AN EVALUATION OF A UNIVERSITY LEVEL ENGLISH FOR TOURISM PROGRAM

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ABSTRACT

The purpose of this study was to evaluate an English for Tourism program at a northern Thai University. The participants included fifteen students who enrolled in the course, two university officials from the international college, and the instructor of the course. Four types of instruments were used in this research: a questionnaire, interviews, a teacher’s log, and learning materials. The questionnaire collected data from the learners to determine their overall reactions to different course features. The interview questions gathered information regarding the stakeholders’ perceptions of the program. In addition, informal interviews were conducted with learners to follow-up the questionnaire responses. The teacher’s log documented, described, and reflected on different aspects of the course. The documentary sources analyzed the degree of communicative interaction opportunities present in the texts.

The results revealed that the learners responded positively to in-class listening and speaking tasks that they felt manageable and relevant to their future ambitions. However, there were negative responses towards textbook and outside readings; the learners viewed these as non-essential towards their goals. In addition, the stakeholders viewed the program as a vital part of the curriculum, but felt that the learners’ backgrounds were hindering the overall program development.
เรื่อง: การประเมินผลโปรแกรมภาษาอังกฤษเพื่อการท่องเที่ยวในระดับมหาวิทยาลัย

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ภาษาอังกฤษเพื่อการท่องเที่ยว

บทคั้นย่อ

วิทยานิพนธ์ฉบับนี้มีวัตถุประสงค์เพื่อประเมินหลักสูตรภาษาอังกฤษเพื่อการท่องเที่ยวที่เปิดสอนในมหาวิทยาลัยแห่งหนึ่งในภาคเหนือของประเทศไทย กลุ่มตัวอย่างประกอบด้วยนักศึกษาที่ลงทะเบียนเรียนรายวิชาจานวน 15 คน ส่วนอาจารย์ที่ปรึกษา 2 คนและอาจารย์ผู้สอนรายวิชา 1 คน เกี่ยวข้องในการเก็บข้อมูลมี 4 ชนิด ได้แก่ แบบสอบถาม การสัมภาษณ์ การบันทึกการสอนของอาจารย์ และสื่อการเรียนการสอน แบบสอบถามใช้เก็บข้อมูลเกี่ยวกับความคิดเห็นของผู้เรียนที่มีต่อรายวิชา การสัมภาษณ์เป็นการเก็บข้อมูลเกี่ยวกับความคิดเห็นของผู้บริหาร นอกจากรูปแบบมีการสัมภาษณ์ผู้เรียนอย่างไม่เป็นทางการ เพื่อเก็บข้อมูลเพิ่มเติมจากแบบสอบถามบันทึกระบบสื่อของอาจารย์เป็นการบันทึก บรรยายและการแสดงความเห็นต่อล่าสุดแห่งๆ ของรายวิชา การวิเคราะห์ข้อมูลการสอนผู้เรียนระดับโอกาสในการสื่อสารของสื่อต่อประเภทผลการวิจัยพบว่า ผู้เรียนที่ความคิดเห็นที่สอดคล้องกับการท่องเที่ยวและท่องเที่ยวที่คาดว่าจะมีประโยชน์ในการผลิต อย่างไรก็ตาม
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<tbody>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
</tr>
<tr>
<td>ESP</td>
<td>English for Specific Purposes</td>
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<tr>
<td>ASEAN</td>
<td>The Association of Southeast Asian Nations</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<tr>
<td>CLT</td>
<td>Communicative Language Teaching</td>
</tr>
<tr>
<td>EOP</td>
<td>English for Occupational Purposes</td>
</tr>
<tr>
<td>EAP</td>
<td>English for Academic Purposes</td>
</tr>
<tr>
<td>NA</td>
<td>Needs Analysis</td>
</tr>
<tr>
<td>NFLC</td>
<td>National Foreign Language Center</td>
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<tr>
<td>L2</td>
<td>Second Language</td>
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<tr>
<td>SIPA</td>
<td>School of International and Public Affairs</td>
</tr>
<tr>
<td>CMU</td>
<td>Chiang Mai University</td>
</tr>
<tr>
<td>CC</td>
<td>Communicative Competence</td>
</tr>
<tr>
<td>CBI</td>
<td>Content-based Instruction</td>
</tr>
<tr>
<td>TBI</td>
<td>Task-based Instruction</td>
</tr>
<tr>
<td>CALLA</td>
<td>Cognitive Academic Language Learning Approach</td>
</tr>
<tr>
<td>CIPP</td>
<td>Context, Input, Process, Product</td>
</tr>
<tr>
<td>CSE</td>
<td>Center for Science Education</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<td>--------------------------------------------------</td>
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<tr>
<td>GELC</td>
<td>Guangzhou English Language Learning Center</td>
</tr>
<tr>
<td>IUJ</td>
<td>International University of Japan</td>
</tr>
<tr>
<td>PMLP</td>
<td>Primary Modern Language Product</td>
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<tr>
<td>EIB</td>
<td>English for International Business</td>
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<tr>
<td>EIC</td>
<td>English for International Communication</td>
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<tr>
<td>CEF</td>
<td>Common European Framework</td>
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<tr>
<td>TESOL</td>
<td>Teaching English to Speakers of Other Languages</td>
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<tr>
<td>L1</td>
<td>First Language</td>
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<td>S1</td>
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Chapter 1

Introduction

1.1 Rationale and Significance of the Problem

Thailand is a rapidly developing country located in Southeast Asia where the national language spoken is Thai, which exhibits the pride of Thai people by having never been colonized (Wiriyachitra, 2002). However, as Wiriyachitra suggests, English plays a large role in the everyday lives of Thais. Thailand currently has no official second language, but English is currently the most widely taught foreign language in schools, and the Thai Ministry of Education mandates it beginning at the primary level (Ministry of Education, 2006).

In addition, English is widely used in other sectors as well. The development of the country has seen an increase of outside investors in the business, education, science, and technological fields where English is the medium for communication (Wiriyachitra, 2002). Foley (2005) lists English as being widely used in international organizations, banking, advertising, tourism, tertiary media outlets, international air travel, international law, international safety, and so forth. Tourism is included in his features, but one could also argue that the majority of those domains reflect the tourism industry. For example, in order to increase tourism you need creative English mediums in the form of advertising and promotion. The use of English for international safety, and within the airline industry, reflects the tourism industry and desires of most tourism students to work in the airline industry, or marine industry in Southern Thailand, to transport tourists from one destination to the next, or to work in the scuba diving industry.

However, Wiriyachitra (2002) suggests from personal experiences, and limited research, that Thai universities are unable to produce graduates with English skills adequate for the workplace, especially the tourism industry. She cites a possible reason for this outcome may be that speaking and listening, the most common skills, are not the main focus of Thai curriculum at the tertiary level. Mrs. Arunsi Sastramitri, Director of the Academic Training Section of the Tourist Authority of Thailand, (cited in Wiriyachitra, 2002) observed that tourism is a major industry in Thailand, but Thai graduates in the tourism field have sub-par English skills, and that this creates misunderstandings and a negative attitude towards Thailand.

English exists in Thailand, as do courses catering to the needs of students pursuing a tourism career. However, there are few public evaluations of English courses, specifically English for Specific Purposes (ESP), available to current or future instructors in the field. If courses are not being evaluated, the profession cannot grow and ensure the learners’ needs are met; or that the target language being taught is relative to the language faced in everyday situations. Tourism in Thailand is likely to continue to increase along with the import and export industry, in part due to the proposed addition of a high-speed railway linking northern Thailand to China and
Laos. As tourism likely continues to increase, and Thailand continues to develop as a leader in South East Asia, it is imperative that current tourism programs are being evaluated and redesigned to meet the growing demand of English speakers in the Thai tourism industry.

As the Association of Southeast Asian Nations (ASEAN) continues to grow, China, Thailand, and Laos have agreed to build a high-speed railway linking all three countries in association with the ASEAN-China free trade agreement that became affective in January 2011 (Asean-China Free Trade Area, 2010). The development of the high-speed railway is likely to further increase the need for English, especially in the north of Thailand, as trade and tourism will likely increase between the three countries. The operation of the high-speed railway will create a need for transportation workers and the industry is most likely to pursue graduates with a high level of English in relation to the tourism and transportation fields. The focus on transportation will create a need for ESP courses.

However, neither English nor ESP courses are new to Thailand; they have been a part of Thailand for over forty years (Foley, 2005). In respect to ESP programs, tourism is one of the most widely taught curriculums in Thai universities (Sinhaneti, 1994). However, little evaluation of current ESP tourism programs in Thailand currently exists. Without evaluating current language programs, change in curriculum cannot be possible, and programs will continue as they always have instead of being adapted to meet the current demands of the Thai tourism industry.

ESP programs in Thailand will remain and likely increase in number. This is especially true for the north of Thailand, as it becomes a transportation hub for foreign tourists and business professionals, who will likely utilize the high-speed rail linking Thailand, China, and Laos. The evaluation of current programs is a necessity in order to provide educators the opportunity to investigate their classrooms, as well as restructure programs, or modify courses in order to keep up with the nationwide changes that demonstrate “English is no longer a luxury but a necessity” (Foley, 2005, p. 233). This research takes on Foley’s point of view as an effort to promote evaluation in tertiary tourism programs, and to demonstrate the effectiveness it has on discovering different aspects in a program with the aim to improve or modify it in the future.

1.2 Research Purpose

The research purpose is to evaluate the initial English for Tourism program directed toward fourth year tertiary level students at an international college in the north of Thailand.

1.3 Research Questions

These research questions were designed to meet this research’s goal and the conclusions are discussed in Chapter 5 of this report.

1) How did the learners and the administration respond to the English for Tourism program?

2) How did the instructor’s contributions to the program interact with the learners’ learning experience?
3) To what extent did the classroom materials, activities, and content assist in the interaction and communication amongst the learners during the program?

1.4 Significance of the Study

Evaluation as defined by Kiely and Rea-Dickens (2005) is the process of determining the relationship between different program mechanisms, the procedures and theory constructed by the individuals involved in a program, and the outcomes which are used to demonstrate the worth of a program. The use of evaluation in programs is widely suggested as an integral part of program development (Brown, 1995; Graves, 2000; Kiely & Rea-Dickins, 2005; Rae-Dickens & Germaine, 1993; Richards, 2001). However, as suggested by van de Poel and Gasiorek (2009, p.1) evaluation “is a critical but frequently underutilized part of the language course development process.” Rea-Dickens (1994, p. 84) goes farther to suggest that “if evaluation in English language teaching (ELT) is to be effective, we will see stronger integration of evaluation within practice, as part of an individual’s professionalism.”

The acknowledgement of the importance of language program evaluation is paramount in the profession, but evaluative research reporting may not be indicative of this acknowledgement, especially concerning language programs in Thailand. This research hopes to add valuable evaluation literature to signify the importance of evaluating current programs in order to restructure, or revise them to ensure Thai learners are being equipped with the proper English skills necessary to pursue work in the Thai tourism industry. The need for reliable research concerning tourism classes in the north of Thailand is instrumental, as Thailand continues to grow economically, and is an active member in ASEAN, which recognizes English as its official language (Chalermpalanupap, 1999).

1.5 Scope of the Study

The study investigated English as a foreign language (EFL) students enrolled in an international program in a university in the north of Thailand. The course description is “a practice in language skills and expressions used in the tourism industry, both domestic and international. Spoken and written expressions in various situations such as dealing with complaints, precautions, etc. are included.” The research only evaluated this specific course and the learners and stakeholders involved in the program.

This research took place in an ESP classroom at the university and the results are representative of the fifteen students enrolled in the course, the instructor of the course, and the two administrators at the university. In addition, the scope of the contents included materials, activities, and topic. Furthermore, the procedures and theory used throughout the course were evaluated to demonstrate the significance of the outcomes in the program.

The data collected is only a reflection of this population and content. This study may have general characteristics of previous ESP courses in different contexts or may possibly be modified to meet the needs of other ESP language programs in different settings. However, the purpose of this research is to evaluate a fourth-year English for Tourism program within a northern Thai university context utilizing the Use-Driven and Participatory Process Model, and only takes into account the
experience of the instructor, learners, and two major stakeholders, in addition to the content.

1.6 Definition of Key Terms

English for Tourism: An ESP program utilized to develop the four language skills of the learners with an emphasis on the tourism industry.

Evaluation: The process of determining the relationship between different program mechanisms, the procedures and theory constructed by the individuals involved in a program, and the outcomes which are used to demonstrate the worth of program (Kiely & Rea-Dickins, 2005).

Formative Evaluation: A process evaluation that identifies problems within a program and to recognize aspects that are thriving or not reaching expectations within the language program.

Summative Evaluation: A cumulative evaluation that determines the overall effectiveness of a language program.
Chapter 2

Literature Review

2.1 Introduction

The following review of literature discusses the developments of English for specific purposes (ESP) within English language teaching (ELT), followed by the theoretical background of needs analysis and related studies, as well as the theoretical background of communicative language teaching (CLT). Finally, the theoretical background and related studies concerning an integrated skills approach and program evaluation conclude the review of literature.

2.2 English for Specific Purposes (ESP)

ESP began gaining relevance in the 1960s and continues to gain significance in the field with influences from the applied linguistics and ELT fields. The development of the world economy in the 1950s and 1960s created a general need for ESP across the world. English was fast becoming the international language for subjects such as science, technology, and business. The development of English as an international language led to international students seeking opportunities to study in the United States of America, the United Kingdom, and Australia. The combination of these influences created a need and excitement for ESP throughout the 1960s. As ESP became more common, its own methodologies began to influence general ELT. ESP was influential in developing a communicative language curriculum based on students’ needs; this influence led to the development of functional-notional and task based syllabi (Dudley-Evans & St. John, 1998). ESP continues its influences on the ELT field with the continued development of a vast array of ESP textbooks covering specific topics under the headings of English for occupational purposes (EOP) and English for academic purposes (EAP).

The development of ESP is widely recognized as a separate operation within ELT. The ability of ESP to draw on other research from different subject areas, most notably applied linguistics, highlights a significant difference between ESP and ELT. Even though ESP is influenced from other study areas, it still has developed its own strategies that are applied in ESP classrooms.

The underlying theory for ESP is in developing practical outcomes for the learners. ESP’s main components include: needs analysis, text analysis, and the enablement of learners to communicate successfully in their future academic or occupational careers. Opponents of ESP believe that it lacks theoretical practices, but the theory of ESP consists in the development of curriculum based on learner needs, or the nature of texts that are prescribed to learners. Much of the research concerning ESP tends to reflect the process of designing language courses for ESP learners and not the theoretical implications of ESP teaching (Dudley-Evans & St. John, 1998).
ESP research created three main definitions, with each developing over time (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Strevens, 1988). Each definition was built upon a prior explanation until Dudley-Evans and St. John (1998) provided a comprehensive definition of ESP. They defined ESP using three absolute characteristics and four variable characteristics. Their three absolute characteristics are:

- ESP is designed to meet specific needs of the learners;
- ESP makes use of the underlying methodology and activities of the disciplines it serves; and
- ESP centers on the language (grammar, lexis, and register), skills, discourse, and genres appropriate to these activities.

The variable characteristics are:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at the secondary school level; and
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

The given definitions provide a working definition for ESP while distinguishing it from general English language teaching. One common theme in all the definitions is the use of a needs analysis to determine the learners’ future goals and needs. The other characteristics identify ESP classes as being taught to students or adults with similar language goals, either academic or occupational (Dudley-Evans & St. John, 1998). ESP allows the teacher to have a more narrow focus on the language taught during the course, as opposed to general English classes where the ultimate goal tends to focus on speaking English communicatively in a variety of contexts. However, in order to develop an ESP program, an appropriately designed needs analysis is viewed as crucial to ensure that the needs of the learners are met.

2.3 Needs Analysis

A needs analysis (NA) as defined by Graves (2000, p. 98) is “a systematic and ongoing process of gathering information about students’ needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs.” The use of a NA in foreign language curriculum continues to increase, especially in ESP programs. There are currently five purposes for a NA identified by West (1994): (a) target situation analysis, which focuses on the language needed in particular situations; (b) deficiency analysis, which is concentrated on the gaps in the learners’ knowledge; (c) strategy analysis, which focuses on strategies the learners use; (d) means analysis, which is the study of the context of where the language is to be learned, and (e) language audits, in which the language itself is a focus of analysis.

NA practitioners utilize these frameworks in the development of needs assessment models or designs. Graves’ (2000) Needs Assessment Cycle begins with the pre-gathering of information then moves to action, and finally evaluation before
cycling back to stage one. Brown (1995) suggests a model reflective of his work on curriculum development, which begins with a needs assessment followed by implementation of the curriculum finishing with evaluation before cycling back on itself. Both Graves and Brown’s models were referenced in the development of the tourism class evaluated in this study.

2.4 Related Studies using NA models

Developments in both ELT and ESP have led to an increase in research on NA from the program and curriculum level. Within this context, studies have ranged from the foreign language needs of the U.S. military (Lett, 2005), to Waikiki hotel maids (Jasso-Aguilar, 2005), and footballers in the Netherlands (Kellerman, Koonen, & van der Haagen, 2005).

Within foreign language programs NA continues to play an important role, especially with the increasing influence of the task-based approach to syllabus design (Long, 2005). A research team at the University of Hawaii National Foreign Language Center (NFLC) investigated the task-based technique on the learning of Korean as a second language (Chaudron, et al., 2005). The three-year pilot study involved NA, the development of materials, implementation, testing, and evaluation necessary for the study.

The NA phase of the study implemented a task-based analysis of the target language needs of 84 learners in the Korean program. In order to collect the data, the researchers conducted unstructured interviews, administered questionnaires, and collected language samples. The research team also collected data from the situation where the target language was to be used in the future. This study demonstrates the benefits of using multiple sources in the needs assessment process to develop a trial, task-based curriculum.

An additional study from the University of Hawaii included targeting situational and language needs of second language learners of Japanese (Iwai, Kondo, Lim, Ray, Shimizu, & Brown, 1999). This large-scale study involved 688 first and second-year learners participating in the language program, as well as the teaching staff employed by the program. The focus of the study was to develop performance based language tests that could be utilized in the Japanese second language (L2) program. The researchers administered a questionnaire to the learners with the goal of discovering the future context in which students’ felt they might need to use the target language, and their perceived need for having language skills to aid them in future academic, occupational, social, and tourist-related situations. In addition, the research sought to discover differences between the students and instructors perceptions of these needs. The findings did show a difference between how the learners and teachers perceived these needs.

Another large-scale NA designed by Purpura and Graziano (2004), investigated the foreign language needs of students in the School of International and Public Affairs (SIPA) at Colombia University, and evaluated the scale to which these needs are being recognized. The study collected data from a variety of sources and from different stakeholder groups.

This study utilized a context analysis, a target situation analysis, means analysis, and a learner situation analysis. The context analysis allowed the researcher to identify the setting where the assessment would take place, and determined which stakeholders should be involved in the study. Following that, the learner situation
analysis identified the learners’ current knowledge, feelings, desires, and what they were willing to do to learn a foreign language. This was followed by a target situational analysis to identify tasks the students would encounter in the future where the target language would be needed. The learner and target situation analysis, combined with the contextual analysis, formed the three phases of the SIPA needs assessment project. The research concluded with recommendations on how the SIPA program could be improved by redesigning language tests and reforming the language instruction.

In respect to Thailand, little research is available concerning needs analysis, however, some research has included a needs analysis as part of program development. A study at Chiang Mai University (CMU) used a needs analysis to restructure a language program to meet the English nationwide standards (McDonough & Chaikitmongkol, 2007). The researchers administered a needs analysis questionnaire to learners that revealed dissatisfaction among the learners from the previous year. Following the questionnaire, the department reviewed relevant literature from other English language programs in Thai universities. The needs assessment concluded that a task-based approach emphasizing learning strategies would best meet the needs of the learners in order to prepare them for their future endeavors.

In addition, a study by Brunton (2009) focused on students’ attitudes toward general English curriculum and hotel curriculum in Chiang Mai, Thailand. Before the course, a needs analysis questionnaire was administered to the learners to determine the participants’ attitudes towards the course and the two sections: ESP and general English. In addition, it focused on the perceived wants of the learners. The needs analysis included 13 statements using a Likert scale; the results were compared to the questionnaire given at the end of the course. The initial needs assessment determined the majority of learners desired a general English curriculum, but realized the benefits from a hotel English curriculum.

The above studies represent a growing increase in studies involving a NA as a method to develop or restructure a program or curriculum. Once a NA is completed, the course needs to be taught and continuously evaluated. In evaluating a course, one must consider the type of teaching method chosen to teach the course. The following sections provide a theoretical background for communicative language teaching, and an integrated approach to language teaching, as the two methods were employed in the teaching of the course evaluated.

2.5 Communicative Approach

A teacher’s design of either a curriculum or syllabus is based on the teacher’s beliefs about the language learning process; this process is reflected by the curriculum and syllabus development. The communicative approach to language teaching (CLT) in this research is based on the teacher’s belief that this approach to classroom instruction is the most dynamic approach to use in the classroom. As Nunan (2004) notes, CLT methodology is the most widely accepted among language teachers. He also states, “language is more than a set of grammatical rules, with attendant sets of vocabulary, to be memorized” (p. 6). CLT creates active and relevant tasks for learners in order for them to create meaning through practice in real life situations.

Brown (2007) provides four interrelated characteristics of CLT that demonstrate it as an approach rather than a process. First, the goals set in the
classroom focus on all aspects of communicative competence (CC). The goals are not hindered to grammatical or linguistic competence. CC encompasses all the abilities that allow humans to produce and understand messages and interpret the meanings within the given context. The ability to convey language and interpret it correctly outside of the classroom is vital for language learners. The learners’ goals, especially in ESP, involve being able to take the language learned in the classroom and apply it to the outside world.

In regards to taking the language used inside classroom to the real world, CLT methods allow the learners to be involved in “pragmatic, authentic, functional use of the language for meaningful purposes” (Brown, 2007, p. 241). The memorization of language forms are not the focus, rather the central focus is on different functions of the language that the learners need to complete tasks that they will face outside the classroom (Nunan, 2004). The idea of preparing learners for the specific language they need outside of the classroom led to the development of ESP practices (Nunan, 2004). For example, a student preparing for a career in the medical field has different language needs than one preparing to enter the aviation field.

CLT (Brown, 2007) allows for fluency and accuracy to coincide within the classroom, as sometimes fluency takes precedence over accuracy in order to keep the learners actively using the target language to complete tasks. This leads to Brown’s last characteristic, which is the recognition that the learner’s goal is to use the target language in a productive and receptive way outside the classroom. An effective syllabus design allows the instructor to structure the course to provide ample opportunities for the learners to practice the target language in specific contexts that the student may encounter outside the classroom.

CLT as mentioned before is an approach to classroom language teaching rather than a set of processes. CLT stresses the use of real world tasks in the classroom in order to better prepare learners for tasks they will face outside the classroom. Nunan (2004) stresses that although CLT and task-based learning have similarities, there remains a significant difference. Nunan (2004, p. 10) defines CLT as a “broad, philosophical approach; the language curriculum that draws on theory and research in linguistics, anthropology, psychology, and sociology”, however “task-based teaching represents a realization of this philosophy at the levels of syllabus design and methodology.” Although Nunan demonstrates clearly how task-based learning is as an effective approach for CLT, an integrated approach of task-based and content-based instruction (Brinton, 2003) may prove useful.

### 2.6 Integrated vs. Segregated Approach to EFL Teaching

An integrated approach to language teaching involves bringing different aspects of it together to represent real life situations. Oxford (2001) demonstrates integration in the classroom by comparing it to a carefully woven tapestry. A well-made tapestry carefully integrates all the strands to form a large, strong, and beautiful piece of art. If a strand is missing or not carefully woven together, the art is not strong or beautiful, and therefore serves little purpose. Language learning consists of the same layers, which represent the skills required to communicate effectively in the language. The core skills consist of reading, writing, listening, and speaking. The core skills co-exist with learning strategies, grammar, pronunciation, and spelling. An effective language learner integrates various skills together in order to communicate effectively outside the classroom. As instructors, we must integrate all the skills into
the course to prepare our learners for the tasks and content they will undoubtedly face in the real world.

According to Oxford (2001), content-based language instruction (CBI), and task-based instruction (TBI) demonstrate an integrated approach to language teaching. Both approaches allow the instructor to use a wide array of materials, textbooks, and technologies in the classroom (Oxford, 2001). CBI focuses on the content of the course, most often science, math, or social studies. However, for this course, the tourism industry provides the content for the scope and sequencing of the instruction. According to the Cognitive Academic Language Learning Approach (CALLA), designed by Chamot and O’Malley (1994 cited in Oxford, 2001), language learning strategies can be instituted into the learning of both content and language. The content selected for a course should provide opportunities for the learners to practice multiple skills, especially skills that emphasize communicative competence.

The tasks designed from the content illustrate task-based teaching methodologies. TBI institutes tasks into the curriculum to improve the communication competence of the learners. The designed tasks encourage group and pair work to gain meaning of content and practice language skills. In a tourism class, the tasks can include designing tours, writing brochures, airport role-plays, giving directions, and presenting information on historical sites. Task-based instruction can be used at all levels from beginners to more advanced learners, and can be integrated with content-based instruction.

According to Oxford (2001) the integrated-skill approach introduces English language learners to true language forms and allows them opportunities to communicate naturally in the language. Coskun (2009) adopted an integrated skill, multi-dimensional approach in designing curriculum for an ESP course for Turkish tertiary students. The chosen approach based on a needs analysis did not integrate one specific skill or type of syllabus. The needs analysis showed no reason to adopt one syllabus type, as it might hinder the teaching and learning process, however, a themed-based approach was prioritized in designing the course. The use of themes provided stability for instituting multiple skill areas. Another study in Latvia (Luka, 2009), came to the similar conclusion that an integrated syllabus was most appropriate for an ESP tourism classroom. Luka selected a topical syllabus while integrating situational, task-based, and process syllabi on a lesser basis. Luka suggests the use of a situational and topical syllabus to ensure that the content used relates to the tourism industry. In addition, the use of tasks helps develop the learners’ communicative competence, creative thinking, and problem solving skills. She instituted a process syllabus to utilize collaboration between students and instructor in the selection of course content, teaching-learning methods, and materials.

The above studies represent the practical use of an integrated skills approach in an ESP tourism class, but lack an evaluation of the method to continue to improve the program or how to ensure learners’ expectations, wants, and interests are being served. In addition, the stakeholders are satisfied that the course is well-organized and taught appropriately.

2.7 Evaluation

Evaluation is often viewed as the end to the program development, but as Brown (1995, p. 217) states, “the heart of the systematic approach to language curriculum design is evaluation: the part of the model that includes, connects, and
gives meaning to all other elements.” Evaluation as defined by Kiely and Rea-Dickens (2005), is the process of determining the relationship between different program mechanisms, the procedures and theory constructed by the individuals involved in a program, and the outcomes which are used to demonstrate the worth of the program. As described by Rae-Dickens and Germaine (1993, p. xi) “evaluation takes us right into the classroom to describe, analyse, and interpret what actually occurs when teaching and learning take place.” A language program evaluation has three distinct features as outlined by Kiely and Rea-Dickens (2005). The three common feature of evaluation are that it creates assertions in a shared context, combines with research, and faces the obstacle of becoming public or remaining private. Their account of evaluation is based on the historical developments of evaluation from the dependence on statistical data to more multi-perspective approaches, including constructivism and realism.

The first of Kiley and Rea-Dickens’ (2005) characteristics of a language program evaluation is that it involves the constructing of judgements in a shared context. Within this context, Graves (2000) suggests five aspects of a course that can be evaluated to determine the effectiveness of the course. These include the goals and objectives, the course content, the needs assessment, the course organization, the materials and methods, the learning assessment method, and the course evaluation plan. However, as Kiley and Rae-Dickens (2005) suggest, budget reviews, teacher development, and participant narratives are also possibilities for evaluation criteria to assist in determining the success of a particular program’s aspects. This range of possibilities in evaluation leads to the distinction between evaluation and research, which is Kiley and Rae-Dicken’s second feature of evaluation.

The development of evaluation research has created two different ideas on the functions of evaluative research. The first as described by Kiely and Rea-Dickens (2005), is a study that includes both research and evaluation functions. In other words, the research function asks why something has occurred and the evaluative function collects information to aid the decision-making process. Secondly, they view evaluative research as a combination of both research and evaluation. This involves research into the design of instruments, such as questionnaires and surveys, or the validity of specific test designs. The distinction between evaluation and research remains unclear, but the combination of both is used to determine what happens in the classroom and why, thereby possibly leading educators to a better understanding of their classrooms.

The last feature of evaluation, according to Kiely and Rea-Dickens (2005), is the issue of the evaluation remaining private and not reaching the public. The reasons for this likely varies from study to study. Especially in social issues, there may be ethical or legal implications if the evaluation is published. In addition, key stakeholders may deter the publication due to unfavorable findings about their institution. However, in a language program evaluation focusing on the what and why of events in a particular situation, the participants and stakeholders remain anonymous. The evaluation then likely reaches the public domain with the intent to aid future instructors, not to detract from an institution.

These three features illustrate obstacles as well as possibilities in the evaluation of language programs. The fact that many features of the course are evaluatory allows the researcher or instructor to choose the feature that they feel is most important in their classroom or professional development, while taking into account previous research findings to test the hypothesis of why a feature of the program is
successful or unsuccessful. In the end, knowledge of the three features allows the researcher or instructor to take into account all of the context, and to choose the appropriate type of evaluation.

### 2.8 Evaluation Approaches and Models

Brown (1995) outlines four approaches to evaluation: (a) product-oriented, (b) static characteristics, (c) process-oriented, and (d) decision facilitation. Product-oriented approaches focus on goals and instructional objectives to determine if they have been accomplished. Static characteristic approaches are similar to the product-oriented approach, in that it seeks to discover the effectiveness of a particular program. However, outside experts who review accounting and academic records along with static figures such as the student/teacher ratio, faculty degrees, seating capacity of classrooms and so forth, use this approach.

A major shift in program evaluations occurred with the development of the process-oriented approach. This approach recognizes that meeting program goals and objectives was important; however, it was not very useful in restructuring or modifying curriculum. This approach acknowledges the important usage of judgmental activities as opposed to static numbers.

The last type of approach as described by Brown (1995), is a decision facilitation approach, which aids in making decisions. In this approach, evaluators try to avoid making judgments and focus on collecting information that will aid the faculty and administrators in a program to make their own conclusions and decisions. The Context, Input, Process, and Product (CIPP) (Stufflebeam, 2002), and the Center for Science Education (CSE) (Center for Science Education, 2010) evaluation models are examples of this approach.

The above models have built on the strengths of the prior models and all should be considered in a model for evaluating a program (Brown, 1995). In response to development of evaluation programs Norris and Watanbe (2007) created the Use-Driven and Participatory Process Model (Figure 2.1). This model provides a guide for aiding language educators to comprehend, utilize, and use evaluation tools. Their guide directs educators through the process of identifying stakeholders, the purposes and methods of investigation, the analysis and interpretation of the data, the action plan, and the preparation for the next cycle. The current research selected this model because it provides a comprehensive guide to ensure a complete language program evaluation.
Figure 2.1 Overview of Use-driven and Participatory Evaluation Process (Norris & Watanbe, 2007)
2.9 Types of Evaluation and Related Studies

There are three types of evaluation commonly used in ELT: formative (Graves, 2000; Richards, 2001), summative (Graves, 2000; Richards, 2001), and illuminative (Richards, 2001). Evaluations often include both formative and summative models to gain a better understanding of the language programs in order to restructure or to make changes within a program. However, an illuminative evaluation focuses on how different aspects of the program respond to each other, but without the aim to change the course (Richards, 2001).

First, formative evaluation as illustrated by Richards (2001), takes place while the course is ongoing and gives information on how the students are doing. This includes what they have achieved, what they need to work on, and how well the course is meeting their needs. The information collected in a formative evaluation guides the teacher’s decisions as the course continues. In a study by Ghani and Hunt (1991), a formative evaluation was chosen over a summative one to assess the secondary school’s language curriculum in a Malaysian context. The curriculum was to be instituted over a period of five years; a formative approach would allow for the constant monitoring over the five-year period, in contrast to a summative evaluation that would have taken place at the end of the five years. In addition, the formative approach encouraged teacher reactions and communication with the Ministry of Education. Finally, it encouraged the teachers to adopt an investigative approach into their classrooms and become more self-aware of the happenings in their classrooms.

Another study by Brown (1995) utilized a formative evaluation to assess curriculum components such as needs analysis, course objectives, testing, material development, and teaching. The research adopted a systematic approach to review, revise, and improve the curriculum aspects of a language program at the English Language Institute, University of Hawaii at Manoa. This circular approach led to updated needs analysis, objectives, and criterion-referenced tests by teachers and members of the curriculum development team. In the spring, the norm-referenced tests, materials, and teacher support concerns were the focus of the evaluation team. The cyclical approach used by Brown allowed each aspect to be reviewed and improved upon at least once a year. In support of this study, a summative evaluation was also conducted to provide documentations of the evaluations in compliance with university guidelines.

A summative evaluation, according to Graves (2000), is completed when the course finishes and the instructor or researcher collects information about the learners’ achievements and the overall value of the course. Brown (1995) conducted a summative evaluation in conjunction with a formative evaluation of the Guangzhou English Language Learning Center (GELC). They used a yearly summative evaluation of the five-year project to provide both the UCLA/China Exchange Program and GELC administrations with information regarding the progress on their evaluation. At first, the evaluation team was reluctant to use the summative evaluation, but in hindsight decided that it aided the team in helping them organize their thinking about each of the courses and “consider the program as a whole” (p. 241). The study recognizes the successful use of a summative evaluation as part of a larger formative evaluation, in order to appease the stakeholders of the institutions. In addition, it allowed the evaluation team to gain a greater perspective of the entire program.
Some of the characteristics of the summative evaluation shown in Brown’s study were also featured in a case study conducted by Sawyer (1991) at the International University of Japan (IUJ). The evaluation included both formative and summative approaches in the collection and reporting of data for the 12-week intensive English course. The reasons for using a summative approach closely resembled that of Brown (1995), in that it provided a comprehensive report to present to the stakeholders along with the developments of the evaluation. The summative evaluation data consisted of criterion-reference tests and summaries of the evaluations submitted by the students. This information, in addition to the course background, was presented yearly to the administration. This method seemed to satisfy the administration while allowing the evaluators to view the program completely, instead of separately viewing each 12-week course as it occurred.

In reviewing the above studies, it becomes clear that most evaluations include both formative and summative evaluations. Formative evaluations recognize that most language programs continue from one term, or class, to the next, and allow for changes and implementations to be made as the program progresses. The inclusion of a summative evaluation allows administrators and other stakeholders to view the progress of the program and provides an opportunity for the researchers to view the program as a whole, especially if the evaluation intends to continue for several years.

The above studies are informative and useful for each of their respective contexts and provide valuable information to improve programs. However, Kiely (2009) suggests three aspects of language evaluation that have received less attention within the context of language program evaluation.

### 2.10 Contextual Features in Language Program Evaluation

The three contextual features in language program evaluation are: innovation, teachers at work, and the quality of the student learning experience (2009). Kiely links these three features with their theoretical background and the learning opportunities created due to their implementation in a language program. These evaluations utilize an illuminative or ethnographic approach and draw on research outside language program evaluation.

#### 2.10.1 Innovation

Innovations are often the focus or motivation of language program evaluations, but they are not highlighted in the evaluation itself (Kiely, 2009). Kiely also suggest that there is a natural adjustment period as the innovation is introduced to the program; during this time the method may not be effective, and the results may not be apparent. As a result, the start time of the evaluation period may not be appropriate until the participants, most likely learners, have fully adjusted to the routine and skills required of them. After the initial settling period, there is a greater chance of understanding the developments in the program.

In addition, the evaluative process and the innovative program begin together with a direct focus on the innovation process (Kiely, 2009). This allows for the understanding of the problems and issues as a direct reflection of the innovation being applied in the language program. An example of such an approach is the Primary Modern Language Project (PMLP) in Ireland (Kiely & Rea-Dickins, 2005). The
focus of the evaluation was to introduce a modern foreign language approach into the primary school curriculum. This evaluation demonstrates the program itself as the innovation; the findings led to the conclusion of reshaping the projects. The recommendations suggested focusing on clustering, continuity in learning, language awareness programs, and rigorous teacher development to make certain the foreign language program better met the resources and needs of the schools and teachers involved.

In addition, a study centered on an English camp focused on the development of students writing skills as a result of an immersion program (Rugasken & Harris, 2009). The innovation of the immersion program led to success in language acquisition and cultural understanding. In addition, a native English speaker had never previously taught the students, so they were most likely required to adjust to different activities and performances that may have not been included in their previous studies. This study represents an immersion program as an innovation to language acquisition at a quicker pace than normal instruction in schools.

The above innovation focuses on policy-led innovation (Kiely & Rea-Dickins, 2005), and student performances (Rugasken & Harris, 2009). However, as Kiely (2009) suggests, there are innovations in all aspects and stages of language programs. These include new resources, new course books, new teacher designed tasks, assessment designs, and students embarking on new activities. Evaluation of innovations allows for reflection on the appropriateness of an implementation with a desire to bring about a change in a language program.

2.10.2 Teachers at Work

In previous language evaluations, teaching is often observed as the delivery of a specific program (Kiely, 2009). These evaluations focused on the “cognitive dimensions of learning and the effectiveness of a particular instructional strategy in achieving” (Kiely, 2009, p. 106) the desired objectives. The focus on the instructor’s deliverance of a strategy omits the evaluation of the contributions, interpretations, and decision making throughout the program so as to contribute to the learning experience. Two studies focus on the possibility of teacher actions as an influence on the language program.

A study in Australia focused on the relation between teacher beliefs and actions (Breen, Hird, Milton, Oliver, & Thwaite, 2001). The researchers developed the idea of “teaching principles”, defined as the “reasons teachers give for particular techniques that they adopted during language lessons (that) revealed a set of guiding principles that appeared to be shared across the group” (p. 472). Their analysis suggests teaching methods and approaches to issues in the classroom are generally different among educators, but how they reach their outcomes largely reflects the pedagogical principles developed through their own learning and teaching experiences.

A similar conclusion was reached by Kiely (2001), after an evaluation of curriculum and teacher development in an EAP course at a British university. The study demonstrated common themes in the ELT field of teacher development through classroom inquiry, the impact of evaluation on teaching, and the teachers’ beliefs and how they relate to the teaching practice. During the study, a teacher changed her beliefs and approach to teaching, because of students’ responses on a questionnaire as part of the program evaluation. This study represents the dynamic classroom that
teachers face, and how incorporating evaluation in practice leads to possibly changing beliefs, as well as the professional development of the teacher.

In addition, Richards (2006) researched classroom decision-making through an identity-oriented analysis of classroom interaction. The importance of his findings as suggested by Kiely (2009), are that teachers and students can manage identities within the classroom to create engaging and enlightening learning opportunities. In addition, teachers are likely to identify engaging topics to make a program more engaging or less mundane than the usual or planned classroom discourse.

These studies allow one to view the teaching process as dynamic and changing; not the structured discourse from a syllabus, course book or grammar repetition, but “more as an individualized struggle to identify and develop small spaces for pedagogic and international variation and unpredictability” (Kiely, 2009, p. 107). Classrooms are composed of various learners and teachers who all bring their own beliefs into the classroom; this makes the classroom unpredictable. Teachers’ responses to the impulsive nature of the classroom shape language programs; their insight into this process helps provide a more comprehensive evaluation.

2.10.3 The Quality of the Learning Experience of Students

Students are often considered the major stakeholders of any program, and the goal of the program is to satisfy the learners’ needs, ensuring that they have a positive learning experience. A “learning experience that is satisfying in a holistic way has the potential to engage, motivate, generate effort, and lead to desired outcomes” (Kiely, 2009, p. 108) in the classroom. In order to achieve outcomes in a communicative environment, the learners need tasks and content that are interesting to them, as well as achievable. Interesting, achievable, and relevant tasks possibly lead to more engaged learning, thereby creating a positive learning experience for the learners.

A study by Towell and Tomlinson (1999), illustrated the importance of authentic comprehensible input in creating a positive learning experience when learners are guided to communicate with a set audience to reach a specific goal. The students’ responses were documented by an end of course questionnaire to determine their overall satisfaction with the course and the learning experience. The results showed a positive reaction by the majority, in addition to feelings of satisfaction with the learning that took place. As Kiely (2009) notes, end of course questionnaires are very common in language programs, but the argument lies in how, and to what degree this information is used “to understand the program as a learning experience” (p. 108). Kiely (2009) also argues that over time, data collected and thoroughly analyzed through questionnaires and surveys provides accurate accounts of students’ concerns, wants, and expectations. Secondly, they provide a learning experience that helps learners reach language goals and gain a better understanding of the learning process.

Evaluation of the learning experience, combined with an innovation and the teacher’s perspective, allow for an in-depth look of what actually takes place in the classroom, and why, thereby providing a better understanding of the program as a whole. Kiely (2009) demonstrates these ideas in an illuminative or ethnography section of an evaluation of an EAP program in a British university. The evaluation included two purposes: accountability and development. The purpose of including accountability was to show stakeholders involved that the program was well constructed, staffed, and instructed. The development aspect was to ensure continued development of the program with respect to the current and future learners.
The evaluation focused on a list of discourse markers to improve the academic writing skills of the learners. It demonstrated the complex structure of a language program through an innovation, the teacher’s response, and the learning experience of the students involved. One teacher shifted her identity in order to facilitate the needs of students and to meet the writing challenges of the learners. The teacher noted the arduous process of implementing new materials, but overall she wanted the students to feel the program was valuable and worth their investment, possibly demonstrating the inevitable task of a language teacher trying to use the available resources in order to achieve the learning goals of the students.

The learners reactions to the new materials were positive, but possibly their learning goals were not achieved by the new materials. As one student did not benefit from the use of word lists in her writing, but reflected positively on the overall learning experience.

This study represents the classroom as a dynamic atmosphere where both learners and teachers adapt and change as the program evolves. Both participants bring to the program their own previous experiences that intertwine to make the learning process perhaps more or less engaging. In addition, the classroom is a constant struggle for the teacher to meet the stakeholders’ demands of new materials, while ensuring that learning takes place on the part of the students. Evaluation of the innovation, teacher’s thought processes, and the learning experience possibly allow for a better understanding of how and why things take place in the classroom. This understanding through the evaluation process can lead to the improvement of language programs.

2.11 Summary of Chapter

This chapter has highlighted the developments and theoretical background of ESP, using the definition put forward by Dudley-Evans and St. John (1998). The identifying characteristic of an ESP course is the use of a needs analysis within the program or the curriculum development process. This was demonstrated by several studies showing the importance of identifying students’ expectations and perceived needs (Chaudron, et al., 2005; Brunton, 2009; Iwai, Kondo, Lim, Ray, Shimizu, & Brown, 1999). In language course or program development, once the needs are assessed, the teaching method is chosen to reach the desired learning outcomes. This review included the theoretical background of communicative language teaching; it also used studies to demonstrate this approach in an integrated skills framework (Coskun, 2009; Luka, 2009). As the development process continues, an evaluation is the link to bring all the aspects of the language program together (Brown, 1995). A significant number of studies demonstrate the usefulness of formative, summative, and illuminative evaluation in developing a language program (Breen, Hird, Milton, Oliver, & Thwaite, 2001; Brown, 1995; Brunton, 2009; Ghani & Hunt, 1991; Kiely, 2001; Kiely, 2009; McDonough & Chaikitmongkol, 2007; Richards, 2006; Rugasken & Harris, 2009; Sawyer, 1991; Towell & Tomlinson, 1999; van de Poel & Gasiorek, 2009). The variety of evaluation models and approaches allows for flexibility on the part of the instructor while showing the importance evaluation has on language program development if the model is appropriate to the intended results.
Chapter 3

Methodology

3.1 Introduction

The current study collected quantitative and qualitative data through interviews, questionnaires, a teacher’s log, and course materials to evaluate an English for Tourism class taught at an international college in the north of Thailand. The course design reflected a communicative approach to language learning, which is widely accepted in the field as an appropriate teaching approach (Brown, 2007; Nunan, 1998). The course was organized in what Richards (2001, p. 151), refers to as “whole to part”, beginning with a background introduction of the tourism industry, followed by the processes of creating a successful tour that coincides with a marketing plan for the respective tour. In addition, a context/task based syllabus (Appendix A) was used to sequence the course, and to create communicative tasks for the learners which centered on content typically found in the tourism field. According to Oxford (2001), the integrated-skills approach introduces English language learners to true language forms and allows them opportunities to communicate naturally in the language. Other research in the tourism field has shown the value of a multi-skill approach to language teaching (Coskun, 2009; Luka, 2009).

The purpose of this study was to evaluate an English for Tourism program designed for EFL learners attending an international college in the north of Thailand. This chapter describes the methods of study, which includes the participants, data collection instruments, data collection procedure, and data analysis.

3.2 Participants

The study focused on three types of participants: fifteen fourth-year students who enrolled in the class, two university officials from the international college, and the researcher who was also the instructor of the course.

3.2.1 Learners

There were fifteen fourth-year students enrolled in the course from August 2010 to December 2010. Of the fifteen students, fourteen were Thai Nationals, one was Chinese; there were eight males and seven females in the course. Eight of the students were pursuing a degree in English for International Business (EIB) and seven of the students were pursuing a degree in English for International Communication (EIC). The tourism program was required for the EIB students; however, the EIC students chose it as an elective. These learners were members of the first class to
enroll in the international college program at the university in 2007; most are on schedule to graduate in the spring of 2011.

The English level varied greatly amongst the students. The instructor rated 12 students between the level A2 and B1 (see Appendix B) according to Common European Framework (CEF) (Council of Europe, 2001). The other three students ranged from B2 to C1. The ages of the students ranged from 21-34 with the older students being the stronger English speakers, possibly due to more background experiences where English was commonly spoken.

The input of the learners is significant, as the designed course aimed to meet their needs, and was adjusted throughout the term to provide them with content and materials that they felt were most relevant to their current and future ambitions. However, the instructor managed the course direction to ensure the overall goals of the course were met. As this course was experimental, these learners were valuable in providing information regarding their experience in the course. The learners provided the researcher with data concerning their feelings towards the overall course, the impact of the teacher on their learning, course materials, topics, and activities completed in class. The learners were viewed as the most important stakeholders in this research, because of their ongoing participation throughout the term in the tourism program.

3.2.1 University Officials

The researcher identified two university officials as major stakeholders in the evaluation of the English for Tourism program. First, the Director of the International College oversees the entire International Program, and is instrumental in creating opportunities for students to have practical experience in the tourism sector locally as well as abroad. The director has been a member of the department since 2009 and sets the standard of education that he would like the students to achieve in the future; he is instrumental in providing advice and relaying his expectations to the instructors at the university.

Secondly, the Dean of Academic Affairs was viewed as a stakeholder in this evaluation. The dean oversees the curriculum for the entire international college and has been a member of the international college for two years. She was previously an instructor in a different faculty within the university before retiring. She chose to end her retirement to be a part of the development process in the international college. Her responsibilities include reviewing instructor syllabi, assessment measures, and exams. Her input is valued as it provides the researcher with a view outside of the learners or teachers as it relates to items that should be included in the course, and as it relates to the expectation level of the students.

3.2.3 Researcher

The researcher is a native English speaker pursuing a Master’s degree in teaching English to speakers of other languages (TESOL) and has over five years of English teaching experience in various countries, contexts, and with differing age groups. This was the first university level program taught by her, and she was the first and only instructor of this course at the international college from August 2010 to December 2010. During the course a detailed log was written by the instructor, allowing for an inside look into the classroom. According to Richards (2001), the
instructor’s log has the ability to provide detailed and open-ended information that other methods may not be able to document. Classroom based research or evaluation is possibly incomplete without input from the instructor of the course who possesses the knowledge on the happenings and outcomes of their own classroom.

3.3 Data Collection Instruments

During this research, four instruments were used to collect data. The instruments included questionnaires, interviews, a teacher log, and documentary sources. The questionnaires, interviews, and documentary sources are components of the summative evaluation while the teacher log composes the formative aspect of the evaluation. The combination of both summative and formative instruments allows for a comprehensive view of the program while the variety of instruments allowed for triangulation in the collection and analysis process as suggested by Norris and Watanable (2007).

3.3.1 Questionnaire

A questionnaire (Appendix C) was administered to the students after the completion of the course and was included as part of the summative evaluation. The researcher’s advisor approved the questionnaire. In addition, it was pilot tested with another student, not involved in the study, to ensure clarity in the questions. The questionnaire was written in English and Thai in order to get more accurate data from the learners. The translation was completed by a bilingual speaker and then verified by an expert in the field. The ability to use their native language possibly reduced anxiety and enabled them to write freely.

The organization of the questionnaire consisted of both structured and unstructured items. The structured items aimed to determine the learners’ responses to a variety of features in the program including activities, topics, and materials. The learners were asked to select the most useful and unhelpful features of the course including activities, topics, and materials. In addition, the unstructured items allowed the learners to comment on the overall value and difficulty of the course and the teaching style used throughout the course.

3.3.2 Interviews

Two university officials were interviewed using a semi-structured design as part of the summative evaluation. They allowed for detailed discussions on the issues and had the advantage of using follow-up questions to gain a greater understanding of the interviewees’ responses.

The design of the interview questions (Appendix D) followed the suggestions of Norris and Watanbe (2007) relating to the evaluation of a foreign language program and was approved by an expert in the field. The interview used in this research collected information regarding the international program as a whole, and the administration’s expectations of students and instructors in the tourism program. In addition to collecting information relative to the tourism program, the interview was vital in providing information on the growth, and potential growth, of the tourism industry in the north of Thailand.
In addition to interviews with stakeholders, informal interviews were conducted with some students regarding their survey responses. These interviews were used for clarification purposes concerning the questionnaire. The follow up interviews provided more background information about the students and a greater understanding of their point of view.

3.3.3 Teacher’s Log

A journal documenting, describing, and reflecting on the different components of the course was kept by the instructor as part of the formative evaluation. The course aspects reflected on included activities and materials used during the three-hour class period each week. In the reflection process, the teacher detailed which features on the class allowed for positive or negative interaction amongst the learners, and detailed why these activities were helpful or unhelpful in creating meaningful interactions among the learners. In addition, the log detailed tasks, materials, and activities that caused difficulty for the learners and which ones were potentially unchallenging to the majority of the learners.

3.3.4 Documentary Sources

The documentary sources were evaluated using Cunningham’s checklist (cited in Ya-ni, 2007) for communicative interaction with the exception of the course syllabus. The materials evaluated according to the checklist included: textbooks, worksheets for individuals’, outside readings, case studies, and group activity worksheets. A variety of textbooks were consulted throughout the course, and selected by the instructor according to relevance, difficulty, and the learners’ needs. Samples of these materials and evaluations are included in Chapter 4. The textbooks included in the evaluation were:

- *How to Start a Tour Guiding Business* (Mitchell, 2005)
- *How to Travel the World for Free as an International Tour Director* (Mitchell, 2005)

3.4 Data Collection Procedure

The course commenced in August 2010; before this time, the instructor developed a course syllabus. The syllabus included a course description, instructor expectations, grading scale, and weekly topics. It was designed for a fifteen-week program, but the evaluation only took place over thirteen weeks. There were two reasons for this: (1) classes were cancelled due to holidays, and (2) the final exam was rescheduled for one week earlier than originally planned, thereby eliminating make-up time for the classes. The cancellation of classes did not allow for all topics in the syllabus to be covered, most notably the development of marketing skills for a tour guiding business.

Over the thirteen-week period, documentation of each class was included in the teacher’s log. Each week the lesson plan, materials, and learner responses to the class were recorded in the log as viewed by the instructor. In addition, class materials were collected to analyze at a future time. The class finished in December 2010; data
collected during this period included the teacher log, syllabus, and course materials.

At the completion of the course a questionnaire was created, approved, and translated. A second party, who is considered an expert in the field, verified the translation. The researcher issued the questionnaires to the students through an online survey in January 2011, after the completion of the course and official submission of final grades. The use of an online survey allowed the learners adequate time and anonymity in their responses. In conjunction with the questionnaire, the instructor informed the learners of the purpose of the questionnaire and the nature of the research. The researcher received all questionnaires before February 2011. After receiving the questionnaires, informal interviews were conducted with the some of the students to gain a greater understanding of the data collected in the questionnaire.

Coinciding with the delivery of the questionnaires, the interviews took place in the respective participants’ offices, on the campus of the international college in January 2011. The researcher conducted each interview once, but followed up the interviews when clarification or more information was needed to create a more in depth analysis of the tourism program.

Before conducting the interview the researcher asked for permission to audio record the session; the interviews lasted approximately thirty minutes each. Subsequently the researcher told the officials the nature of the research and purpose of their involvement in the evaluation process.

The final step in the data collection was collecting samples of course materials and evaluating them according to Cunningham’s (1995, cited in Ya-ni, 2007) checklist for communicative interactions. The data collection was completed in February 2011 in preparation for the complete analysis of the data accumulated.

3.5 Data Analysis

The following section details the data analysis process. The quantitative analysis includes the close-ended questions on the questionnaire. The qualitative analysis includes the open-ended questionnaire items, interviews, and the teacher’s log. The documentary materials were analyzed using Cunningham’s checklist for communicative interactions. The researcher analyzed data retrieved from each instrument separately, then combined the data to identify similarities and differences among the learners’, stakeholders’, and instructor’s views. The results of the analysis are reported in Chapter 4.

3.5.1 Quantitative Data Analysis

The close-ended questions included in the questionnaire were quantifiable and entered were into a Microsoft Excel spreadsheet to determine the frequency of responses by the students. The researcher graphed and charted the results to analyze and discover patterns among what the students viewed as strengths and weaknesses in the program. The results of the close-ended items were then compared with the teacher log in order to determine similarities and differences between the teacher’s and students’ viewpoints.
3.5.2 Qualitative Analysis

The analysis for the open-ended questionnaire items was completed for each individual question. The responses were categorized according to positive and negative responses by the learners. The positive answers were viewed as strengths of the program, and the negatives as weaknesses of the program. The categories were then analyzed to determine patterns between the strengths and weaknesses of the program as viewed by the students. The results were then compared with the teacher’s log to determine similarities and differences.

The data received from the interviews was initially categorized according to positive and negative features of the program, the stakeholders’ view of the programs, and the context of the program. After further review, the researcher categorized the interviews according to students’ educational background, strengths of the tourism program, and administrative goals of the program. The researcher analyzed the data to determine patterns and similarities in responses by the stakeholders.

3.5.3 Documentary Source Analysis

The sources evaluated were the syllabus, textbooks, readings, worksheets, case studies, and group activity worksheets. Initially, the researcher gathered samples from each source, except the syllabus, and completed Cunningham’s checklist for each individual sample. In addition, questionnaire responses from items 9 and 10, which documented the most helpful and least helpful items, were displayed in a frequency chart. The responses combined with the activities surrounding them were compared with the teacher’s log to determine the effectiveness of creating communicative and engaging opportunities for the learners.

The syllabus was reviewed by the instructor at the conclusion of the course to help in determining its effectiveness according to its sequence and to the time allotted for each topic. In addition, the syllabus was reviewed by the instructor to determine if topics were skipped due to time constraints or unforeseen circumstances. Comments from the teacher were used to determine which topics were not covered or were too time consuming.

3.6 Chapter Summary

This chapter detailed the organization and collection of data for this study. The instruments used to collect data included questionnaires, interviews, a teacher log, and documentary sources. The data collected from each instrument was combined to discover similar patterns among the different participants’ view points. After the data collection and evaluation the results were compiled and they are detailed in the following chapter.
Chapter 4

Results of the Study

4.1 Introduction

The following chapter details the setting of the course and the data analysis. It starts with defining the context of the program from information collected in the teacher’s log, through observations of the classroom and informal discussions with the students, followed by an analysis of the data concerning learners’ responses to course materials, activities, and topics as viewed by the learners themselves. Thirdly, evaluations of the learner responses compared to the teacher’s log and course materials are included. Finally, data collected from interviews with the stakeholders including their views on why tourism is important, and their overall goals for the course, followed by a summary of the overall reactions of learners, conclude the chapter.

4.2 Context of the Program

The program took place from August 2010 to December 2010 at an international college in the north of Thailand. The class convened once a week for three hours on Monday from 1pm to 4pm. The scheduling of the course only provided difficulties for one student, because of a work commitment. However, several students felt that the course should be twice a week, because “after waiting one week to meet again, I feel like I have forgotten everything from the week before and sometimes it is hard to concentrate for three hours.” Each class included a fifteen-minute break to allow the learners and instructors to relax and regroup before reconvening. Both the learners and the instructor felt the break was necessary in the program.

Ample resources were available to the teacher including: a computer, internet, printer, and classrooms equipped with computers and projection screens. However, a limited number of textbooks were available to the instructor that focused on tourism in Thailand. The two most available books were Communicative English for Tourism (Utawanit, 2005) and English for Tourism 2 (Wanichanugorn, 2009). However, these books were both referenced in the previous Tourism 2 course taken by all learners in the class and the instructor chose to omit these course books. In addition, five students who previously enrolled in Tourism 2 classes failed and were retaking the class in conjunction with the Tourism 3 class.
The learners’ English levels and backgrounds varied. All students had previous English experience, but some had limited exposure compared to the ample exposure of others to English through social interactions or employment. All students had studied English from at least grade 4, and all had completed at least three years of English at the tertiary level. The levels, according to the Common European Framework (CEF), ranged from A2-C1 in speaking, listening, reading, and writing. The different English abilities of the learners in the course provided difficulties for both the students and the instructor. As viewed later in this chapter, the weaker students viewed outside readings as too difficult and of no interest to them, while the stronger students found them helpful. In addition, the weaker learners were constantly relying on the experienced English speakers to translate and guide them through the activities. This issue was addressed with two advanced learners on why they constantly translated and did the majority of the work for their peers, their response was:

“well, they are my friends I want to help them and have them do well in the class, I have been doing this for the last four years, and when I explain in English even if they do not understand it helps my English in explaining things to them but it is sometimes easier for me to just tell them in Thai.”

The other student agreed and commented “it is Thai culture to help our friends, if we do not they will not want to be friends with us.” This represents positive group dynamics within the classroom, but went against the teacher’s beliefs that students should take control of their own learning; relying on direct translations is not effective in learning the target language. However, after reflection, the teacher developed an understanding of this situation. This situation happens all the time outside the classroom in different contexts where we rely on our friends for help, because they possess skills we do not have.

For example, if you have a bicycle but are unfamiliar with how to fix basic problems that arise, such as a flat tire, you can rely on a friend to fix it for you. This friend has always happily done it for you, and each time you think “well, this time I want to learn how to do it myself, so I will have my friend teach me the skills I need.” As the friend begins explaining the basics of bike mechanics you realize that their teaching style does not suit you or it is just easier to have them do it. After all, it is not challenging for them. The problem then arises in the future when the bicycle gets a flat tire or the chain snaps and you are in the middle of nowhere in the middle of night. You look around, there is no one to help you, and you think “maybe I should have listened to my friend and learned how to fix these problems myself.” It is not until a realization such as this that we notice the skills we need to get through our everyday life. In the classroom, it becomes the instructor’s job to help the learners realize this need before it arises.

The learners possibly see no need to complete the tasks set forth by the teacher, because they cannot perceive the necessity of the skill in future settings. This issue is discussed further, showing how the weaker students responded to tasks and activities that they thought would be useful for their future, such as English related to the airline industry.
4.3 Results from the Questionnaire

The following section details the learner reactions to the course materials, activities, and topics. Both qualitative and quantitative results from the questionnaire are detailed in the following section.

4.3.1 Qualitative Results from Questionnaire

Item numbers 1-3, 8 and 11 address the learners overall satisfaction with the course concerning difficulty level, teaching style and additional comments the students may have had, which item 11 addressed. However, no comments of significant value were found in item 11, therefore it is not included in this analysis.

The initial question asked students if the overall course was satisfactory in improving their English skills. Thirteen learners responded yes to this question, but only some of the learners elaborated on why they felt it was helpful. Two students remarked that the class provided them with vocabulary and phrases that would be useful in everyday life and their future career ambitions. Other students remarked that the class provided them with a variety of skill improving activities that could be adapted or used in their future work, or skills to improve their knowledge on their own. One student remarked that the class focused on improving only listening and speaking skills. Furthermore, two learners only responded by stating the course was okay for them, but they did not elaborate.

In addition, questionnaire item number 2 addressed the difficulty level of the class. None of the students responded that the class was too difficult, only that some reading materials were too difficult for them. The majority of the students felt the level was satisfactory for them, remarking, “it’s not too hard” and “it’s okay for me”. However, two students felt it was too easy for them but continued by remarking the opportunities to explain tasks and reading materials to other students were beneficial to them.

The responses to item number 3 on the questionnaire were concerning the teaching style of the course. The instructor of the course adopted the communicative approach to language teaching. The majority of the comments were positive. The students remarked that a variety of teaching styles were used throughout the course; the students viewed this as beneficial. However, two students responded that the teacher did not explain tasks clearly. Furthermore, the students’ viewed the teaching style as relaxed, which they saw this as a positive. Citing the relaxed nature of the course made them feel comfortable in class when practicing speaking and listening.

In addition, questionnaire item 8 gathered responses from learners about topics they would have liked to cover during the course, but were not included or completed due to time constraints. Some students responded that they would have liked to discuss the business aspect of the tourism industry, because their goals include owning their own tourism business in Thailand. In addition, the majority of students suggested they would have liked a field trip during the course in order to have a real life experience in practicing their English. Two learners responded that they would have liked to learn more about formal rules and cultural norms when traveling aboard.

In conclusion, the learners felt the overall course was beneficial to them and the skills learned could be applied beyond the classroom. The students were mixed
about the difficulty level of the class most remarking that it was “okay” and “alright” for them. They enjoyed the positive environment in the classroom instituted by the instructor as long as the tasks were viewed as achievable. In addition, there were some topics that students viewed as important to them and would have liked to discuss in the class. These responses are analyzed more thoroughly in the following sections by comparing them to qualitative data from the teacher’s log and course material evaluations.

4.3.2 Quantitative Data from Questionnaire

The following section outlines the results from the quantitative portion of the questionnaire. A chart is provided for each quantitative item followed by a brief discussion of each chart. The data is further analyzed in the following section by comparing the learners’ responses to the teacher’s log and material evaluations.

Tables 4.1 and 4.2 illustrate the learners’ points of view concerning the materials used during the course. As shown, twelve out of fifteen students favored the group activities and nine students found the case studies helpful. However, ten learners cited the textbooks as unhelpful and seven viewed the outside class readings as unhelpful. In addition, less than half the students felt the worksheets were helpful, but also less than half of the enrollees felt they could be improved.

Table 4.1 Learners’ Responses to Questionnaire Item 9

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>text books</th>
<th>outside of class readings</th>
<th>worksheets</th>
<th>case studies</th>
<th>group activity worksheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.2 Learners’ Responses to Questionnaire Item #10

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>text books</th>
<th>outside of class readings</th>
<th>worksheets</th>
<th>case studies</th>
<th>group activity worksheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td></td>
<td>0</td>
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<tr>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In addition, Tables 4.3 and 4.4 chart learners’ responses to course activities. Ten out of fifteen students viewed the teacher led discussions, group activities, and presentations as helpful. In addition, eight students felt the role-plays were beneficial. Videos were viewed as the least helpful, as nine learners felt they needed improving. Furthermore, eight learners cited that student led discussions and group activities could be improved.

Table 4.3 Learners’ Responses to Questionnaire Item 4

<table>
<thead>
<tr>
<th>Which activities in the class were the most helpful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student led discussions</td>
</tr>
<tr>
<td>Teacher led discussions</td>
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<tr>
<td>Group activities</td>
</tr>
<tr>
<td>Role plays</td>
</tr>
<tr>
<td>Presentations</td>
</tr>
<tr>
<td>Videos</td>
</tr>
</tbody>
</table>

Table 4.4 Learners’ Responses’ to Questionnaire Item 5

<table>
<thead>
<tr>
<th>Which activities in the class do you feel could be improved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student led discussions</td>
</tr>
<tr>
<td>Teacher led discussions</td>
</tr>
<tr>
<td>Group activities</td>
</tr>
<tr>
<td>Role plays</td>
</tr>
<tr>
<td>Presentations</td>
</tr>
<tr>
<td>Videos</td>
</tr>
</tbody>
</table>
Finally, Tables 4.5 and 4.6 document the learners reactions to the topics covered in the course. The students viewed the topics of tour development and airport situations as the most helpful, with twelve positive responses to airport situations, and nine positive responses regarding tour development. Conversely, tourism information regarding Thailand and sustainable tourism were viewed as the least helpful, with eight students not favoring the sustainable tourism topic, and five viewing the tourism information related to Thailand as unhelpful. As shown in Table 4.6, only three learners felt general tourism information, developing a tour, and airport situations were unhelpful. This demonstrates that most topics were beneficial to the learners with the exception of sustainable tourism.

Table 4.5 Learners’ Responses to Questionnaire Item 6

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>general tourism information</th>
<th>tourism information related to Thailand</th>
<th>developing a tour</th>
<th>airport situations</th>
<th>sustainable tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10</td>
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<tr>
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<tr>
<td>0</td>
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</tr>
</tbody>
</table>

Table 4.6 Learners’ Responses to Questionnaire Item 7

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>general tourism information</th>
<th>tourism information related to Thailand</th>
<th>developing a tour</th>
<th>airport situations</th>
<th>sustainable tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td></td>
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<td>5</td>
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<td>0</td>
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</tr>
</tbody>
</table>
The results illustrated in Tables 4.1 to 4.6 provide a description of the learners’ viewpoints towards materials, activities, and topics. In order for a more complete evaluation to take place, these results are compared to the teacher’s comments in reference to course material evaluations in the following section.

4.4 Course Material Evaluation

The course material evaluation utilized Cunningham’s checklist (cited in Yani, 2007) for communicative interaction, and was divided into three sections. Section one focused on the elements of genuine communication present in the materials. The second section detailed the level of the materials, and the third section emphasized turn taking opportunities and the inclusion of adjacency pairs.

Section one of the checklist (see Figure 4.1) determined unpredictability, opportunities to express oneself, opportunities for learners to structure their own discourse, the need to use communication strategies, and the emphasis on co-operation between speakers in communicative interaction. The text, *How to Start a Tour Guiding Business*, and the sustainable tourism readers do not include any of these characteristics. This result reflects the nature of the materials in that they were not designed for ESL learners, but rather as overall content in their respective areas. The teacher designed worksheets coinciding with these texts that did include all the characteristics included in the evaluation. In addition, the case studies, airport materials, and *Keep Talking* included all the characteristics illustrated in Figure 4.1.

<table>
<thead>
<tr>
<th>How to Start a Tour Guiding Business (Mitchell, 2005)</th>
<th>Outside of Class Readings (i.e. Sustainable Tourism Readers)</th>
<th>Worksheets</th>
<th>Case Studies and Airport Materials</th>
<th>Keep Talking (Klippel, 1984)</th>
</tr>
</thead>
<tbody>
<tr>
<td>unpredictability</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>opportunities to express real information, feelings, opinions, etc</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>opportunities for learners to structure their own discourse</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>need to formulate and use communication strategies</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>emphasis on co-operation between speakers in communicative interaction</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Figure 4.1* Genuine Communication Elements Present in Course Materials
The second section (see Figure 4.2) of evaluation determines if the course materials are at the appropriate level and reflect the nature of communicative interaction. The evaluation assess the structure of the discourse in interaction, complexity of structure, appropriate lexis range, fillers and incomplete sentences, and roles of speakers in interactions. The textbook *How to be a Successful Tour Guide*, case studies and airport materials included discourse interactions such as openers and confirmation checkers. In addition, all the materials provided an appropriate range of lexis and complex structures appropriate for university level. Furthermore, the case studies, airport materials, and *Keep Talking* featured fillers, incomplete sentences, and speaker roles.

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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>structure of discourse in interactions (including openers, confirmation checkers, preclosers, etc)</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>complexity of structure</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>range of appropriate lexis</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>features such as fillers and incomplete sentences</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>roles of speakers in interactions</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Figure 4.2* Nature of Communicative Interactions Present in Course Materials
The final section (see Figure 4.3) of the evaluation determines if the materials include the skill of turn-taking and the inclusion of adjacency pairs while providing examples of framing. Only the worksheets, airline materials, case studies, and Keep Talking include these features in the text. As stated before, How to Start a Tour Guiding Business and the outside readers are not designed to build communicative skills. These texts provide the content, while the teacher-developed worksheets provide the opportunities for communicative interaction.

<table>
<thead>
<tr>
<th>Does the material help learners in the skill of turn-taking in conversations?</th>
<th>Outside of Class Readings (i.e. Sustainable Tourism Readers)</th>
<th>Worksheets</th>
<th>Case Studies and Airport Materials</th>
<th>Keep Talking (Klippel, 1984)</th>
</tr>
</thead>
<tbody>
<tr>
<td>×</td>
<td>×</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are adjacency pairs included in presentation and practical material? If so, are there examples of framing (insertion sequences)?</th>
<th>Outside of Class Readings (i.e. Sustainable Tourism Readers)</th>
<th>Worksheets</th>
<th>Case Studies and Airport Materials</th>
<th>Keep Talking (Klippel, 1984)</th>
</tr>
</thead>
<tbody>
<tr>
<td>×</td>
<td>×</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Figure 4.3 Additional Communicative Interactions

The following section analyses these results further by comparing them to the learner responses and the teacher’s log.

4.5 Results Compared to the Teacher’s Log and Material Evaluations

Throughout the course, a teacher’s log (see Appendix E) was kept to observe the student’s interactions and responses to different materials, activities, and topics. Comments in the teacher’s log detailed the difficulty, amount of communication between the learners, and the overall response of the learners to the materials and activities. The teacher’s comments, compared with the questionnaire responses, detailed in Tables 4.1 to 4.6, provided similarities and differences in the effectiveness of the materials, activities, and topics in the class. In addition, the documentary source evaluations are utilized as a source to support findings from the questionnaire.

The majority of learners reacted favorably to most materials in the course, with exception of the outside readings and textbooks as demonstrated in Table 4.1.
The majority of the outside readings consisted of the “Sustainable Tourism” articles and the books: *How to Start a Tour Guiding Business* and *How to Travel the World for Free as an International Tour Director* (Mitchell, 2005). An excerpt from the text is included in Figure 4.4 with comments from the teacher’s log. A sample page is included in Appendix E. Only three students felt the textbooks used in the course were helpful, while ten students felt that they needed improvement as illustrated in Table 4.2. These texts provided a step-by-step guide to becoming a tour guide and advice for marketing oneself internationally. These texts are not targeted towards L2 learners; therefore, they do not include communicative activities or focus on the four language skills. However, the book provided target language in the tourism field in respect to the spoken language a tour guide might use.

<table>
<thead>
<tr>
<th>Sample Text</th>
<th>Teacher’s Comments</th>
</tr>
</thead>
</table>
| Good morning, everyone! I’m James Valentine Jr., and for better or worse, I’m your guide for today. I’ll do my best to tell you all something about this city on our morning walk, which will be about two miles, so I hope your feet are in good shape. Mine are killing me already, but then I’ve already done this walk three times today and about five hundred times before this! I’m sure you all remember some history from your school days a long time ago. (I was never very good myself and rotten at remembering dates.) However, if you would like to listen for a while, I will try and tell you. | • Useful for stronger students  
• Weaker students relying on their peers  
• Development of vocabulary and speaking skills |

*Figure 4.4 How to Start a Tour Guiding Business* (Mitchell, 2005, p. 31)

This example of spoken discourse allowed for the development of vocabulary and speaking tasks among the students. However, the text did not provide a sample dialogue for the learners to follow, which many reacted favorably to in different speaking tasks, most notably the airport situational role plays to be covered in depth later in this chapter. In addition, the texts were lengthy and most likely included new lexical items requiring the learners to spend adequate time reading the texts.

The students reacted favorably to the teacher-designed tasks related to the books, but on several occasions commented that the readings were too long and sometimes too difficult for them. However, one student responded that it was easy to follow the layout of the book, and the worksheets were helpful in organizing her tour and marketing plans. Another student said, “the book was difficult but not too difficult.” The teacher’s log detailed the use of these books and activities surrounding them as “useful for the stronger students, but the weaker students were relying too much on direct translation from their peers, using their first language (L1) and also appear to not have read the assigned readings prior to class due to their papers appearing to be freshly photocopied.” Possible reasons for these occurrences include:
motivation, lack of time, or the learners feeling the text was too difficult and they could wait until class to have one of their peers translate it for them.

In addition to the two main textbooks, articles related to sustainable tourism in Thailand did not create the desired outcomes designed by the instructor. The articles detailed the effects of tourism in the north of Thailand. A sample is provided with the instructor’s comments in Figure 4.5 with the full text included in Appendix F. The instructor felt these were important, relevant, and challenging articles with the objective of demonstrating how tourism can have a negative effect in Thailand, but precautions can be taken to avoid the negative effects, however, the learners all reacted differently. These texts proved too difficult for most learners and there was little interest in them. After the researcher probed further to determine the negative reaction by the students some responses from the students included “we are not interested in that material,” “it’s too long and hard,” “it is too difficult for the majority of the students in the class and most of them do not think it is important,” and “we think sustainable tourism is too deep for us.” The difficulty of the articles led to students immediately reverting to their L1 during the group discussions or relying on a stronger student to translate the article for them. Both of these responses were against the teacher’s objectives; however, the objectives may not have been stated clearly, or the tasks assigned to the readings were too difficult.

<table>
<thead>
<tr>
<th>Sample Text</th>
<th>Teacher’s Comments</th>
</tr>
</thead>
</table>
| Sustainable tourism is tourism development that avoids damage to the environment, economy and cultures of the locations where it takes place. The aim of sustainable tourism is to ensure that development is a positive experience for local people; tourism companies; and tourists themselves. Under sustainable tourism, it may be unlikely to experience the kind of ‘boom and bust’ that led to the rapid growth, and then despoliation of locations such as the east coast of Spain in the 1970s. | - Too difficult and little interest shown by the learners
- Students did not feel it was important
- Text too long and difficult
- L1 often used by the learners |

Figure 4.5 Excerpt from Sustainable Tourism Article (Forsyth, 2002)
The materials with the most favorable response from the students are those related to the airline industry (see Figure 4.6). The materials included common airline vocabulary, role-plays, traveler problems, and flight attendant role-plays. Most students responded to these activities positively as reported in Table 4.3, were successful in using English, and not reverting to their L1. During these activities, the students were creative in modifying the given situations to better simulate a real life task. Most likely tasks were set out clearly for the students as they provided a chart for the students to fill-in and answer such questions as “What time does the flight to London depart?” or “Which airline offers the cheapest fare to Tokyo.” The materials also provided a sample dialogue for practice before engaging in the more difficult task of booking airline tickets with just a short description of their situation. Figure 4.6 illustrates a sample airline activity.

<table>
<thead>
<tr>
<th>Student A you are a flight attendant on a flight from BKK to SFO. Use the information below to answer their questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-smoking flight</td>
</tr>
<tr>
<td>No seats available in business class for economy passengers</td>
</tr>
<tr>
<td>Vegetarian meals must be booked in advance</td>
</tr>
<tr>
<td>If overhead locker for hand luggage full, put under seat</td>
</tr>
<tr>
<td>No mobile phones</td>
</tr>
<tr>
<td>Laptops no problem</td>
</tr>
<tr>
<td>Landing card needed for non-US citizens</td>
</tr>
<tr>
<td>Student B you are a passenger on a flight from BKK to SFO. Ask the cabin crew about the following things:</td>
</tr>
<tr>
<td>Change to business class?</td>
</tr>
<tr>
<td>Where to put my hand luggage?</td>
</tr>
<tr>
<td>Smoke?</td>
</tr>
<tr>
<td>Use my mobile phone?</td>
</tr>
<tr>
<td>Use my laptop?</td>
</tr>
<tr>
<td>Fill out a landing card if not from the US?</td>
</tr>
<tr>
<td>Have a vegetarian meal?</td>
</tr>
</tbody>
</table>

Figure 4.6 Sample Airline Activity
In response to positive reactions to the airline materials, informal interviews were conducted with some of the students. The students expressed high motivation for learning more about the airline industry, because that is a career goal of most students. They expressed satisfaction in understanding the objectives presented to them and the ability to refer to an example as they practiced the spoken discourse with other students. One student was quoted as saying “I think these speaking tasks are useful, because I think they are related to real life situations.” Another student responded, “I really want to work in the airline industry so I found these activities very helpful in practicing English.” The teacher’s log documented a similar response “students seem to be enjoying themselves and are active in producing the target language.” The responses to airline activities and materials were positive throughout, most likely because the students saw a need for them, and were motivated by their future career ambitions.

Furthermore, *Keep Talking* (see figure 4.7) (Klippel, 1984), and case studies (see Figure 4.8) (Cuciniello, 2003), were typically used during this course as warmers to create communicative interactions among the students. These activities did not provide structured discourse for the students, and aimed to provide the learners opportunities to structure their own discourse as a way to express opinions, feelings and information. The activities taken directly from the sources tended to be less effective in generating conversation amongst learners, however the activities adapted to the context of where the learning took place produced more verbal interactions amongst the learners. Most students answered that they enjoyed these activities and found them helpful. However, as noted by the teacher, some students relied on their classmates to complete the tasks and to present their findings to the class. Near the end of the term, one student remarked, “maybe you should let us do these individually, because some students do not do anything. They just wait for me to do the work for them.” After further discussion with the student on why he felt students did not actively try, he replied “because it is either too difficult or they are lazy and do not want to do any work.” The students’ responses indicated that they enjoyed the group activities, but the log noted that all the students were not always meeting some of the objectives set by the teacher.

You have to plan how to spend a day in Chiang Mai with your partner. Your partner arrives at the CM airport at 9 am and must be back by 9 pm to return to Bangkok. There is a rental car, which you may use. It has a full tank of gas. You receive 300 baht each, but you have no other money. Decide what you would like to do. You should plan the day in such a way that you are happy with it.”

**Step 1:** Find out from each other where you would like to do and not like to do.

**Step 2:** Make a timetable for the day.

**Figure 4.7** Adopted Task from *Keep Talking* (Klippel, 1984)
The materials that received positive reactions from the students were airport role-plays and situations, materials from *Keep Talking* (Klippel, 1984) and case studies adapted to the context of the students. The learners did not react favorably to outside readings and textbook readings. The majority of the students felt these reading were too long and difficult and did not relate to their objectives or goals, which was being able to practice speaking in real life situations.

As shown in Table 4.5, the topics the students enjoyed most were developing a tour and the airport situations. As noted before in the materials section, the students found these most relevant to their futures. These topics were not on the original syllabus but added after an initial small needs analysis at the beginning of the course. The majority of the students responded that tour development and airport English were the most interesting and relevant to them. In response to the needs analysis results, the instructor included these topics in the course.

The selection of topics towards what the students’ wanted or felt they needed shows the importance of an ongoing needs analysis throughout the course, because students and teachers possess different beliefs before and during the course. The reactions of the learners to new materials possibly allowed them to see the instructor was considering their viewpoint. One student commented, “I felt the second part of the course was more useful because the things we did I could see myself in those situations in the future.” These results further illustrate the importance of an ongoing needs analysis in any language program; students feel the topics and tasks they are being presented with reflect their future tasks using the target language. In addition, it

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**Figure 4.8** Adopted Case Study from Cuciniello (2003)

Away day

The Managing Director of your company has recently read that fun at work is linked to higher productivity, so he’s decided to send all the staff in the Chiang Mai office on an *away day* – a day out to encourage team spirit – and increase productivity!

You and your partner have been asked to choose a venue for the day. You have talked to some members of staff from different departments about what they would like to do. Look at their comments below and the newspaper cuttings and decide which venue would suit most people in the company. You have a budget of 3000 baht per person.

A relaxing day out would be wonderful with just a little gentle exercise and lots of good food. Can we go somewhere near the office? Oh, and no silly games, please! *James, 45, Accounts*

Can we please do something cultural? What about trying new foods? We want to have fun and spend time relaxing and chatting. *Mandy, 30, Administration*

No boring discussion groups with the old guys in accounts, please! We want lots...
stresses the need for the teacher to be flexible with one’s beliefs about what topics should be included in the course. Without restructuring beliefs, the learning experience possibly remains unproductive for the learners.

4.6 Stakeholder Perceptions

Interviews conducted with two major stakeholders in the program provided another viewpoint into the Tourism program. The interviews focused on the broad aspects of the Tourism program within the international college. Both stakeholders commented that they did not know what happened in the classroom; therefore, they were unsure if their comments would be useful. However, they were able to provide information regarding the growing tourism industry in northern Thailand, the importance of a Tourism program within the international college, and highlight strengths and weaknesses of the overall Tourism program.

Both stakeholders viewed the Tourism program as essential within the international college. Stakeholder 1 (S1) highlighted the major role tourism plays in Thailand, referring to it as a main sector in the Thai economy, along with import and export business. S1 feels the Tourism program allows for greater job opportunities among the students, and English skills related to tourism are beneficial to the learners after graduation. Especially with the development of the high-speed railway, S1 commented, “this area will be borderless, between Thailand, China, Laos, and Myanmar.” Stakeholder 2 (S2) elaborated further, suggesting that tourism is not only working in a travel agency, but also offers opportunities in other areas such as cultural performances, accommodations, and owning gift shops. Both stakeholders felt the learners should be multidimensional and have skills in a variety of areas within the tourism industry, but with the focus being on speaking and listening skills.

The stakeholders’ views on the importance on speaking and listening skills go against the assessment methods employed at the school. During the program, the instructor is required to provide written midterm and final exams. This required assessment measure does not correlate with the development of speaking and listening in the classroom. In addition, the exam schedule periodically changed, with instructors not knowing their exam schedule until one week prior to the scheduled time. In addition, instructors generally did not proctor their own exams, and this eliminated the possibility of providing a speaking exam. Listening could still be included but the reliance on outsiders to conduct the listening test provided problems for instructors. For example, a listening text read by an outsider without the instructor in the room leads to the unreliability of what was actually read to the students. If the administrator mispronounced or left out key words, there was no way for the instructor to know, and this led to unfair grading of the students. The required testing of reading and writing, when they were not the focus of the class, is an unfair assessment.

Stakeholder 2 continued to stress the importance of speaking and listening compared to reading and writing as means of communication. In regards to this, S2 felt learners should be able to communicate and socialize with foreigners. Within this communication, S2 felt it was important for the learners to be able to describe festivals such as Songkran and Loy Krathong. In addition, the learners should be able to explain how Thais celebrate these cultural events. Furthermore, the learners should be able to speak about different aspects of Thai culture, along with being knowledgeable of the nature and geography of northern Thailand. S2 felt it was
important for the learners to be familiar with Chiang Mai first, followed by northern Thailand, “because if you teach them about Phuket they cannot work in Chiang Mai, which is their hometown.” However, S1 felt the students should be multilingual and have overseas experiences to further their learning.

A major theme in the interviews developed from questions about the overall standards they would like to see met at the university. Both stakeholders have high expectations for the students, but feel it is difficult for the students to reach these standards because of their background. The recurring response was that the learners come “from rural areas and their English ability is quite low” and “they come from basic language skills, they are quite poor, from rural areas.” Neither stakeholder could identify the exact standards, but felt high expectations were appropriate for the program. The only solution that was offered was to have higher standards for enrollees in the program.

With respect to the high expectations, S2 felt that a weakness in the program was reflected in the fact that the instructors do not hold degrees in the hospitality or tourism sector. In addition, both felt the use of native English speakers was a strength of the program because of the opportunities the students have to interact with a native speaker. However, S2 also recognized this as a weakness because the native speakers may not have the background knowledge of Thai culture and festivals. The only solution suggested for this problem was hiring teachers that are more qualified in this regard.

The interviews with the stakeholders highlighted two distinct differences between them. S1 felt the learners need to be familiar with all of Thailand as well as different cultures, while S2 stresses the importance of the learners first being knowledgeable on aspects in northern Thailand. In addition, they both agree on the importance of the tourism industry and see it as a vital aspect of the overall university program. However, the suggestion that the learners’ possess a limited knowledge of English hinders the development of the program and lowers standards in the program.

4.7 Overall Learner Reactions to the Program

The questionnaire consisted of open-ended questions to gain a better perspective of the students’ perceptions of the overall course. The majority of the students gave positive feedback regarding the course as a whole. One student responded to item number one on the questionnaire by writing that “the class had a lot of skill improving activities, so students could improve their skills without noticing them.” The comment was addressed further with a student to determine the exact skills he was referring too. He responded, “mostly listening and speaking skills centered on the group activity worksheets, and it was very helpful for my English because I was always explaining tasks and activities to other students.” Other students remarked that the course provided them with listening and speaking skills that were helpful, and that the subject material was relevant to their future internship and adaptable to different situations.

However, there were features of the course that the students felt needed improving or topics they would have liked to discuss. Most students commented that they would have liked to have seen a field trip built into the course. One student commented, “ I wish we went on a field trip, because I learn better if I go to the place and practice speaking in the real situation.” Another student noted, “a field trip would have been good, because I could have practiced speaking with foreigners and that
would help me in the future.” This relates to the stakeholders’ feelings that the students need and want real life experiences to help them prepare for their future careers in the tourism industry.

In addition, the students’ stressed that they would have liked to cover some different topic areas, most notably, the relationship of tourism and other business activities, and different cultural aspects of going abroad. The students expressed desires to direct their own tourism business and felt they needed more practical business skills in order to do this. One student remarked, “I really want to have my own business and feel I need more information about business skills and how they work in tourism, but the class did not cover a lot in this area” Several other students responded that they would have liked to learn more business skills in the tourism program.

Furthermore, students felt they needed more information about formal rules when traveling abroad. The students’ high interest in the airline industry was the reason for these responses. A student commented, “I want to work for Thai Airways and travel around the world, but I feel I do not know the different cultures well enough, I would like to know the rules of what I should and should not do.” The students as a whole agreed with this statement, feeling that understanding cultural norms would be beneficial for them as they pursue career goals in the airline industry.

In conclusion, overall, the learners reacted positively to some aspects of the course but felt some materials needed to be changed, because of difficulty or lack of interest on the part of the learners. The features of the course that provided interactive communication among the learners were airport situational role-plays, case studies and group activity worksheets. The least effective were outside reading materials and the readings provided through the textbook. Overall, the materials that were adjusted throughout course provided the most engagement for the learners, which demonstrates the need for ongoing needs analysis and evaluation in the classroom.

4.8 Chapter Summary

This chapter has detailed the stakeholders’ perceptions on the importance of the Tourism program within the international college, and their feelings that it is a vital part of program. Their feelings regarding speaking and listening skills being the focus agree with the learner responses to course features. The students overall responded positively to in class speaking and listening tasks, however there were negative responses towards textbooks and outside reading materials. They demonstrated a desire to focus on tasks and activities that they would most likely encounter in the future, and showed little interest in aspects of the course that they did not view as relative to them. In addition, the teacher’s adjustments throughout the course by changing her beliefs, topics, and activities, in order to create engaging learning opportunities for the learners demonstrate the classroom dynamic. The ability and willingness to evaluate and assess one’s classroom leads to positive changes and professional development on the part of the teacher. Through this classroom inquiry, the teacher is able to make adjustments for the future to better meet the needs of the learners.
Chapter 5

Conclusions and Discussion

5.1 Introduction

This research evaluated different features within an English for Tourism program at an international college in the north of Thailand. The features included course materials, activities, topics, and the reactions of the students to these aspects. In addition, the responses of stakeholders towards the overall tourism programs were documented. Furthermore, the teacher’s log and course material evaluations were compared to the learners’ responses. This chapter offers the conclusions to the research questions, discussions, the limitations of this study, and recommendations for further studies.

5.2 Summary of the Results

The following section summarizes the results of the study by answering the three research questions stated in Chapter 1, based on the results of the data analysis in Chapter 4.

Research question 1 focused on the learners and stakeholders responses to the Tourism program. Through this evaluation, it was apparent that learners needed relevant content and achievable tasks to create a positive learning experience. Overall, the evaluation takes on a positive overtone from the students when provided with authentic comprehensible input such as the airport situations, and group activities within the relevant context.

The stakeholders felt the program was a necessity to the curriculum, but cited faults in qualifications of teachers, and the English level of the learners in the programs. They offered little in terms of solutions for the problems, with the exception of higher standards for students and hiring more qualified teachers with a background in Thai culture. They viewed tourism information concerning Thailand as very important to the development of the learners. However, the majority of learners felt this information was unhelpful to them. The ineffectiveness of these features are possibly due to the teacher not creating tasks that the students felt they needed, or the lack of course book materials covering tourism in Thailand.

Research questions 2 and 3 are answered congruently because the teacher contributions were considered: materials, activities, and topics of the programs. In addition, the goals of the instructor’s contributions were to create communicative interactions among the learners. From the data collected the results showed positive responses by the learners to topic areas that they saw as part of their future. The most
influential topic focused on the airline industry. Task-based activities and role-plays centered on airport situations created engaging learning opportunities for the students. The case studies also proved fruitful for the learners in using the target language when they were adapted to the meet the learners needs. Both of these activities received positive responses from the learners and the instructor felt the learning objective of practicing the target language was achieved.

However, other materials and activities concerning general tourism information, tourism information related to Thailand, sustainable tourism, and tour development were utilized in the program. Of these topics, the majority of learners viewed only tour development as useful since the majority desired to run their own tourism operations. The materials and activities focusing on tourism, tourism in Thailand, and sustainable tourism were not effective in producing communicative interactions, either due to the difficulty level, or the learners not feeling they were important to their future needs.

5.3 Discussion

This ESP course demonstrated both the absolute and variable characteristics of ESP courses as put forth by Dudley-Evans and St. John (1998). Furthermore, the use of the multi-skilled approach follows closely with Oxford’s (2001) theory of an integrated approach to ELT. The integrated approach to the design of this course followed closely with studies by Coskun (2009) and Luka (2009). These findings were similar in demonstrating the benefits of including multiple skills in a tourism program.

Furthermore, Towell and Tomlinson’s (1999) research demonstrated learners’ positive reactions to comprehensible input, especially when guided toward a specific goal and audience. In addition, this evaluation showed positive learner reactions to the teaching style, most materials, and the overall experience of the course, but some learning goals may have not been achieved in the course by all the learners. These findings are similar to the study of the overall learning experience of the students in Kiely’s (2009) research, where the innovation was not as effective for one learner, but the learner felt the overall experience was positive.

In addition, these findings show the benefit of a communicative language teaching approach (Brown, 2007), and task based learning (Nunan, 2004). When the students were presented with achievable tasks and content to achieve the tasks, they were successful in producing the target language. However, difficult content and tasks they felt were unachievable proved unproductive in the classroom. The content that was perceived as too difficult was also viewed as not constructive to their future goals. Overall, the adjustments made throughout the course by providing materials, activities, and tasks that engaged the learners created a positive learning experience. These findings relate to Kiely’s (2009) finding that teachers’ beliefs and experiences influence the language program. In addition, the instructor changing her beliefs during the course in order to create engaging learning opportunities shows similarities to Richard’s (2006) study.

Overall, the study provided similarities to other research in ELT and evaluation within language programs. In addition, it adds valuable evaluative research that is lacking in the field of ELT. The following section discusses pedagogical recommendations based on these research findings.
5.4 Pedagogical Recommendations

Evaluations often include both formative and summative evaluations for respective reasons (Brown, 1995; Ghani & Hunt, 1991; Sawyer, 1991). This evaluation includes both as well, with the intention to modify the program in the future to better meet the needs of the students and stakeholders, and providing a summative report to present a record for the administrators.

The most revealing facts of this evaluation are the contextual features in the program that contributed to the evaluation process. The contextual features include innovation, teachers at work, and the quality of the learning experience (Kiely, 2009). The innovation in this evaluation is the Tourism language program itself, as this was the first time the course was instituted at the university. The evaluation illustrated problems with materials, activities, and topics throughout the program based on learner and teacher reactions. The recognition of these shortcomings allow for remodeling or eliminating features from a course, or the entire program itself, as suggested by Kiely and Rae-Dickens (2005). However, the positives discovered in some innovations provide opportunities to grow and continue being utilized, similar to the findings in the immersion English camp program in Thailand (Rugasken & Harris, 2009).

Furthermore, the teacher’s beliefs and actions were influential in this evaluation, as her previously held beliefs as to what features should be included in the course changed as the course moved forward. The teacher’s change was a result of a needs analysis questionnaire similar to Kiely’s (2001) study where a teacher changed her beliefs also because of student responses to a questionnaire. In response to the learners’ desires, the teacher in this evaluation selected topics that would provide more engaging learner opportunities; both the learners and the instructor formed identities throughout the course. Richards (2006) highlighted this feature in demonstrating how both teachers and students mold identities as the class progresses, possibly leading to more enlightening learning opportunities. The changes that this course incurred over the thirteen-week period demonstrate the classroom as dynamic, not a structured text or discourse that is routinely followed. As one student noted “She didn't stick to just a few styles in the class. Also, she didn't do the leading all the time. I felt that I could always participate and be able to have fun at the same time.” A variety of teaching styles allowed the learners to feel comfortable by consistently trying to provide engaging conversations and learning materials to lead to a positive learning experience.

Another of the most positive outcomes from this research is the usefulness of an ongoing needs analysis throughout the program. These findings were also documented in the task-based needs analysis by researchers in Japan (Iwai, Kondo, Lim, Ray, Shimizu, & Brown, 1999). The identification of the target situations where learners viewed themselves as being in a real life scenario were similar to the needs analysis by Purpura and Graziano (2004), which led to the redesigning of the language program. Similar findings by McDonough and Chaikitmongol (2007), and Brunton (2009), stress the importance of identifying the learners’ needs and wants to structure language programs. However, the timing of the initial needs analysis in this research was inadequate, and not thorough enough due to time constraints in planning the course.
Furthermore, included in the needs analysis should be the stakeholders’ views on what features should be included in the program. For example, one stakeholder felt that the north of Thailand should be the focus. However, the learners feel different aspects of Thailand should be included, and that international topics should also be included to improve their global competence. The idea to focus on the north of Thailand first is valid, as learners need to know themselves before they can understand others. In saying that, the focus of previous tourism programs focused mainly on the north of Thailand, and becoming knowledgeable of their home area. Some students failed this class, but were allowed to enroll in the more advanced tourism class. These were the weaker students in the class, and also were the students articulating that materials were too difficult for them and relying on other students for translation and help. This led to stronger students becoming frustrated with the ease and repetition of the materials. This leads to the dilemma of the teacher excluding some of the learners, either the more advanced, or the ones with lower English skills. One solution is to provide different tasks and materials to the different levels of the learners, but this possibly creates segregation in the classroom, which could cause a disruption of group dynamics. In addition, creating two and three different lesson plans for one class adds to the workload of the teacher. An increased workload can lead to a negative attitude on the part of the instructor, or a feeling of resentment towards university officials for allowing unqualified students in a class.

As noted before, the stakeholders are unaware of what goes on in the classroom, and this leads to a divide between the instructors and administrators at a school. Most instructors value teacher autonomy and do not like outsiders commenting on their classrooms. However, observations by outsiders could be beneficial to the students and the instructors. It would allow the outsiders to see firsthand what is happening in the classroom and why, possibly recognizing the extreme differences in the learners’ English abilities. In addition, outside observations can be part of the professional development on the instructor’s part. The observations should not take on the role of reflecting changes in pay or bonuses, as this may provide negative responses from the instructors. It should be viewed as a constructive process to bridge the gap between the teachers and the stakeholders with the students’ interests in mind. Some may view this as an intrusion, but to be an effective instructor one must be willing to improve.

5.5 Limitations of Study

This study collected data from the instructor, students, two administrative officials, and some documentary sources in a northern Thai university for a period of one semester. This report is solely an evaluation and documented the course as a whole by relying on the participants’ viewpoints and course materials. Assessment measures were not evaluated, the initial needs analysis was not extensive enough, and this report did not include a situational analysis of the university. In addition, this study focused on one group of students within the program and did not include previous instructors’ opinions, or documents from prior programs. These limitations allow for further evaluations of this tourism program and others throughout Thailand and the north of Thailand, providing a broader viewpoint of tertiary programs in Thailand.
5.6 Recommendations for Further Studies

The research needs to continue into the next semester and beyond, as the class remains instituted in the curriculum, because of the importance of tourism in Thailand. A thorough needs, tasks, and situational analysis should be instituted in the program to provide a more comprehensive view of the program. Within this research, I suggest interviewing and observing people currently involved in tourism in the north of Thailand to discover the target language that is most often used. In addition, discovering problems that every day tour guides face and how they deal with these problems would be useful information to include in the study for possible integration into the tourism program.

Furthermore, investigation should be carried out as to the relationships of all the programs within the international college. All the programs build on each other, and in order to have coherence between the programs, instructors need to know what has been taught beforehand and what is currently being taught. This information allows for structured courses that could build upon each other. A prime example would be combining business classes with the tourism program to allow the students to practice their developing business skills in relation to the tourism program. Communication between educators is important to implement these changes.

5.7 Conclusion

The following research revealed strengths and weaknesses within the Tourism program at an international college in the north of Thailand. The overall learning experience, airports situations, role-plays, and communicative activities were viewed positively by the instructor and learners. The outside readings and topics of sustainable tourism did not create substantial communication among the learners, as they were often viewed as too difficult or not relevant to the learners. Overall, the evaluation was successful in determining the views of the students, and providing data that reflects their needs, as well as in describing the stakeholders view on the expectations, and the essentialness of this program in the overall curriculum. This research lays a foundation for further evaluation and needs analysis in respect to restructuring the course design and providing tasks and topics that the students perceive as valuable to them. Further research must be done continuously throughout the program in order for it to be successful on all levels.
BIBLIOGRAPHY


http://www.fathom.com/course/21701788/sessions.html


APPENDICES
APPENDIX A
APPENDIX A

TOURISM PROGRAM COURSE SYLLABUS

ENG 3515

English for Tourism 3

Course Description:

This course provides practice in language skills and expressions used in the tourism industry, both domestic and international with a heavy focus on the tourism industry in the north of Thailand. Spoken and written expressions in various situations such as dealing with complaints, precautions, etc. are also included on the course.

Course Aim:

The aim of this course is to improve the English speaking, listening, reading, and writing skills related to the tourism industry in the north of Thailand. During the development of these skills, students will gain a greater knowledge of tourist destinations in the north Thailand while learning to express Thai culture in the English language.

Class Expectations:

In order for you to improve your English communicatively, you must immerse yourself in an English-speaking environment. This class provides students with full immersion into tourism English for 3 hours per week. During these 3 hours, you will participate in communicative activities with your peers in order to improve your and your classmates’ English skills. If you choose not to attend class you cannot improve your English, therefore a failing grade will be received after four absences.

Evaluation:

<table>
<thead>
<tr>
<th>Class attendance &amp; participation</th>
<th>50%</th>
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<tbody>
<tr>
<td>Mid-term</td>
<td>25%</td>
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<tr>
<td>Final</td>
<td>25%</td>
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Grading Scale:

<table>
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<th>Scores</th>
<th>Grade</th>
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<tr>
<td>80-100</td>
<td>A</td>
<td>70-74</td>
<td>B</td>
<td>55-64</td>
<td>C</td>
<td>45-49</td>
<td>D</td>
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<tr>
<td>75-79</td>
<td>B+</td>
<td>65-69</td>
<td>C+</td>
<td>50-54</td>
<td>D+</td>
<td>0-44</td>
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<tr>
<td>1</td>
<td>August 23rd</td>
<td>Introduction</td>
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<td>2</td>
<td>August 30th</td>
<td>Destinations</td>
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<tr>
<td>3</td>
<td>September 6th</td>
<td>Outdoor and Adventure Tours/Tour Features</td>
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<td>4</td>
<td>September 13th</td>
<td>Tourist Motivations/Concerns/Customer Relations</td>
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<td>5</td>
<td>September 20th</td>
<td>How to Guide Successful Tours</td>
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<td>6</td>
<td>September 27th</td>
<td>Tour Group Arrival/: Conducting Motor-Coach and Walking Tours</td>
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<td>7</td>
<td>October 4th – 8th</td>
<td>Starting your tour guide business</td>
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<td>8</td>
<td>October 11th</td>
<td>MID-TERM EXAMINATIONS</td>
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<td>9</td>
<td>October 18th</td>
<td>Business Research</td>
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<td>10</td>
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<tr>
<td>11</td>
<td>November 1st</td>
<td>Designing Profitable Tours/Sample Tour Programs</td>
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<td>12</td>
<td>November 8th</td>
<td>Airport/Visas/Documents</td>
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<td>13</td>
<td>November 15th</td>
<td>Creating Your Promotional Brochure</td>
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<td>14</td>
<td>November 22nd</td>
<td>Pricing and Processing Tours</td>
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<td>15</td>
<td>November 29th</td>
<td>Marketing Your Tours</td>
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<td>16</td>
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<td>December 13th</td>
<td>Holidays with a Difference</td>
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# APPENDIX B

## COMMON EUROPEAN FRAMEWORK

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A1</td>
<td>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
</tr>
<tr>
<td>A2</td>
<td>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.</td>
</tr>
<tr>
<td>B1</td>
<td>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td>B2</td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
</tr>
<tr>
<td>C1</td>
<td>Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.</td>
</tr>
<tr>
<td>C2</td>
<td>Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.</td>
</tr>
</tbody>
</table>
APPENDIX C
APPENDIX C

COURSE EVALUATION QUESTIONNAIRE

Please answer the following questions.

1. Overall, was the course helpful in improving your English skills? Why/Why Not
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Was the course at the right level for you? If not did you feel it was too difficult or easy?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. How did the teaching style affect your learning?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Which of these in class activities were the most helpful?
   ___ student led discussions
   ___ teacher led discussions
   ___ group activities
   ___ role plays
   ___ presentations
   ___ videos
5. Which of these in class activities do you feel could be improved?
   ___ student led discussions
   ___ teacher led discussions
   ___ group activities
   ___ role plays
   ___ presentations
   ___ videos

6. Which topics in class were the most helpful to you?
   ___ general tourism information
   ___ tourism information related to Thailand
   ___ developing a tour
   ___ airport situations
   ___ sustainable tourism

7. Which topics were the least helpful?
   ___ general tourism information
   ___ tourism information related to Thailand
   ___ developing a tour
   ___ airport situations
   ___ sustainable tourism

8. Were there any topics not discussed during the course that you would have liked to discuss?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

9. Which materials used during the course were the most helpful?
   ___ text books
   ___ outside of class readings
   ___ worksheets
   ___ case studies
   ___ group activity worksheets

10. Which materials used during the course would you like to see improved?
    ___ text books
    ___ outside of class readings
    ___ worksheets
    ___ case studies
    ___ group activity worksheets
11. Any additional comments

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

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APPENDIX D
APPENDIX D

ADMINISTRATION INTERVIEW QUESTIONS

1. What were your expectations for the course?

2. How did the program meet/not meet your expectations?

3. What features of the program met your expectations?

4. What features of the program do you think need improvement?

5. What features do you think should be included in the future?

6. What were the strengths/weaknesses of the course?

7. Why do you feel Tourism is an important part of the International College?
APPENDIX E
### APPENDIX E

**TEACHER’S LOG SAMPLE**

<table>
<thead>
<tr>
<th>Activity/Material/Topic</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer: What are customs? (Groups of 3)</td>
<td>most students active in using L2</td>
</tr>
<tr>
<td>Sample Customs/Immigration Questions</td>
<td></td>
</tr>
<tr>
<td>Role Play</td>
<td>students active I using English and creative in role play, seem to be enjoying activity</td>
</tr>
<tr>
<td>Vocabulary (Review in Groups)</td>
<td>stronger students taking control, attempt to explain in English, but often revert to just translating for weaker students</td>
</tr>
<tr>
<td>Online Security Article (Read and develop questions for group members)</td>
<td>okay but some student questions are too easy</td>
</tr>
<tr>
<td>Sample Training Dialogue (read over alone, then practice in pairs)</td>
<td>structure good for weaker student, stronger students more creative</td>
</tr>
<tr>
<td>Low cost carriers case study</td>
<td>most students did not read before, discuss beginning of next class</td>
</tr>
</tbody>
</table>
How to Guide Successful Tours (p. 26)
You should know your territory, city, or region and share its secrets with the tour group. At the end of their visit, encourage tour members to take advantage of future tour packages.
Establish a resource of part-time or full-time geologists, marine and terrestrial biologists, botanists, plus historians and other cultural specialists, who are among the best in their field. The caliber of your team will earn you many accolades.

First Impressions - Appearance
Your personal appearance is important. A guide is seen from the front and behind. You, as mentor, are looked at and studied closely by your party. Your appearance is part of the professional image you create.

Ladies
Your face and figure are naturally assessed by men and women. An attractive face is not necessarily one reliant on every item on the make-up shelf; in fact, at resent, it is probably just the opposite. A “fashion plate” can create psychological resentment! Dress smartly, interestingly, comfortably, and not too sexy!

Gentlemen
Regrettably, only your face will be considered worthy of study at length! However, dress tidily. Avoid "hippy" or "scruffy" clothes, but on the other hand, a suit and tie are not essential. Nevertheless, an “image” is essential, and male clothes can reflect responsibility, efficiency, and maturity. A beard is acceptable, but very long untidy hair is not.

Dress for Your Destination
Remember where you are going. Ladies should wear trousers or jeans if leading ecotourism-type tours. Also let the females in your tour party know what clothes are appropriate for the activities of the day. Choose your shoes carefully; comfort is essential on walkabouts or for wet conditions. Take a spare pair of shoes for changes anyway.
APPENDIX G
Sustaining Thailand: Agriculture and Tourism

In Thailand these days, tourists don't have to travel far to see the exotic 'hill tribes.' Photographs of these ethnic minorities can be seen on expensive packages of food on sale in Bangkok's 5-star hotels. The smiling faces on parcels of 'Hill Tribe Gourmet Coffee', flowers and fruit brighten up Bangkok shops, and allow tourists the chance to buy goods actually produced by hill farmers. Few shoppers realise, however, that products like these are part of a wider programme to reduce opium cultivation in northern Thailand, and to bring development to the 'hill tribes.' Fewer still appreciate that tourism's impacts on agriculture may be far greater than commonly thought.

'Tourism and agriculture' are usually far from people's minds when they go on their holidays. Yet the relationships between tourism and agriculture can be important and far-reaching for local communities. The impacts can be greatest in locations where tourism is growing rapidly, and where tourism offers an alternative source of income to traditional cultivation. Indeed, some people suggest the indirect effects of tourism on agriculture and its implications for society may be more significant and threatening than many direct visual impacts such as footpath erosion or hotel construction.

The people are divided between those who believe that tourism impacts positively on local development, and those who believe it does not. Optimists argue that tourism assists development by reducing the pressures of farming on local environments by providing farmers with an alternative source of income, and by educating farmers in the non-agricultural economy. Pessimists, however, suggest that tourism only exacerbates social divisions and may even increase environmental degradation by disrupting traditional land management. Pessimists also suggest that introducing tourism into farming areas will lead inevitably to the construction of resorts and hotels that will bring new destructive forms of mass tourism.

Evidence for either viewpoint is mixed. In the Khumbu region of Nepal near Mount Everest, for example, research has shown that agricultural production has fallen since the introduction of tourism in the 1950s, and that tourism employed at least one individual from each household for up to 10 months a year. These figures suggest that tourism has reduced agricultural pressure on the local environment, and also contributed to local development.
Critics, however, suggest that tourism in Khumbu only succeeded because of the adventurous, entrepreneurial spirit of the local Sherpa people. Furthermore, tourism emerged at the same time as many traditional trading routes were closed after China invaded Tibet. Tourism may therefore have been successful because it came at the right time and place. Other ethnic groups in different locations may not fare so well. In western Nepal, for example, the establishment of the Lake Rara National Park resulted in the forcible expulsion of several hundred Chhetri people from their traditional highlands onto the lowlands. The Chhetri found this transition difficult because they received less land than they previously owned, and they were seen as unwelcome newcomers by other ethnic groups. As a result of such examples, the German anthropologist Christoph Fürer-Haimendorf suggested ethnic groups may be divided into 'adventurous traders' (such as the Sherpa) who can benefit well from new commercial opportunities like tourism, and 'cautious cultivators' (such as the Chhetri) who prefer traditional agriculture.

Tourism may also impact on the type of agriculture, or the production of specific foodstuffs. In Bali, for example, the practice of taking tourists night fishing may have increased the frequency of fishing trips. Similarly, in southern China, tourists are paying to see the ancient tradition of using cormorant birds to catch fish. The cormorants' feet are tied by a long rope to a bamboo raft, and then are plunged into rivers in order to catch fish. On returning to the surface, the fishermen forcibly remove the fish from the birds' throats. Both fishing practices may have been replaced by more modern techniques if not for tourism.

Such links between tourism and the nature of agricultural production are more difficult to prove at a larger or national scale. Tourism is just one of many economic trends that influence agricultural production, and tourism marketing may be able to transform expectations rather than actually produce change. In northern Thailand, for example, many tourists fear that trekking tours offering tourists the opportunity to smoke opium may increase the production of opium in Thailand. In fact the demand from tourism is generally small, and can be easily supplied by trade flows from Burma and Laos. Similarly, on other 'jungle treks', tourists are often promised 'snake soup' or other local delicacies to give the impression of authenticity. But sometimes the guides have to improvise when they can't catch any snakes. 'The tourists say snake tastes like chicken,' a trekking guide laughed during one trip, 'because it really is chicken!'.

**Tourism and the Mien**

The most accurate impacts of tourism on agriculture can only be identified by studying the responses of specific villages. One study of tourism in northern Thailand focused on the Mien (or 'Yao') ethnic group. The Mien migrated to Thailand from Laos about 60 years ago, and are generally considered to be 'adventurous traders' because of their historic ability to trade opium and silverware. The Mien are characterized by the dark blue turbans and tunics worn by women, and their bright red woollen collars. Today, the Mien no longer cultivate opium, but instead grow traditional crops like rice and maize with new cash crops such as soyabeans. In one prominent Mien village in Thailand, near the 'Golden Triangle' where Burma, Laos and Thailand meet, tourism is now an important supplement to agriculture.
During the tourism season, tourists arrive every day in air conditioned buses to look at the village and buy souvenirs. Women villagers have set up bamboo stalls near the village entrance, where they sell embroideries, wooden ornaments, and cheap silverware bought at local markets in Burma and Laos. The men of the village drive trucks to transport tourists to the village and other attractions nearby. The village is a good example of a village where tourism has grown rapidly, yet the tourism is not always appreciated by the tourists. One French visitor remarked, 'Why is this village so touristy? I did not want to see a row of souvenir shops!'.

Research in the village revealed that the impacts of tourism on development are generally less than optimists had hoped. Despite the hubbub surrounding tourism, an economic survey revealed that only 15 percent of the 120 households in the village made more than half of their total income from tourism. Most income came from driving trucks to transport tourists and other travellers. For all households, tourism contributed an average of only 25 percent of total income. The most important source of income in the village came from agriculture, and particularly from cash crops such as soyabeans. Yet, one third of village households did not--or were not able to--earn money from tourism.

Villagers explained why some households adopted tourism and others did not. Households only adopted tourism when they had the spare time to attend stalls, and when they had the cash to buy souvenirs from markets. Many villagers did not have spare time and money because they were too busy growing crops and cultivating land. Usually, the people who looked after the stalls were elderly women too old to work in the fields, or young mothers who were busy with their children. Before the arrival of tourism, many of these women stayed at home all day looking after children and embroidering clothes. Tourism has given these women the ability to continue these activities, yet also have the chance of earning money at the same time.

The impacts on environment were also less than optimists had hoped. Families who profited from tourism used the money to hire agricultural labour from other villages, and therefore increase the production of crops on land that they might otherwise have left fallow. Meanwhile, farmers who did not have the ability to enter the tourism market continued to use land extremely frequently in order to increase their income. The findings suggest that tourism has helped individuals in the village to become richer, but that agricultural activity has actually increased as a result. In addition, it suggests that the term 'adventurous traders' may not be applied uniformly to all members of an ethnic group, and that instead each group may include both entrepreneurs and 'cautious cultivators'.

But perhaps most importantly, the study suggested that tourism's impact depends largely on the nature of tourism. The rapid growth of tourism in the Golden Triangle has encouraged some investors to build bungalows and flower gardens aimed at weekend travellers from Bangkok, or a more luxurious form of tourism than the current travellers. Villagers earn large lump sums if they sell their agricultural land to investors. But the money may in fact be below market prices and also remove their ability to produce food. Village elders appreciate the problem. 'We don't want people to sell land because it will mean they can only earn money by working in factories or cities. We must have land, or else we can't eat', said one village leader.
Tourism therefore has a variety of impacts on agriculture and these differ between local cultures and according to the type of tourism. The most serious impacts occur when tourism prevents local communities from conducting agriculture. But in less extreme forms of tourism, there are still winners and losers in the process of development.

Often the changes occurring to agricultural economies are too large scale and complex to attribute purely to tourism. But this should not prevent us from being vigilant or aware of the potential impacts of tourism on particular groups or from specific projects. In Thailand, the government uses pictures of smiling faces as a way to increase the sale of agricultural produce to tourists. But behind these smiling faces are a complex series of social and economic changes which impact on poor farming communities, and which ultimately may do little to assist them.
RESUME

Name: Jenna Lee Thompson

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Place of Birth: United States of America

Institutions Attended: Northeastern University 2003, Payap University 2011