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Creation of the English Speaking Course through Strategy-based Instruction for Local Tour Guides on Tourism and Hotel Industrial Management Students' Speaking Ability

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Abstract

The purpose of this study was to create an English speaking course using strategy-based instruction for local tour guides. The sample of this study included 20 informants divided into three subgroups: 1) six staff working for the Tourism Authority of Thailand, 2) five teachers teaching in the Department of Tourism and Hotel Industrial Management (TH), and 3) nine English teachers with experience related to English for the tourism and hotel industry. The instruments used in this study were 1) a questionnaire asking about the needs of local tour guides regarding tourism in Prachinburi province, Thailand and 2) a questionnaire asking about the needs of local tour guides regarding their English speaking skills. The findings from the task analysis were used to develop the speaking course. The findings of this study may improve the speaking skills of the students, encourage their use of English in daily life, and may be beneficial for teachers and students in the field of tourism and hotels.

Keywords: Strategy-based instruction, English speaking, local tour guides

Introduction

Background of the Study

Because of the effects of globalization, the English language has become more important every day. In these modern days, English is used not only for educational fields but also for the business and industry fields. According to Richards (1985 cited in Tipmontree, 2007), English is necessary for those that work or will work in the future in tourism, business, and government services.

Tourism is the prominent industry of Thailand, which is responsible for the economy and growth of the GDP there. The Nation news (2017), reported that 20.6 percent of the total GDP of Thailand was increased through travel and tourism, which provides 2.9 trillion baht to the Thai GDP in 2016.

Tourism provide chances for people to obtain employment and to earn from their jobs, which leads to main financial resources for the public (Cukier, 1998). Richards and Hall (2000) have suggested that tourism can encourage the development of the society and the increase of supplementary income, as it has become more crucial for all groups in the societies in the world.

The Tourism Authority of Thailand (TAT) has begun the "Go Local" campaign to promote tourism in secondary destinations (The Government Public Relations Department, 2018) and Prachinburi province is one of these secondary tourism destinations (Tourism Authority of Thailand, 2018). Supasorn (2018), the Tourism Authority of Thailand's Governor, has stated that the development of local communities means the development of the country and travel and tourism can be the major contributor for economic development, job creation, and income distribution (Thai Travel News, 2018).

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Besides the tourism industry, English speaking skills are necessary for the expression of the importance of culture, traditions, and the living lifestyles of local society as local attractions. Bueno, Madrid, and McLaren (2006) have indicated that the most difficult skill that English as foreign language learners encounter is the speaking skill.

Therefore, the learners need to use language learning strategies to improve their speaking skill. Oxford (1990) stated that language learning strategies are beneficial for learners so that they can learn easily, quickly, more efficiently as well as more appropriately in different circumstances. Also, the use of language learning strategies has been increasing in the field of foreign language teaching and learning to improve speaking skill (Oxford 1990, Cohen 1990, O'Malley & Chamot 1990, Wenden 1991, Brown 1991, Rubin & Thompson 1994, Mendelsohn 1994, McDonough 1995, cited in Cohen, Weaver, & Li, 2013).

Regarding the Tourism and Hotel Industrial Management (TH) students, English speaking skills are extremely important for their career and study fields because the main goal of a TH department is to produce graduates with knowledge and skills in tourism and hotel management in so that they can work in the tourism industry (Department of Tourism and Hotel Industrial Management, KMUTNB). Moreover, the TH department also announced the possible careers that graduates can get in various areas such as the hotel and hospitality area, the airline business, as tour guides, and other types of tourism and hotel businesses.

For all these reasons, this study has developed an English speaking course using strategy-based instruction for local tour guides.

Purpose of the Study: To create the English speaking course through strategy-based instruction for local tour guides.

Research questions

1. What are the needs of local tour guides regarding tourism in Prachinburi province, Thailand?
2. What are the needs of local tour guides in terms of their English speaking skills?

Scope of the Study

1. The English speaking course for local tour guides was developed using strategy based-instruction.
2. The sample consisted of 20 informants, which were divided into three subgroups: 1) six staff members working for the Tourism Authority of Thailand; 2) five teachers from the Department of Tourism and Hotel Industrial Management in Thailand; and 3) nine English teachers with experiences related to English for the tourism and hotel industry.

Significance of the Study

1. This study may be able to improve the speaking skills of second year students of Tourism and Hotel Industrial Management in their performance as local tour guides.
2. This study may encourage students to use English language in their daily life.
3. This study may be beneficial to teachers in terms of exploring an efficient way to improve the speaking ability of general students and students studying for entrance exams into the tourism and hotel industry.

Literature Review

English for Occupational Purposes (EOP)

English for occupational purposes is used with learners that need English in their jobs or in an occupation (Kennedy & Bolitho, 1984). According to Evans and John (1998), EOP courses are used for professional, vocational, and pre-work purposes and they are designed

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based on clearly-definable needs that aim at meeting the participants' specific job goals (Evans & John, 1998, Friedenber, 2003, Hutchinson & Waters, 1987).

Hence, English used for local tour guides is an EOP since it is a type of English language purposively used to communicate with foreign tourists to provide information and services. In addition, English for local tour guides is generally taught in an occupational framework and can be applied before beginning one's career path or after beginning any professional job.

The needs of tour guides regarding tourism

The World Federation of Tourist Guide Associations states that "a tour guide is a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area, who possesses an area-specific qualification usually issued and/or recognized by the appropriate authority" (2003:1). A tour guide should introduce the famous tourist attractions of particular areas, and such places can be promoted as attractions by considering many factors, as suggested by, for example, Bansal and Eiselt (2004), Beerli and Martin (2004), Lim (1997), Lue. et al. (cited in www.researchgate.net) and Response Learning Space (2018). Moreover, a tour guide should have the knowledge required as suggested by Zhang and Chow (2004), Hung et al. (2010), Mak et al. (2011), Chang (2014), and the Department of Tourism in Thailand (2015) (cited in Khornjamnong, 2017 and Nguyen, 2015).

The following is summarized information about the factors of the places and knowledge for tour guides.

1. The factors of places that can be promoted as tourist attractions used in this study were divided into five groups: 1. cultural and social events, 2. nature, 3. socioeconomic environment, 4. leisure and adventure, and 5. tourism and support facilities.

2. The types of knowledge for tour guides used in this study have been divided into two subgroups: 1) basic knowledge or general knowledge for tour guides and 2) specific knowledge that includes certain facts or information, i.e. the history of place.

Speaking skills

Speaking is a communication method for creating meanings that includes constructing, obtaining, and processing knowledge (Brown, 1994; Burns & Joyce, 1997).

As the main purpose of speaking skills is to successfully communicate, Canale and Swain (1980) suggested that communicative competence is needed for communication. Four subgroups have been proposed as follows.

1. Grammatical competence: this skill emphasizes words and rules. It includes the characteristics and grammatical features of the language, such as vocabulary, sentence formation, pronunciation, and spelling and meaning.

2. Sociolinguistics competence: this skill emphasizes the appropriateness of language use. The contexts depend on factors, such as the status of the participants, the purposes of the interaction, and the norms or traditions of the interaction.

3. Discourse competence: this skill emphasizes the rules that determine the methods in which forms and meaning are combined to accomplish a meaningful unity of spoken or written texts. The unity of a text is enabled by cohesion in form and coherence in meaning.

4. Strategic competence: this skill consists of the knowledge of verbal and non-verbal communication strategies used to avoid communication breakdowns caused by lack understanding of communicative competence.

Speaking Strategies

Speaking strategies are important for improving the speaking skills of students that will be local tour guides. In this study, speaking strategies are used as a guideline to develop lessons. Nunan (1999) discussed the idea that successful language learning can be measured by the proficiency of conversation in the target language. Regarding the application of the speaking strategies in this study, this study used the findings obtained from Gani, Fajrina and Hanifa's study (2015), which showed that high speaking performance students reported using a greater number of speaking strategies. This group of researchers categorized the strategies into six groups according to Oxford (1990) which can be explained as direct and indirect strategies. "Direct strategies are directly related to target language and needed mental process of language (1990, p.37). They are memory, cognitive, and compensation strategies. Indirect strategies provided learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy" (1990, p.151). They are metacognitive, affective, and social strategies. The following provides the explanation of each strategy.

- 1) Memory strategies: strategies that help learners to store and retrieve new information.
- 2) Cognitive strategies: strategies that help learners to understand and produce
- 3) New language using different methods
- 4) Compensation strategies: strategies that aid learners in overcoming
- 5) Knowledge gaps and continuing to communicate authentically
- 6) Metacognitive strategies: strategies that help learners to regulate their own
- 7) Cognitive abilities and to focus, plan, and evaluate their progress
- 8) Affective strategies: strategies that help to develop self-confidence
- 9) Social strategies: strategies that provide increased interaction and more empathic understanding
- 10) These strategies were used to develop the teaching lesson in the present study.

Strategy-based Instruction (SBI)

Strategies-based instruction (SBI) is a learner-centered approach to teaching that emphasizes both an explicit and implicit combination of language learning and that uses strategies in the classroom (Oxford, 2001; Cohen & Dornyei, 2002). Students will experience the benefits of regular practicing these strategies while learning the language. The main goal of SBI is to provide an opportunity for the students to understand the things that they learned in the classroom and the methods of learning language more proficiently and successfully. This process helps to make learners more effective in their efforts to learn and use the target language. It also helps them to be aware of strategies that are suitable for them and to understand how to organize and use those strategies consistently and effectively while learning the language (Oxford, 2001; Cohen & Dornyei, 2002).

This study focuses only on strategy-based instruction. Therefore, it is necessary to find out the theoretical framework instructions that can be applied on strategy-based instruction to improve the speaking skills of the students.

The framework applied in this study to the instruction of speaking skills is the Cognitive Academic Language Learning Approach (CALLA).

Cognitive Academic Language Learning Approach Instructional Framework (CALLA)

According to Chamot and O'Malley (1994), the CALLA is an instructional model for second and foreign language students. It assists students with their academic achievement in foreign language instruction. The CALLA instructional design consists of five phases, in which the teachers combine the three components of content, language, and learning strategies. The following are the five phases of the CALLA instructional framework.

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Phase 1) Preparation. The teacher helps to activate students' background knowledge about strategies. It helps students to be aware of the current strategies and techniques available to them. The teacher also introduces the lesson and explains the necessary strategies.

Phase 2) Presentation. The teacher presents and explains new information and choose appropriate strategies for the task. The strategies will be mentioned by the name and the students will be shown how to use those strategies in different activities.

Phase 3) Practice. The teacher guides the students in practicing those strategies in task or activities. The students use the new strategies that they have learned newly or that they have already learned before and practice applying the new information. The teacher must ensure that the strategies are being used effectively by the students.

Phase 4) Evaluation. After practicing the new learning strategies in the third phase, the students evaluate their performance in order to assess the effectiveness of the strategies in terms of their own approaches to learning. This makes the aware of how to choose appropriate strategies and how to reject inappropriate ones.

Phase 5) Expansion. Here the students must integrate their new knowledge with their existing knowledge. Once they can expand the process, they can engage in various new activities or use the process with other people in the school or community and can evaluate the effectiveness.

The CALLA instructional framework is an effective learning strategy that includes content-based language instruction, learning strategies, and portfolio assessment. This model helps the student to become an individual learner and enables him or her to evaluate his/her own learning. Moreover, the CALLA provides a clear guideline for creating lesson plans. Furthermore, the CALLA is especially used as an instructional framework to improve one's productive skills, such as speaking and writing.

Research Methodology

Research Design

This experimental study aimed to develop an English speaking course using strategy-based instruction for Tourism and Hotel Industrial Management students that intend to be local tour guides. The findings obtained from the task analysis were applied for developing the course.

Informants

The data were collected from 20 informants, including five *teachers* from the Department of Tourism and Hotel Industrial Management, KMUTNB Prachinburi campus, six staff members from the Tourism Authority of Thailand in Prachinburi province, *and* nine English teachers with experiences related to English in the tourism and hotel industry.

Research Procedures

Below is the process used for creating the speaking course for local tour guides.

The development of English speaking course through strategy-based instruction for local tour guides. A questionnaire was used as the instrument to collect the data for the task analysis. The questionnaire used in this study was a rating scale questionnaire that included an open-ended section and was divided into two types.

1. Questionnaire for English teachers with experience related to English for the tourism and hotel industry: the questionnaire asked about the types of knowledge needed by tour guides and communicative competence (knowledge and skills needed for communication).

2. Questionnaire for teachers from the Department of Tourism and Hotel Industrial Management and the staff from the Tourism Authority of Thailand in Prachinburi province:

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the questionnaire asked about the types of knowledge needed for tour guides and the factors of places that can be promoted as tourists attractions.

The findings from this task analysis were used to develop the speaking course for instructing local tour guides. Moreover, this research used the findings from the work of Gani, Farjrina & Hanifa (2015), who investigated the students' learning strategies for developing their speaking ability. From this study, the strategies used by high speaking performance students were listed according to six groups: 1) memory strategies, 2) cognitive strategies, 3) compensation strategies, 4) metacognitive strategies, 5) affective strategies, and 6) social strategies. The contents for developing the course in the present study were designed based on the findings obtained from the task analysis and findings from Gani, Farjrina & Hanifa's.

Instrumentations

The two questionnaires used to collect the data for the task analysis are presented below.

1. **Questionnaire asking about the needs of local tour guides regarding tourism in Prachinburi province:** the questionnaire was distributed to teachers from the Department of Tourism and Hotel Industrial Management, KMUTNB Prachinburi campus, and the staff from the Tourism Authority of Thailand in Prachinburi province. It consisted four parts: part 1- personal information; part 2- factors of places that can be promoted as tourist attractions; part 3- types of knowledge and 4) the open-ended questionnaire.
2. **Questionnaire asking about the needs of local tour guides regarding English speaking skills:** the questionnaire was distributed to English teachers with experience related to English for the tourism and hotel industry. It included three parts: part 1- personal information; part 2- communicative competence; and part 3- types of knowledge.

These two questionnaire were developed according to the following processes.

1. Review the frameworks to develop the contents for the two questionnaires. After reviewing, the three frameworks below were included.

1.1 The framework of the factors of places that can be promoted as tourist attractions used in this study was suggested by Bansal and Eiselt (2004), Beerli and Martin (2004), Lim (1997), Lue et al. (cited in www.researchgate.net) and Response Learning Space (2018). The suggested factors were divided into five groups: 1) cultural and social events, 2) nature, 3) socioeconomic environment, 4) leisure and adventure and 5) tourism and support facilities.

1.2 Zhang and Chow (2004), Hung et al. (2010), Mak et al. (2011), Chang (2014), and the Department of Tourism in Thailand (2015) (cited in Khornjamnong, 2017 and Nguyen, 2015) suggested the types of knowledge that are necessary for tour guides, divided into two subgroups: 1) basic knowledge, including general knowledge and 2) specific knowledge, the knowledge that must be studied by tour guides themselves.

1.3 The communicative competence proposed by Canale and Swain (1980) was used to design the speaking course for tour guides. They divided communicative competence into four subgroups: 1) grammatical competence, 2) sociolinguistic competence, 3) discourse competence and 4) strategic competence. The details of each group were explained in the literature review.

Regarding the application of the speaking strategies in this study, this study used the findings obtained from Gani, Fajrina and Hanifa's study (2015), which showed that high speaking performance students reported using more speaking strategies. These group of researchers categorized the strategies into six groups, according Oxford (1990): 1) memory strategies, 2) cognitive strategies, 3) compensation strategies, 4) metacognitive strategies, 5)

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affective strategies, and 6) social strategies. The lists of speaking strategies in each group were shown in the literature review.

2. Three experts considered the validity of the contents by considering a framework of the factors of places that can be promoted as tourist attractions, types of knowledge for tour guides and communicative competence.

3. The online questionnaire was created by using Google Forms and was distributed to the 3 sub-groups of informants. All of the informants returned the online questionnaire.

4. The findings from the online questionnaire were summarized and used to develop the English speaking course for local tour guides.

Findings

The findings are presented according to the research questions.

Research Question 1: What are the needs of local tour guides regarding tourism in Prachinburi province, Thailand?

The questionnaire was divided into three aspects: 1) factors of places that can be promoted as tourist attractions, 2) types of knowledge, and 3) an open-ended questionnaire asking about the name(s) of places that can be promoted as local attractions in Prachinburi province and the reasons to support the name(s) of places that can be promoted as local attractions there. A 4-point Likert scale questionnaire was used. The findings were analyzed using Arithmetic mean (\bar{x}) and Standard Deviation (S.D.). The interpretation criteria for the data was set as follows:

$$\text{Range of score} = \frac{\text{Maximum} - \text{Minimum}}{\text{Point Likert scale (=4)}} = \frac{4-1}{4} = 0.75$$

Interpretation levels: 4 = Very important, 3= Important, 2 = Rather important, and 1 = Not important

Interpretation ranges for the analysis: 3.26-4.00 = Very important, 2.51-3.25= Important, 1.76-2.50 = Rather important, and 1.00-1.75 = Not important

The findings from the questionnaire are reported according to the three main aspects.

Factors of Places that can be Promoted as Tourist Attractions

According to the framework suggested by Bansal and Eiselt (2004), Beerli and Martin (2004), Lim (1997), Lue et al. (cited in www.researchgate.net) and Response Learning Space (2018), there were 24 items relevant to the factors of places that can be promoted as tourist attractions. This questionnaire was sent to the two groups of informants, including the group of the staff from the Tourism Authority of Thailand and the group of teachers from the Department of Tourism and Hotel Industrial Management. After obtaining the responses from the informants, the findings were analyzed using Arithmetic mean (\bar{x}) and Standard Deviation (S.D.). The items rated as being at a very important level ($\bar{x} = 3.26-4.00$) by the two groups were selected and applied to designing the contents of the speaking course. The selected factors are reported below.

Items	Teachers from the Department of Tourism and Hotel Industrial Management, KMUTNB Prachinburi campus		Staff from the Tourism Authority of Thailand, Prachinburi province	
	\bar{x}	S.D.	\bar{x}	S.D.
1. A tour guide should know places with local cultures, customs, rituals, celebrations and beliefs.	4.00	0.00	3.50	0.55

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Items	Teachers from the Department of Tourism and Hotel Industrial Management, KMUTNB Prachinburi campus		Staff from the Tourism Authority of Thailand, Prachinburi province	
4. A tour guide should know places with history and complexes, archaeological sites, reserves, and places of literary value.	4.00	0.00	3.50	0.55
5. A tour guide should know places having works of fine and applied arts, and folk crafts.	3.60	0.55	3.50	0.55
6. A tour guide should know places with a documented heritage, an industrial heritage, and an audio-visual heritage.	3.80	0.45	3.50	0.55
9. A tour guide should know places with natural resources, e.g. fruits, crops, etc.	3.80	0.45	3.33	0.52
10. A tour guide should know places with natural environments, e.g. rivers, mountains, waterfalls, etc.	3.80	0.45	3.50	0.55
15. A tour guide should know places with reasonable living costs (economics).	3.60	0.55	3.33	0.52
16. A tour guide should know places with political factors, i.e. local policy.	3.40	0.55	3.83	0.41
18. A tour guide should know places where leisure and adventure are possible.	4.00	0.00	3.50	0.55
19. A tour guide should know places with leisure and recreation.	4.00	0.00	3.50	0.55
20. A tour guide should know places with settings for sports.	3.40	0.55	3.33	0.52
21. A tour guide should know places with facilities, i.e. healthcare.	3.80	0.45	3.50	0.55
22. A tour guide should know places with tourism services.	3.80	0.45	3.67	0.52
23. A tour guide should know places with facilities provided for tourists.	3.80	0.45	3.50	0.55
24. A tour guide should know places with a diversity of tourist attractions.	3.80	0.45	3.67	0.52

Types of Knowledge for Tour Guides

According to the framework of knowledge for tour guides, there were 20 basic kinds of knowledge and 16 specific knowledge items. This questionnaire was distributed to the three groups of informants, including the group of staff from the Tourism Authority of Thailand, the group of teachers from the Department of Tourism and Hotel Industrial

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Management, and the group of English teachers with experience related to English for the tourism and hotel industry. The items rated at a very important level ($\bar{x} = 3.26-4.00$) by the three groups were selected and applied to designing the contents of the speaking course. The selected knowledge for tour guides reported below were suggested by Zhang and Chow (2004), Hung et al. (2010), Mak et al. (2011), Chang (2014), and the Department of Tourism in Thailand (2015) (cited in Khomjamnong, 2017 and Nguyen, 2015).

2.1 Basic knowledge: national tourism policy; deal with customers' complaints; able to well explain information; create good relationships with tour members; solve any problems and conflicts during the tour; handle arguments about historical facts with customers; speak effectively or persuasively with tourists; persuasive speaking skills; knowledge about the environment and nature; ecosystems, environment, and nature; keep the environment clean during a tour; remind the customer about environmental protection issues; the tourists' safety

2.2 Specific knowledge: duties and ethics of tour guides; knowledge about local culture; knowledge of the history of the destinations; understand the knowledge and experiences of the local people; knowledge about local people or folk wisdom; know about traditions and festivals; traditional food and special products relevant to the destinations; introduce reliable shops to customers; introduce tourist attractions and interesting entertainment places to customers; management of conversation areas

The Name(S) of Places that can be Promoted as Local Attractions in Prachinburi Province and the Reasons for Supporting The Name(S) of Places

According to the findings, the informants suggested 12 places that can be promoted as local attractions in Prachinburi province. The findings were analyzed by frequency (f) and percentage (%). The names of places were arranged from the highest frequency and are reported below.

Name of places	Frequency (f)	Percentage (%)
1. Chaophraya Abhaibhubejhr Hospital	6	31.58
2. Khao Yai National Park	2	10.53
3. Ban Dong Homestay	2	10.53
4. Si Mahosot Ancient City	1	5.26
5. Thap Lan National Park	1	5.26
6. Sa Morakot Archeological Site	1	5.26
7. Prachinburi National Museum	1	5.26
8. Kaeng Hin Phoeng	1	5.26
9. Dongbang Herbal Village	1	5.26
10. Wat Kaeo Phichit	1	5.26
11. Wat Jang	1	5.26
12. Yusuksuwan Museum	1	5.26
Total responses	19	100

As can be seen in the table, the three places with the highest frequency were Chaophraya Abhaibhubejhr Hospital, Khao Yai National Park and Ban Dong Homestay. Regarding the reasons, they can be summarized as follows:

1. Chaophraya Abhaibhubejhr Hospital: because it provides health tourism such as: Thai herb medicine and Thai massage. Moreover, it represents the Thai local traditions and lifestyle.
2. Khao Yai National Park: it is the most important and famous natural

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3. attractions in Prachinburi province.
 4. Ban Dong Homestay: it is well-known for local products, e.g. strainers and
 5. sieves for making noodles and it is also famous for Kaeng Hin Phoeng rafting.
- According to the highest frequency, these three places were included in the speaking course.

Research Question 2: What are the Needs of Local Tour Guides Regarding English Speaking Skills?

This part included asking about which types of communicative competence could be applied to this speaking course. Since communicative competence consists of four types of competence: grammatical, sociolinguistic, discourse and strategic. The first three types of competences were included in the same part.

The types of grammatical competence reported at very important level are listed below.

1. A tour guide should know the characteristics and grammatical features of vocabulary, i.e. parts of speech.
2. A tour guide should know about pronunciation.
3. A tour guide should know about spelling and the meaning of words.
 - a. The types of sociolinguistics competence rated at very important level are listed as follows:
4. A tour guide should know about the status of the participants.
5. A tour guide should know about the purpose of the interaction, i.e. to inform.
6. A tour guide should know about norms or traditions of the interaction.

Due to the fact that the focus of this study was the application of strategy-based instruction, the lists of strategies that were included under strategic competence were summarized separately. The selected strategic competences are reported below.

Selected strategies
Cognitive strategies: 30. A tour guide should read English articles about tourism.
Compensations strategies: 38. A tour guide should use synonyms (different words but have same or nearly same meaning) in English. 40. A tour guide should use gestures and/ or body language to facilitate communication.
Metacognitive strategies 43. A tour guide should listen carefully to native English speakers. 46. A tour guide should practice speaking in English diligently. 47. A tour guide should implement and use English in daily life. 49. A tour guide should pay more attention in English. 50. A tour guide should try to interpret exact meanings according to the contexts. 51. A tour guide should listen to speakers more attentively.
Affective strategies: 54. A tour guide should feel comfortable speaking in English.

The Development of Lesson Plans

1. The findings were allocated into three lessons since the three places were selected with the highest frequency (Chaopharya Abhaibhubejhr Hospital, Khao Yai National Park and Ban Dong Homestay). The table below shows the sample about how the findings were assigned into the lesson plans.

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Types of knowledge	Lesson 1	Lesson 2	Lesson 3
1. Basic knowledge			√
1.1 National tourism policy: A tour guide should know the national tourism policy. 1. Promoting tourism and tourism industry, as well as occupations of Thai citizens in the tourism industry.			√
2. Propagating Thailand’s natural beauty, archaeological site, antiquities, history, art, culture, sports, and evolution of techniques to others for travelling.			√
3. Providing convenience and safety to travelers.			√
1.2 Deal with customers’ complaints: A tour guide should be able to deal with the customers’ complaints. 1. Listen to the complaints: listen carefully for what they said, do not interrupt or defense, use the right body language and make understanding sounds like hmm, uh-uh, etc.		√	
1.3 Able to well explain information: A tour guide needs to be able to well explain information.		√	
1.4 Create good relationship with tour members: A tour guide needs to be able to create a good relationship with tour members.	√		

The table shows the sample about types of selected knowledge assigned to the individual lessons.

The other findings from research questions 1 and 2 were also assigned to these three lessons. After that, the three lesson plans were created accordingly.

2. The Cognitive Academic Language Learning Approach Instructional Framework (CALLA) was applied to the design of the lesson plans for the English speaking course. It consisted of five phases: 1) preparation, 2) presentation, 3) practice, 4) evaluation, and 5) expansion (see literature review for details).

Finally, in this study, the summarized findings of the task analysis and the instructional framework CALLA according to Chamot and O’Malley (1994) were applied to designing the lesson plans for the speaking course for local tour guides. Below is an example of a lesson plan.

The sample of a lesson plan

Teacher	Students	Time (Minutes)
Lesson 1 (Greeting) Phase 1: Preparation -Today, we are going to study about the speaking strategies needed to improve our speaking ability as local tour guides. After this lesson, you will be aware of using strategies that will help to improve your speaking ability. The content for studying the speaking strategies is Chaopharya Abhaibhubejhr Hospital. 1. Create good relationship with tour member:	Greeting	5-min

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Teacher	Students	Time (Minutes)
Phase 2: Presentation In this lesson we will be studying four groups of speaking strategies. - Cognitive strategies: reading English articles about tourism.	Students read the strategies	45-min
Phase 3: Practice -Now, we will do some activities to practice all the mentioned strategies.	Students do exercises	80- min
Phase 4: Evaluation -Choose the strategies that help to improve your speaking ability.	Students respond to the questionnaire	20-min
Phase 5: Expansion -Combine all the strategies and perform as a local tour guide.	Students record videos	30-min

Summary

The findings of the study can be summarized as follows:

The Needs of Local Tour Guides Regarding Tourism in Prachinburi Province

Factors of places that can be promoted as tourist attractions. The following factors were recommended by Bansal and Eiselt (2004), Beerli and Martin (2004), Lim (1997), Lue et al. (cited in www.researchgate.net) and Response Learning Space (2018) as follows.

- i. Cultural and social events: local cultures, rituals, customs, celebrations, and beliefs; history and complexes, archaeological sites, reserves and literary values; works of fine, applied arts, and folks crafts; documental, industrial, and audio-visual heritage
- ii. Nature: natural resources, e.g. fruits and crops; natural environment, e.g. river, mountain, waterfall
- iii. Socioeconomic environment: places with reasonable living costs (economic)
- iv. Leisure and adventure: places with leisure and recreation; place with setting for sports
- v. Tourism and support facilities: place with tourism services, facilities and services, e.g. health care; place with diversity of the various tourist attraction sites

Types of Knowledge for Tour Guides

Regarding the types of knowledge suggested by Zhang and Chow (2004), Hung et al. (2010), Mak et al. (2011), Chang (2014) and the Department of Tourism in Thailand (2015) (cited in Khornjamnong, 2017 and Nguyen, 2015), they can provide a guideline for a course developer to make decisions concerning what is to be taught. The following types of knowledge were suggested.

1. Basic knowledge: national tourism policy; deal with customers' complaints; able to well explain information well; create good relationships with tour members; solve any problems and conflicts during the tour; handle arguments about historical facts with customers; speak effectively or persuasively with tourists; persuasive speaking skills; knowledge about the environment and nature; ecosystems, environment, and nature; keep the environment clean during a tour; remind the customer about environmental protection issues; the tourists' safety
2. Specific knowledge: duties and ethics of tour guides; knowledge about local culture; knowledge of the history of the destinations; understand the knowledge and the experiences of the local people; knowledge about local people or folk wisdom; know about traditions and festivals; traditional food and special products relevant to the destinations; introduce reliable shops to customers; introduce tourist attractions and interesting entertainment places to customers; management of conversation areas

The Needs of Local Tour Guides Regarding English Speaking Skills

For developing a speaking course for local tour guides, the following knowledge relevant to language learning and teaching is recommended.

Communicative competence. Since this study focuses on strategy-based instruction, strategic competence, which was one of the four types of communication competence, was investigated separately. Therefore, the lists of recommended speaking strategies were expected.

According to this, when asking the informant about general communicative competence, there were only three types of communicative competence included (grammatical, sociolinguistic, and discourse). The English teachers reported only the grammatical and sociolinguistic competences at a very important level.

Strategic competence. There were 10 speaking strategies (Oxford, 1990) that were reported at very important levels. These strategies were categorized according to the following groups:

1. Cognitive strategies,
2. Compensation strategies,
3. Metacognitive strategies,
4. Affective strategies.

These findings are recommended to teachers for designing activities that will allow students to practice their speaking English skills more effectively.

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