
<td>This, that, these, and those</td>
<td>3</td>
</tr>
<tr>
<td>6. Visiting Phimai Historical Park</td>
<td>Auspice, Bodhisatva, Laksaman, Mahayana, Motifs, Ramayana, Renovation, Replica, Sita</td>
<td>Present Simple</td>
<td>3</td>
</tr>
<tr>
<td>7. Visiting Phanom Rung Historical Park</td>
<td>Balustrade, Extinct, Hermit, Incarnation, Linga, Mount Kailasa, Sculpture, Shiva, Somasutra, Universe</td>
<td>Article The</td>
<td>3</td>
</tr>
<tr>
<td>8. Visiting Ta Muean</td>
<td>Adjoining, Angkor, Bayon, Dharmasala, Halt, Jayavarman VII, Pilgrim, Porch, Royal road, Sheltered</td>
<td>Preposition in, at, and on</td>
<td>3</td>
</tr>
<tr>
<td>9. Visiting Ku Praphachai</td>
<td>Arogayasala, Bhaisajyaguru, Buddhist, Chapel, Embankment, Inscription, Journey, Maladies, Rectangular, Reservoir</td>
<td>There is, and There are</td>
<td>3</td>
</tr>
</tbody>
</table>

Learning Material in the ESPK

**Lesson book.** This book is the course book containing the lessons. It consists of 10 units. The exercises in the book contain various levels of difficulties to cater to learners of different abilities. Moreover, there is a vocabulary list for reviewing specific vocabulary about Khmer sanctuaries.

**Sound file.** This sound file is for learning conversation between tourist and tour guide. The learners listen to the sound file and do the exercise in the lesson book.
Validation of the ESPK

Once the construction of the ESPK was completed, it was checked for correctness and appropriateness in terms of both content, and language focus. Two specialists in Khmer sanctuary knowledge checked the course content, while a native speaker checked for language correctness. After this validation, the ESPK was corrected according to the judgement of the two specialists. After this correction process was completed, the ESPK was given to the participants.

Methodology

Participants

All of the 13 tour guides who passed the guide training program for Khon Kaen and adjacent provinces volunteered to participate in the study. There are two reasons why these tour guides were chosen for the present study. First, the entire ESPK lesson contents are about Khmer sanctuaries in Northeast Thailand, so it is directly related to the tour guides since they are mainly working in Northeast Thailand. Second, as shown in Study 2, many guides lack specific vocabulary and have insufficient knowledge about the tourist attraction. For both of these reasons, these 13 tour guides were chosen for the present study.

Research Procedure

The procedure of this research study is shown in Figure 1. This figure presents the overview steps of this research study. There are six main steps which are analyzing needs, modeling ESPK, constructing ESPK, collecting data, analyzing data, and presenting data.

Instruments

Pre-test and post-test . A pre-test and post-test were given to participants in order to examine the effectiveness of ESPK. The pre-test and post-test were designed to compare the knowledge of specific vocabulary, language patterns, and knowledge of Khmer sanctuaries of the participants after the treatment. Role play was used as the instrument for collecting data of both pre-test and post-test. There were ten situations in the tests. Both two tests are exactly the same.
Retrospection on the tests. This instrument was used to reflect English abilities of tour guides from another perspective. Retrospection was used immediately after the participants finished the tests. It was used with both pre-test and post-test. The participants were invited to provide their opinions about each test. The question of this retrospection was “What is your opinion toward the pre-test/post-test that you have just completed?” Participants wrote their comments down on a paper form.

Questionnaire on learners’ opinions. The questionnaire was for participants who have completed the ESPK. It aims to investigate the opinions of participants toward the ESPK. There are three parts which are: Your Background, What You Think, and Your Comments. The questionnaire uses a rating scale of five levels as follows: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

Data Collection
The data were collected after ESPK had completely been developed. The data collection starts with a video record for pre-test, retrospection, video record for post-test, retrospection, and questionnaire on learners’ opinion respectively.

Step one. Before self-studying with the ESPK, the participants got a pre-test through role playing in order to measure their knowledge of specific vocabulary, language patterns, and specific knowledge of Khmer sanctuaries. At the pre-test, a video record was use to collect the data.

Step two. A retrospection question about the pre-test was given to the participants in order to inspect their comments about their own tests. It was used immediately after the pre-test. The data were collected in written form.

Step three. Learning via ESPK took place according to the participants’ availability because it is a self-learning package. The ESPK was designed to take approximately 30 hours of study to complete. For this study the participants were given one month to complete the ESPK. During the learning period, learners could ask the instructor questions via Facebook since a private page for the study was set up. The name of the webpage is “English Self-Study Package for Khmer Sanctuary Tour Guides”.

Step four. After the participants finished learning through ESPK, they would complete a post-test. This was conducted to evaluate the effectiveness of ESPK in teaching the participants. The post-test is exactly like the pre-test.

Step five. A retrospection question about the post-test was given to the participants in order to inspect their comments about their own tests. It was used immediately after the post-test. The data were collected in written form.

Step six. After completing the ESPK, the participants were required to respond to a questionnaire. The questionnaire consists of 41 items.

Data Analysis

Pre-test and post-test. The video data from these two tests were transcribed into computer text file. The numbers of ESPK specific vocabulary and ESPK language patterns used by the participants in the video record were counted. Data from these two tests were then compared to find the effectiveness of the ESPK.

Specific vocabulary. The data were analysed in a tally form. The number of times that participants used specific vocabulary from the ESPK was recorded on this tally form for both the pre-test and the post-test. The differences in the tally form were used to determine the effectiveness of the ESPK.

Language patterns. The data were analysed in a tally form. The number of times that participants used language patterns from the ESPK was recorded on this tally form for both the pre-test and the post-test. The differences in the tally form were used to determine the effectiveness of the ESPK.

Specific knowledge of Khmer sanctuaries. The data were analysed using a point
method on a 70 points scale.

**Retrospection on the tests.** The retrospection comments from the participants were categorized into groups of similar themes.

**Questionnaire on learners’ opinions.** The first part of the questionnaire was analysed using a table of percentages. The second part of the questionnaire were analysed into mean score. The comments from the last part of this questionnaire were grouped by similar ideas.

### Results

**Components of the ESPK**

**Result of specific vocabulary analysis.** There are 1686 off-list words found in two Khmer architecture books and three posters from the Khmer historical parks. The top ten most frequent words are Shiva, Krishna, Vishnu, Gopura, Rama, Khmer, Phnom, Angkor, Banteay, and Buddha. From the list of the 200 most frequently used specific vocabulary words, 100 words were selected for use in ESPK. These words were selected based on their appropriateness for the ten ESPK teaching units. Ten words were selected for each unit.

**Result of language pattern.** There are 69 language patterns that were found in the analysis. The 10 most frequent patterns were put into the appropriate unit of the ESPK. It was determine that teaching the highest frequency language patterns would be the most beneficial for the participants. Each unit in the ESPK has one language pattern for the learners to study.

**Effectiveness of the ESPK**

**Specific vocabulary.** In the pre-test there are 31 words out of the 100 ESPK high frequency words that appeared. Interestingly, the number of ESPK high frequency words that appeared in the post-test is 69, which is 38 more words than in the pre-test. This indicates that the ESPK was effective in teaching the participants language specific vocabulary. The 38 words which are on table 2 are new words that they learned from the ESPK. The participants learned 69% of the words on the ESPK vocabulary list.

### Table 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Words</th>
<th>Frequency</th>
<th>No.</th>
<th>Words</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Chapel (n.)</td>
<td>22</td>
<td>20.</td>
<td>Relief (n.)</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>Antechamber (n.)</td>
<td>14</td>
<td>21.</td>
<td>Carve (v.)</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Narrative (adj.)</td>
<td>13</td>
<td>22.</td>
<td>Gallery (n.)</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Reign (n.)</td>
<td>12</td>
<td>23.</td>
<td>Porch (n.)</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Corridor (n.)</td>
<td>11</td>
<td>24.</td>
<td>Arching (n.)</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Garuda (n.)</td>
<td>11</td>
<td>25.</td>
<td>Arogayasalas (n.)</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Brick (n.)</td>
<td>10</td>
<td>26.</td>
<td>Buddha (n.)</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Balustrade (n.)</td>
<td>9</td>
<td>27.</td>
<td>Prasat (n.)</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Makaras (n.)</td>
<td>9</td>
<td>28.</td>
<td>Pediment (n.)</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>Ananta (n.)</td>
<td>8</td>
<td>29.</td>
<td>Sheltered (adj.)</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Adjoining (adj.)</td>
<td>7</td>
<td>30.</td>
<td>Auspice (n.)</td>
<td>3</td>
</tr>
<tr>
<td>12.</td>
<td>Dharmasalas (n.)</td>
<td>7</td>
<td>31.</td>
<td>Bodhisatva (n.)</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>Embankment (n.)</td>
<td>7</td>
<td>32.</td>
<td>Corbelling</td>
<td>3</td>
</tr>
<tr>
<td>14.</td>
<td>Kala (n.)</td>
<td>7</td>
<td>33.</td>
<td>Kaliya (n.)</td>
<td>3</td>
</tr>
<tr>
<td>15.</td>
<td>Pilgrim (n.)</td>
<td>7</td>
<td>34.</td>
<td>Ravana (n.)</td>
<td>3</td>
</tr>
<tr>
<td>16.</td>
<td>Replica (n.)</td>
<td>7</td>
<td>35.</td>
<td>Bayon (n.)</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>Yoni (v.)</td>
<td>6</td>
<td>36.</td>
<td>Devaraja (n.)</td>
<td>2</td>
</tr>
</tbody>
</table>
Language patterns. The results of the pre-test show that the overall ten most frequent language patterns appeared 893 times. This number includes 710 correctly used patterns, and 183 incorrect used patterns. The results of the post-test show that the overall ten most frequent language patterns appeared 2214 times. This number includes 2014 correctly used patterns, and 200 incorrect used patterns. The result of post-test is significantly higher than the pre-test because the participants talked more on the post-test.

Specific knowledge. The highest score of the pre-test is 46 points while of the post-test is 97 points. Both tests have a low score of less than three points. The first two highest scores on the pre-test are Manta and Kanok. These two participants also received the highest scores on the post-test. All participants improved on their scores on the post-test.

Retrospection

Pre-test. In the pre-test, the data were categorized into four main groups as Difficult test, Did poorly on test, Interesting test, and Test useful for tour guides. The Difficult Group was further divided into three reasons for difficulty which are No Experience, No Confidence, and Forgot the Knowledge.

• Difficult because they don’t have experience. Three people are in this group as examples here: “I think it’s quite hard. There are so many situations that I couldn’t explain well. Because I’m not a full time tour guide and I never studied about the Khmer castles...” – Sita. “The test is quite difficult. It is hard to answer these situations if he/she doesn’t have knowledge and personal interest of Khmer sanctuaries...” – Suchet. And “The test is too hard for me. I can’t do it. If I have a chance to learn more about the specific knowledge, I think I would do it better.” – Suthep.

• Difficult because they are not confidence. The result shows that there are five people who think that the pretest is difficult for them because they were not sure of their answers. Examples of this opinion are “The pretest was so hard. I wasn’t so sure if I answer them correctly” – Pongruk, “... and even I knew the answer, I wasn’t so sure if it is correct.” – Wipha. “It’s hard but it’s good...” – Manta, “I couldn’t answer any situation.” – Mudsee, and “I can’t answer any of these situations. I am really sorry.” – Benja.

• Difficult because he forgot the knowledge. This tour guide was a full time tour guide long ago, and right now he is doing another full time job. His opinion toward his pretest is that “... I didn’t give a tour at Khmer historical park for a long time, so many things I already forgot” – Kanok.

• Did poorly on test. Only one person thinks that he did bad job on his pre-test. Warut is the one who thinks he did bad job on his pretest, for example, “I think I did very bad job for this test. I don’t have much knowledge about Khmer sanctuaries. I couldn’t answer most of the situations.” – Warut.

• Interesting test. Two participants found that the test is interesting. Kanok and Bongkot think that it is very interesting to do the test, for example, “I like the test. It is hard, but very interesting. I didn’t give a tour at Khmer historical park for a long time, so many things I already forgot.” – Kanok, and “... I think that it’s interesting to study and know about this issue more.” – Bongkot.

• Test useful for tour guides. Even though many participants think that the pretest is difficult, but two of them also think that the test is useful for tour guides. The examples of the opinions are “It’s hard but it’s good to know about what important should I know for the tour guide.” – Manta, and “I think this pretest is very useful for studying about
historical sites because to answer these situations, you must be well prepared and have some background knowledge already. For a tour guide, this is very useful guideline for them to learn more about specific topics.” – Thongjai.

Post-test. After the pretest and self-study, the participants also did retrospection on their post-test. This test was administered right after the participants had finished the posttest. The answers were categorized into five groups which are Learn more, Do better, Do not get better, Easier, and No time to study. All the five groups will be described below.

- **Learn more.** Five people think that they have learned more about specific vocabulary, and specific knowledge of Khmer sanctuaries. The examples of this category are “I have learned a lot about Khmer sanctuary after I studied through the self-study package...” – Sita, “The post test showed me that I have gained much information and knowledge from the book, as before I have no information at all...” – Pongruk, “...after I studied through the package, I found the answers that I wasn’t so sure on the pretest.” – Wipha, “...I learned more specific vocabulary which I think are important for tour guides.” – Thongjai, and “After studying the book, I have a good knowledge in Khmer monument style and their history...” – Bongkot. Interestingly, none of them mention about the improvement of the language focus.

- **Do better.** Seven people think that they did better on the posttest after they have learned through the self-study package. There are seven examples as follows: “This time I think I did a little bit better than the last time...” – Benja, “I could answer more in the posttest...” – Kanok, “This time I think I did better than the pretest because I have gained the specific knowledge from the package...” – Sita, “...I think I did better on the posttest.” – Suchet, “...I think I did better than last time because I learned more specific vocabulary which I think are important for tour guides.” – Thongjai, “...This time I do better than last time because I had read some information before.” – Walanda,

- **Do not get better.** There is only one participant who thinks that he did not do better on his posttest even though he studied through the self-study. For example, “I spent time learning this package, and I think I did better on the posttest.” – Suchet.

- **Easier.** Manta is the only person who thinks that the test is easier than the pretest. “The test easier after I learned from the package. I remember some new vocabulary. I will use them for my work.” – Manta.

- **No time to study.** Four people said that their full time job is not tour guide, so they didn’t have enough time to learn through the package. Examples of the self-retrospection are as follows: “...I find that the self-study book is very useful, but I didn’t have much time to study through all of the units.” – Benja, “I didn’t have time to study the package, so I can’t answer any of the questions...” – Mudsee, “I think I am not doing so well, but the self-study would help more if I have time to study it again. The vocabulary is very difficult.” – Suthep, and “Honestly I only finished unit 4. I couldn’t answer the rest of the test...” – Walanda.

**Opinions of the Respondents toward the ESPK**

The data of this part are divided into three parts. The first part is participants’ background information. The second part is their opinions toward the ESPK. The last part is their suggestions on the ESPK.

**General information.** Result of this section is presenting in table 3. There are four features which are Gender, Age, Level of Education, and Experience as an English Tour Guide. The first feature shows that 69% of the participants are female tour guide. The second feature shows that 31% of the participants are over 50 years old while the rest features have equal percentage number which is 23%. Over half of all participants received bachelor degree, but only 8% of them have lower education. There are 31% of
them that have bachelor degree. The last feature of this part is about experience of being tour guide. Very high percentage – 77% of them have experience as an English tour guide less than one year, and only 15% have experience as tour guide for one-five years. However, only 8% have experience as tour guide for six to ten years.

Opinion of the respondents. There were 41 items in this part. It was divided into four main features which are Appearance, Contents, Activities, and Audio. All the question items are asking about ESPK that they had studied through. The participants had to mark on the box which matches their opinions using five scales as Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. In general the results of questionnaire are Strongly Agree and Agree. Only ten items out of 41 have scale on Neutral. In the appearance features, participants gave five score to item 8th because they are strongly agree that color of the pictures are appropriate. The rest of items in this feature are all in level five and four except item 7th that participants gave 0.4 score because they were not so sure if the picture are easy to see. In the content feature most participants rated the items as 4-5 scales, and there are only four items that they gave neutral. The activities feature, there are three items that were given five scales and the rest of them are mostly in 4-5 scales, but only one item was rated as disagree. Few participants disagree that the presentation activities are not easy. The last feature, which is the audio of the ESPK, shows that most of the participants strongly agree and agree that the audio is good and clear. Especially the pronunciations of the two speakers received the highest scales.

Respondents’ recommendation. There are only two comments on this section. The data were collected in written form. Examples of the comments are as follows: “It is a very useful material. I learned new things about Khmer sanctuary from the package.” - Benja, and “The book and audio are easy to learn and understandable. The activities after each lesson are concerned with the detail in the book and it can help to check about the understanding for what I have learned.” – Suchet.

Discussion

The research questions are 1) what should be included in ESPK?, 2) to what extent is ESPK effective for learners?, and 3) what are the learners’ attitudes toward ESPK? To answer these question, in this section it is divided into three main sub-topics.

Components of the ESPK

The first component which was put in the ESPK is suitable for the package because they are specific vocabulary about Khmer sanctuaries tour guide. The participants gained more specific words as shows in the result section. However, the words that were put in the ESPK are only 100 words. In the reality, the tour guides need to know more than that. Therefore a future study, it will be more useful if the 1686 words will be considered putting in a training course for tour guides.

Effectiveness of the ESPK

According to the results of this part, it can be interpreted that the ESPK is effective for the learners. The participants learned new specific words from the ESPK which are 38 words more out of 100 words. The frequency number of correct use of patterns is also higher in the post-test. Moreover, all of them learned specific knowledge about Khmer sanctuaries since their score on the post-test are higher than the pre-test. The opinions on their post-test are also more positive than the pre-test.

Specific vocabulary. The results of this part show that the participants learned 38 new words from the ESPK. The other 31 words appeared in both pre-test and post-test. According to Nation (2001) it can be suggested that the participants are in the retrieval
process which mean the words are being remembered as they used it again in the post-test. The words Khmer and Lintel are the highest frequency words in both pre-test and post-test. The word Khmer is also the highest frequency word in the specific vocabulary list. Therefore, the participants use it more often than the other words. The result of this part is related to Sompakdee & Danvivath (2017) as these two highest frequency words are appearing in the ten high frequency words. Therefore, it is true that the words are important in Khmer sanctuaries context.

**Language patterns.** Even though the overall outcome of this section is improved, but there are some errors from the participants. Suthep is a good example for the form there is/there are. He is the only person who used these form incorrectly in both pre-test and post-test “There are the main tower in the center of place of the place” in the pre-test and “There is three parts” in the post-test. It is obviously shows that when Suthep get to use there is/there are pattern; he switches between the singular form and the plural form. Another example is Bongkot. She is the only person who used the form can/can’t incorrectly in both pre-test and post-test. Bongkot said that “It’s can be last more than 1000 year” in her pre-test, also she said “We can found in the national museum of Cambodia” in her post-test. Three participants made some errors on their post-test, but on their pre-test, they didn’t make any error on this/that/these/those forms. Sita, Thongjai, and Bongkot are the three participants. Here are some examples of the errors “Phimai and phanomrung are examples of these temple types” – Sita, “This material to building this structure” – Thongjai, and “This arrr possibly a marker to indicate a site to worship the god” – Bongkot. Although these participants made errors on their post-test, they spoke more on the post-test too. It is possible that when they speak more, the chance of making errors is higher.

**Specific knowledge.** It is clearly that the overall results of this part are in positive way because all participants gained higher scores on their post-test. Manta and Kanok got the highest scores in both pre-test and post-test. Manta is a tour guide for two years, but her job is full time tour guide, so it is possible that she has the motivation to learn the ESPK and also she has some knowledge of this specific subject. Kanok used to work as a tour guide long time ago, but he already changed his job. Also in his retrospection comment, he mentioned that he forgot the knowledge. That means he already knew something, but he didn’t use it for a long time, so he forgot. The ESPK helped him to recall his old knowledge and also teaches him new knowledge.

**Retrospection.** The retrospection in the post-test indicates that the participants have positive opinions on their post-test which can be interpreted that the difficulties that they had faced on their pre-test are gone. The ESPK is a self-study package, it is very important that the learners have to find some time to study it by themselves. Out of 13 participants, there are three people who commented that they didn’t have time to study. These people are Benja, Mudsee, and Walanda. Mudsee is the only person whose score on the specific knowledge part didn’t have much improvement. However, she learned some news specific words such as Khmer, Laterite, and Prang. Therefore in further study, it will be very useful if this lesson book will be used in a training course. It is clearly that the gap between the tests and the outcome is filled with retrospection of the participant because the participants immediately reviewed what they think after the tests (Nisbett & Wilson 1977).

**Opinions of the Respondents toward the ESPK**

Overall results of this part can be indicated that the participants have positive opinions for the ESPK as most of them rated score 4-5. However, there is one point such as the level of difficulty for the presentation activity that should be considering again. Some participants disagree that the activities is easy. The researchers view this point that it
is good point because activities need to have different levels of difficulties. Opinions of the participants in this study can be guidelines for further study as Graves (2002) stated that needs of learners is important for learning material developments.

**Conclusion**

The advantages of English Self-Study Package for Khmer Sanctuaries Tour Guides (ESPK) can be concluded as: (1) the ESPK is the first complete language package in Thailand as previously stated that the books for tour guide courses provide insufficient lessons for Khmer sanctuary tour guides, (2) the ESPK promotes knowledge in language patterns, specific vocabulary and specific contents of Khmer sanctuaries, which are needed in tour guiding, and (3) the specific vocabulary related to Khmer sanctuaries were identified and provided meaning in a special list. However, this self-study package, ESPK, works best for those who devote their time for the learning and practicing. It is suggested that some adjustment be done to serve learners for variety of different needs e.g. making it available on online internet, either on a smart phone application or on training courses for tour guides.

**References**


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