

DEVELOPING ENGLISH FOR TOUR GUIDES MATERIAL: KHMER SANCTUARY GUIDES

Prapaporn Sompakdee* and Uthaivan Danvivath

*English for Communications Programme,
North Eastern University, Khon Kaen 40000, Thailand*

**Corresponding author: prapasompak@gmail.com*

Received: December 30, 2018; Revised: August 8, 2019;

Accepted: August 13, 2019

Abstract

Khmer sanctuaries are one of the main types of tourist attractions in the Northeast, Thailand. Tour guides are responsible for giving quality tours and are a source knowledge to travelers. However, there are three problems that limit the quality of qualified tours to travellers. There are very few people working as English-speaking tour guides at Khmer sites, inadequate specific English skills in Khmer site topics and a lack of specific Khmer historical knowledge possessed by the tour guides in the region, and the nonexistence of books teaching English for specific language on Khmer topics for Thai tour guides. The objectives of this study were to develop English for tourism material for Khmer sanctuary tour guides, and to determine the effectiveness of the learning material. There were thirteen tour guides used as the population of the study. These tour guides were qualified by the Ministry of Tourism and Sports to deliver tours in the region. They all volunteered to be in the study. Four instruments were used in the study: a pre-test, a post-test, the learning material, and a questionnaire. Video recordings and questionnaires were used to collect data. The participants spent three months studying the learning material by themselves. The results indicated the participants improved in grammar, specific vocabulary, and specific knowledge of Khmer sites. Also, the participants provided some positive views about the material as they gained more knowledge from it. Consistent with the results of the study, the material was determined to be an effective tool in solving two of the three problems listed above.

Keywords: Needs analysis; material development; Khmer sanctuaries

Introduction

Workers need English skills in the tourism and hospitality industries (Blue and Harun, 2003). Flight attendants, tour guides, travel agents, waiters, tourist attraction staffs, and even taxi drivers need to be able to communicate in English to communicate with international tourists. English is increasingly used throughout the world and is so important for people in the tourism field, so they must learn it.

The number of international tourists in Thailand has been increasing over the past two decades. The statistics of International Tourist Arrivals to Thailand from January to December 2014 show an outstanding total of 24,779,768 people. Promotions run by the Tourism Authority of Thailand (TAT) have made the Northeast of Thailand more well-known and interesting to many tourists. To meet the growing need, Thailand will have to improve the quality of its marketing strategies, create sustainable tourism opportunities, and improve the Thai workforce's English abilities. Thai education provides English courses for all levels, but the majority of Thais use English ineffectively to communicate with international tourists. The language problem is especially large in the Northeast, Thailand (Pattanakiatchai, 2012).

Tour guides are so important to tourism in Thailand as they provide information and knowledge, answer questions, and teach etiquette to tourists. They must be able to use English accurately and appropriately with fluency, and they need to have a working knowledge of English words used to explain tourism sites. Also, they must have strong knowledge of particular tourist attractions.

A tourism study by Thailand Institute of Scientific and Technology Research (1991) found that there are two problems of tour guides in Thailand. First, Thai tour guides have ineffective English abilities. Second, their knowledge of specific history, economies, and politics needs to be improved. Narongrit (2007) studied the English development needs of 148 tourism officers who worked in Khon Kaen, Mahasarakam, Kalasin, and Roi Et. It was discovered that their English abilities needed to be improved in three main aspects: social interaction, giving information, and giving tours at tourist

attractions. In addition, Bonyawatthana (1999) found that tourism officers in Chiang Mai, Phuket, and Pang Nga had low English proficiency. The research study discovered that there is a need to emphasize the development of English abilities in tourism.

There are several renowned Khmer sanctuaries in the Northeast, Thailand such as Phanom Rung, Muang Tam, Phimai, Preah Vihear, Sri Koraphum, Ta Muean, Sra Kamphang Yai and Phanom Wan (Adulpichet, 2007). Lonely Planet, a popular travel guide book, has publicized that Khmer sanctuaries are among the most popular touristic attractions in the Northeast, Thailand. The sanctuaries get a great number of international tourist visits. In 2014, the Khmer historical sites of Phanom Rung, Phimai, and Muang Tam had 13,133, 12,854 and 1,851 tourist visitors respectively.

In order to investigate the problems of English use at Khmer sanctuaries, three studies were done. Study One was a phone call interview to find out the number of Thai-English speaking guides at Khmer historical parks in the Northeast, Thailand. The first study showed that there is a low number of Thai-English speaking guides at Khmer historical parks. Study Two used a questionnaire to determine tourists' reflections on the quality of their English tour guides. The second study showed two main problems: tour guides' lack of effective English communication skills, and their lack of specific knowledge about the tourist attractions. Study Three considered English training materials for Khmer sanctuary tour guides. This last study indicated a very small amount of content about Khmer sanctuaries in the lesson books. According to the results of the three studies, this research project aimed to develop English material for tour guides in a Khmer sanctuary context for people who are working as tour guides or for those who are interested in this topic.

Purposes of the Study

There were two main purposes of the study: 1) To develop English material in a Khmer sanctuary context for educating tour guides, 2) To investigate the effectiveness of the learning material.

Research Questions

The research was designed to answer the following questions: 1) What should be included in the material? 2) Is the material effective for learners?

Literature Review

English for Specific Purposes (ESP)

ESP is an approach that is widely used in material development especially when the materials need to meet the needs of the learners (Hutchinson and Waters, 2002; Dudley-Evans and St. John, 1998). Occupational requirements such as vocational training for telephone operators or airline pilots and training programs for hotel staff and tour guides require the use of ESP. Workers with high English proficiency skills can use English as a tool for refining their occupational skills or as a means to improve their performance in the workplace (Hutchinson and Water, 1987).

Analysis of Needs

Needs analysis has a strong impact on the development of ESP, the focus of this research project, and general English courses. Several researchers (Munby, 1978; Hutchinson and Waters, 1987; Mackay and Mountford, 1978; Iwai et al, 1999) have acknowledged this theory. This study focuses on the job needs. Some occupations such as tour guides require a strong knowledge of English to pursue the job. Hutchison and Water (1987) stated that in needs analysis, there are three areas to analyze: necessity, lack, and want. Necessity is a thing or a treatment that is needed for learners to be better in using English. Lack is what the learners are lacking, and it makes them unable to advance their uses of English. Want is basically what the learners themselves desire to do in order to improve their proficiencies. As stated in the introduction, there are three lacks related to Study Two: lack of English-speaking guides at Khmer historical sites, lack of effective English communication by tour guides, lack of specific knowledge about tourist attractions, and lack of English learning materials that are specifically designed for Khmer sanctuary tour guides.

Material Development

Tomlinson (2011) has summarized his understanding toward the basic principles of learning materials for language teaching. The principles which he described are that learning materials must (1) be impactful, (2) help learners to feel free from anxiety, (3) help learners to be confident, (4) be applicable and useful, (5) provide self-involvement, (6) provide readiness, (7) provide appropriate authentic input, (8) provide enough linguistic input, (9) provide opportunities to use the target language, (10) be self-paced, (11) provide various learning styles, (12) consider learners' attitude.

Learners in specific occupations should have some appropriate learning materials that are designed for them. However, some ESP learning materials lack the necessary content knowledge in specialist areas, so it is hard for the learners to use the appropriate material (Zhao, 2008). English for Khmer sanctuary tour guides is an area where ESP lacks appropriate material. The present study aimed to develop learning material based upon principles in the writing of Jolly and Bolitho (2011). The learning material design was composed of five parts, including the identification of the needs of the learners, the exploration of what learners need to learn, the contextual realization (to select context to put in the material), the pedagogical realization (to see if the activities are too easy or too difficult), and the physical production (to design learning material that motivate learners).

Construction of the Material

The Development of the Material

There are five main steps to develop the material. The development model was adapted from Jolly and Blitho (2011).

Identification. This step was to identify the needs of the tour guides. Consistent with Study Three, which investigated content about English lessons for Khmer sanctuary tour guides, it showed that the content currently available is inadequate for tour guides as none provide plentiful specific vocabulary, useful language patterns, or specific content related to Khmer sanctuaries. Study Two, which was about English tour guides in the Northeast, Thailand, indicated that there is a lack of English ability and specific knowledge in conducting guided tours at Khmer sanctuaries.

Exploration. Exploration of specific language patterns and vocabulary was deliberated to make the material more informative for the learners. A corpus-based research was done in this part in order to create corpora for specific use. The vocabulary list was taken from a research study of Sompakdee and Danvivath (2017). A brief explanation of how the specific corpora was compiled is described below.

Two books about Khmer art and information posters from three historical parks were chosen to create the specific vocabulary list for Khmer sanctuary tour guides. The steps of vocabulary analysis are 1) scanning the texts into a Word file, 2) using VocabProfile an online program to analyze the text and create off-list words which are considered to be the specific vocabulary of relevant and important words for Khmer sanctuaries, and 3) choosing the specific vocabulary to include in material from the off-list based on frequency and appropriateness for each unit. The result of the analysis shows that there are 1,686 off-list words appearing in the source material. In relation to Gairns and Redman (1989) the reasonable number of words to input is eight to twelve words per a unit, so the material includes 100 words as 10 words per unit. The 100 words used in the material were selected from the 200 highest frequency words of the off-list.

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

Contextual Realization. The information contained in the material is about Khmer sanctuaries in the Northeast, Thailand. The information was received from the Tourism Authority of Thailand, the Fine Arts Department of Thailand, and published books. The reason the information was collected from these sources is that the researcher aimed to develop material that

provides information related to and based on the tour guides' work, so that they will understand and relate to the contents. Since there are over 200 Khmer sanctuary sites in the Northeast, Thailand, all of the contents and examples are on well-known Khmer sanctuaries.

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

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

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

Table 1: Scope of the Material Construction

Unit	Specific Vocabulary	Language Focus	Hour
1. Describing Rules for Visitors	Carve, Climb, Destroy, Explosive, Historical Park, Monument, Sacred, Sanctuary, Trash, Structure	<i>Can & Can't</i>	3
2. Knowing about Khmer History	Century, Devaraja, Hinduism, Khmer, Lower Khmer, Range, Reign, Religious, Theravada Buddhism, Upper Khmer	Passive	3
3. Describing Types of Khmer Sanctuaries	Antechamber, Baray, Corridor, Cosmological, Gopura, Library, Prang, Single Sanctuary	Singular and Plural	3
4. Talking about Construction Material	Arching, Bas-relief, Brick, Corbelling, Doorframe, Gallery, Joint, Laterite, Sandstone, Stucco	Comparative	3

Table 1: Continued

Unit	Specific Vocabulary	Language Focus	Hour
5. Getting to Know Religious Symbolism	Asuras, Depict, Foliage, Garland, Govardhna, Kaliya, Krishna, Mahabharata, Narrative, Pediment	Adjective	3
6. Lintels	Ananta, Garuda, Kala, Lintel, Makara, Medallion, Naga, Pendant, Simha	<i>This, that, these, and those</i>	3
7. Visiting Phimai Historical Park	Auspice, Bodhisatva, Laksaman, Mahayana, Motifs, Ramayana, Renovation, Replica, Sita	Present Simple and Past Simple	3
8. Visiting Phanom Rung Historical Park	Balustrade, Extinct, Hermit, Incarnation, Linga, Mount Kailasa, Sculpture, Shiva, Somasutra, Universe	Article <i>The</i>	3
9. Visiting Ta Muean	Adjoining, Angkor, Bayon, Dharmasala, Halt, Jayavarman VII, Pilgrim, Porch, Royal road, Sheltered	Preposition “in, at, and on”	3
10. Visiting Ku Praphachai	Arogayasala, Bhaisajyaguru, Buddhist, Chapel, Embankment, Inscription, Journey, Maladies, Rectangular, Reservoir	<i>There is, and There are</i>	3

Learning Tools in the Material

Lesson Book. The course book contains 10 lesson units. Each unit consists of the following steps: warmup, presenting, learning, wrap up, and applying. The warmup step is for learners to be ready for learning in the unit. After that the presenting step is introduced. This step includes both conversation and reading articles for the learner to study in each unit. After the learners’ study is complete, they will learn by performing the provided tasks related to the information in the previous step. This is followed by a wrap up step which is to briefly go through the knowledge again. Lastly, the learners will do a task-based activity at the end of the unit. Moreover, there is a vocabulary list for reviewing specific vocabulary about Khmer sanctuaries in the back of the book.

Sound File. This sound file is for learning conversation between tourists

and tour guides. The learners listen to the sound file and do the exercises in the lesson book. The sound file aims to provide an interaction between the learners and the material. It is very useful since this material is self-study. The learners get to practice both listening and speaking.

Validation of the Material

Once the construction of the material was completed, it was checked for correctness and appropriateness in terms of both content, and language focus. Two specialists in Khmer sanctuary knowledge checked the course content, while a native speaker checked for language correctness. After this validation, the material was corrected according to the judgement of the three specialists. After this correction process was completed, the material was tried out by three full time tour guides. Later the material was revised based upon their feedback. When the material was ready, it was given to participants to study.

Methodology

Participants

All of the 13 tour guides who passed the guide training course for Khon Kaen and adjacent provinces volunteered to participate in the study. There were two reasons why these tour guides were chosen for the present study. First, all the lessons in the material are about Khmer sanctuaries in the Northeast, Thailand, so it is directly associated to the tour guides since they are mainly working in this area. Second, as shown in Study Two, many guides lack specific vocabulary and have insufficient knowledge about the tourist attractions. For both of these reasons, these 13 tour guides were chosen and were the target participants for the present study.

Research Procedure

The procedure of this study is shown in Figure 1. This figure presents the overview steps of the whole research study. There are six main steps which are 1) analyzing the needs, 2) modeling the material, 3) constructing the material, 4) collecting data, 5) analyzing the data, and 6) presenting the results.

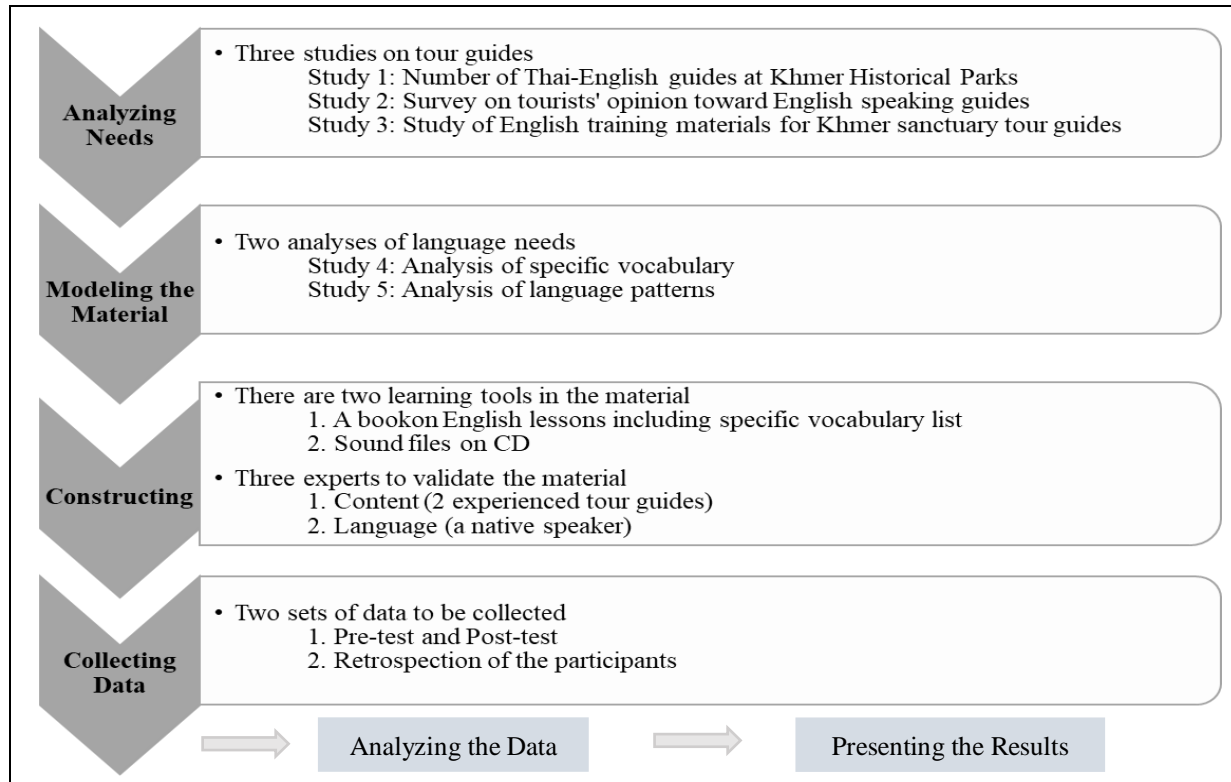


Figure 1: Diagram Showing the Research Procedure

Instruments

Pre-test and Post-test. A pre-test and a post-test were given to participants to examine the effectiveness of the material. The pre-test and post-test were designed to compare the knowledge of specific vocabulary, language patterns, and knowledge of Khmer sanctuaries of the participants before and after the treatment. Role play was used as the instrument for collecting data of both the pre-test and the post-test. There were ten situations in the tests. The situations were related to all ten units as they were selected and made from the lessons in the ten units.

The Material. This new material was constructed to solve the lack of an English for Khmer sanctuary tour guide lesson book. The construction of this material was previously explained in the Construction of the Material section.

Questionnaire. There is one questionnaire in this study. It is a retrospection questionnaire which aimed to get the opinions of the participants toward their tests. The question was “*What is your opinion toward the pre-test and post-test that you have just completed?*”. It was used immediately after the participants finished the tests. It was used with both pre-test and post-test. Participants wrote their comments down on a paper form.

Data Collection

The data were collected after the material had been completely developed. The data collection started with a video record for the pre-test, the questionnaire on retrospection, a video record for the post-test, and questionnaire on retrospection

Step One. Before studying the material, the participants complete a pre-test through role play to measure their knowledge of specific vocabulary, language patterns, and specific knowledge of Khmer sanctuaries. A video record was used to collect the data.

Step Two. A retrospection question about the pre-test was given to

the participants to record their comments about their own tests. It was given immediately after the pre-test. The data were collected in written form.

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

Step Four. After the participants had finished learning the material, they completed a post-test. This was conducted to evaluate the effectiveness of the material in teaching the participants.

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

Data Analysis

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

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

b) Language Patterns. The data were analyzed in a tally form. The number of times that the participants used language patterns that are taught in the material was recorded on this tally form for both the pre-test and the post-test. The differences in the tally form were used to determine the

effectiveness of the material.

c) Specific Knowledge of Khmer Sanctuaries. The data were analyzed using a point method on a 70-point scale.

d) Retrospection on the Tests. The retrospection comments from the participants were categorized into groups of similar themes.

Results

Components of the Material

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

Results of Language Patterns. There were 69 language patterns that were found in the analysis. The 10 most frequent patterns were put into the appropriate unit of the material. It was determined that teaching the highest frequency language patterns would be the most beneficial for the participants. Each unit in the material has one language pattern for the learners to study.

Effectiveness of the Material

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

Table 2: Words Appearing in Both Pre-test and Post-test

Pre-test			Post-test		
No.	Vocabulary	Frequency	No.	Vocabulary	Frequency
1.	Khmer (n.) (PR)	48	1.	Khmer (n.) (PR)	51
2.	Lintel (n.)	18	2.	Lintel (n.)	44
3.	Historical Park (n.)	16	3.	Sanctuary (n.)	35
4.	Upper Khmer (n.)	10	4.	Laterite (n.)	34
5.	Naga (n.) (PR)	9	5.	Naga (n.) (PR)	34
6.	Lower Khmer (n.)	9	6.	Jayavarman VII (n.) (PR)	31
7.	Sculpture (n.)	8	7.	Prang (n.) (PR)	29
8.	Shiva (n.) (PR)	7	8.	Historical Park (n.)	28
9.	Angkor (n.) (PR)	6	9.	Structure (n.)	28
10.	Buddhist (n.)	6	10.	Angkor (n.) (PR)	25
11.	Depict (v.)	5	11.	*Chapel (n.)	22
12.	Jayavarman VII (n.) (PR)	5	12.	Linga (n.) (PR)	22
13.	Prang (n.) (PR)	5	13.	Sandstone (n.)	22
14.	Sacred (n.)	5	14.	Sculpture (n.)	20
15.	Sandstone (n.)	5	15.	Enclosure (n.)	17
16.	Somasutra (n.) (PR)	5	16.	Hermit (n.)	16
17.	Structure (n.)	5	17.	Shiva (n.) (PR)	16
18.	Gopura (v.) (PR)	4	18.	Upper Khmer (n.)	15
19.	Monument (n.)	4	19.	*Antechamber (n.)	14
20.	Laterite (n.)	4	20.	Depict (v.)	13
21.	Library (n.)	4	21.	Lower Khmer (n.)	13
22.	Religious (adj.)	3	22.	*Narrative (adj.)	13
23.	Enclosure (n.)	2	23.	Baray (n.) (PR)	12
24.	Hermit (n.)	2	24.	Gopura (n.) (PR)	12
25.	Hinduism (n.)	2	25.	*Reign (n.)	12
26.	Linga (n.) (PR)	2	26.	*Corridor (n.)	11
27.	Ramayana (n.) (PR)	2	27.	*Garuda (n.) (PR)	11

Table 2: Continued

Pre-test			Post-test		
No.	Vocabulary	Frequency	No.	Vocabulary	Frequency
28.	Baray (v.) (PR)	1	28.	Hinduism (n.)	11
29.	Mahayana (n.) (PR)	1	29.	Library (n.)	11
30.	Sanctuary (n.)	1	30.	*Brick (n.)	10
31.	Universe (n.)	1	31.	Sacred (adj.)	10
			32.	*Balustrade (n.)	9
			33.	*Makaras (n.) (PR)	9
			34.	*Ananta (n.) (PR)	8
			35.	Religious (adj.)	8
			36.	Universe (n.)	8
			37.	*Adjoining (adj.)	7
			38.	*Dharmasalas (n.) (PR)	7
			39.	*Embankment (n.)	7
			40.	*Kala (n.) (PR)	7
			41.	*Pilgrim (n.)	7
			42.	*Replica (n.)	7
			43.	Somasutra (n.) (PR)	7
			44.	*Yoni (v.) (PR)	6
			45.	*Halt (n.)	6
			46.	*Krishna (n.) (PR)	6
			47.	Monument (n.)	6
			48.	*Relief (n.)	6
			49.	*Carve (v.)	5
			50.	*Gallery (n.)	5
			51.	Mahayana (n.) (PR)	5
			52.	*Porch (n.)	5
			53.	*Arching (n.)	4
			54.	*Arogayasalas (n.) (PR)	4
			55.	*Buddha (n.)	4
			56.	*Prasat (n.)	4

Table 2: Continued

Pre-test			Post-test		
No.	Vocabulary	Frequency	No.	Vocabulary	Frequency
			57.	*Pediment (n.)	4
			58.	Ramayana (n.) (PR)	4
			59.	*Sheltered (adj.)	4
			60.	*Auspice (n.)	3
			61.	*Bodhisatva (n.) (PR)	3
			62.	Buddhist (n.)	3
			63.	*Corbelling	3
			64.	*Kaliya (n.) (PR)	3
			65.	*Ravana (n.)	3
			66.	*Bayon (n.) (PR)	2
			67.	*Devaraja (n.) (PR)	2
			68.	*Garland (n.)	1
			69.	*Mahabharata (n.) (PR)	1
Total		250	Total		835

Note: “*” refers to new word / (PR) refers to Proper Nouns

Language Patterns. The results of the pre-test show that the overall ten most frequent language patterns appeared 893 times. This number includes 710 correctly used patterns, and 183 incorrectly used patterns. The results of the post-test show that the overall ten most frequent language patterns appeared 2,214 times. This number includes 2014 correctly used patterns, and 200 incorrectly used patterns. The results of the post-test are significantly higher than the pre-test because the participants talked more on the post-test.

Specific Knowledge. The highest score of the pre-test was 46 points while in the post-test was 97 points. The lowest score of the pre-test was 1 point while in the post-test is 3 points. The two highest scores on the pre-test were achieved by Manta and Kanok. These two participants also received the highest scores on the post-test. All participants’ scores improved on the post-test.

Retrospection

a) Pre-test. In the pre-test, the data were categorized into two main groups; Positive Opinions and Negative Opinions. Positive Opinions are such as *Interesting* and *Useful for Tour Guides*. After the pre-test, two participants found that the test was interesting. Kanok and Bongkot thought that it was very interesting to do the test, for example, *“I like the test. It is hard, but very interesting. I didn’t give a tour at Khmer historical park for a long time, so many things I already forgot.”* - Kanok, and *“... I think that it’s interesting to study and know about this issue more.”* - Bongkot. Some of the participants thought that the test was useful for tour guides. There were three participants who thought that the pre-test is a useful guideline for tour guides, so that they would know what is important to tell tourists. The examples of the opinions are, *“It’s hard but it’s good to know about what important should I know for the tour guide.”* - Manta, and, *“I think this pre-test is very useful for studying about historical sites because to answer these situations, you must be well prepared and have some background knowledge already. For a tour guide, this is very useful guideline for them to learn more about specific topics.”* - Thongjai.

The second group is Negative Opinions. There were three type of Negative Opinions: Difficult because they don’t have experience, Difficult because they are not confident, and Difficult because they forgot the knowledge. The examples of this group are *“I think it’s quite hard. There are so many situations that I couldn’t explain well. Because I’m not a full time tour guide and I never studied about the Khmer castles...”* - Sita, *“The pre-test was so hard. I wasn’t so sure if I answer them correctly”* - Pongruk, and *“... I didn’t give a tour at Khmer historical park for a long time, so many things I already forgot”* - Kanok.

b) Post-test. After the pre-test and self-study, the participants also provided retrospection on their post-test. This test was administered immediately after the participants had finished the post-test. The answers were categorized into the two main groups of Positive Opinions and Negative Opinions. The number of Negative Opinions had reduced a lot. In comparison to the pre-test, there was only one group of Negative Opinions which was *No time to study*. The examples of the opinions are *“...I find that the self-study*

book is very useful, but I didn't have much time to study through all of the units." - Benja, "I didn't have time to study the package, so I can't answer any of the questions..." - Mudsee, "I think I am not doing so well, but the self-study would help more if I have time to study it again. The vocabulary is very difficult." - Suthep, and "Honestly I only finished unit 4. I couldn't answer the rest of the test..." - Walanda.

The Positive Opinions of the post-test are obviously higher than those of the pre-test. There are three main sub-groups of Positive Opinions: *Learn more*, *Do better*, and *Easier*. The examples of these groups are "*The post test showed me that I have gained much information and knowledge from the book, as before I have no information at all...*" - Pongruk, "*This time I think I did better than the pre-test because I have gained the specific knowledge from the package...*" - Sita, and "*The test easier after I learned from the package. I remember some new vocabulary. I will use them for my work.*" - Manta.

Discussions

The research questions are 1) What should be included in the material? and 2) Is the material effective for learners? To answer these questions, this section is divided into those two main sub-topics.

What should be included in the material?

The development of this material was adapted from Jolly and Bolitho (2011). The two most significant steps out of the five steps are Identification and Exploration. The answers to research question number one were from the needs analysis which were from Study Two and Study Three. It was clear that the English for Tour Guides books presently available are inadequate for tour guides as none provide enough specific vocabulary, useful language patterns, and specific content. Moreover, Study Two, about English tour guides in the Northeast, Thailand, indicates that there is a lack of English ability and specific knowledge in conducting guided tours at Khmer sanctuaries. The exploration step was on two main subjects which are specific vocabulary and language patterns.

The first component which was put in the material is appropriate because it is specific vocabulary about Khmer sanctuaries. The participants knew more

specific words than before. However, only 100 words were used in the material. In reality, the tour guides need to know more than that. Therefore, a future study would be more useful if the 1686 words were put in a training course for tour guides.

Is the material effective for learners?

Along with the results of this part, it can be taken that the material is effective for the learners. The participants learned new specific words from the material which are 38 words more out of 100 words. The frequency number of correct use of patterns is also higher in the post-test. Moreover, all of the participants learned specific knowledge about Khmer sanctuaries evident by the scores on the post-test being higher than those on the pre-test. The retrospection from the participants also shows more positive thoughts about their performance on the post-test.

Specific Vocabulary. The overall number of the specific words used by the participants was 69 words. The participants learned 38 new words. The other 31 words appeared in both pre-test and post-test. This suggests that the participants are remembering the 31 words as they used the words again in the post-test. This certain situation is the *retrieval process* (Nation, 2001). The words *Khmer* and *Lintel* are the highest frequency words in both pre-test and post-test. The word *Khmer* is also the highest frequency word in the specific vocabulary list. Therefore, the participants use it more often than the other words. The result of this part is similar to that found by Sompakdee and Danvivath (2017) as these two highest frequency words appeared in the ten high frequency words. Therefore, it is true that the words are important in a Khmer sanctuary context. According to the result of the use of specific vocabulary, most of the new words are proper nouns such as Krishna, Kaliya, and Yoni. The participants use more of the proper nouns because the words sound exactly, or very close to Thai words, so it is likely that they could remember the words faster and were more confident to use them.

Language Patterns. The general outcome of this part shows that there is an improvement, but some errors also appeared. Kanok is a good example for the language focus *there is/there are*. He is the only person who used these forms incorrectly in both pre-test and post-test. “**There are** the main tower in the center of place of the place” in the pre-test and, “**There is** three parts” in the post-test. It is clear that when Kanok uses the *there is/there are* pattern, he

switches between the singular form and the plural form. Another example is Bongkot. She is the only person who used the form *can/can't* incorrectly in both pre-test and post-test. Bongkot said, *"It's **can** last more than 1000 year"* in her pre-test. She also said, *"We **can** found in the national museum of Cambodia"* in her post-test. Three participants made some errors on their post-test, but on their pre-test, they did not make any errors on *this/that/these/those* forms. Sita, Thongjai, and Bongkot are the three participants, as shown in the following examples: *"Phimai and Phanomrung are examples of these temple types"* - Sita, *"This material to building this structure"* - Thongjai, and *"This arrr possibly a marker to indicate a site to worship the god"* - Bongkot. Although these participants made errors on their post-test, they spoke more on the post-test too. It is possible that when they speak more, the chance of making errors is higher.

Specific Knowledge. It is clear that the overall results of this part are positive because all participants gained higher scores on their post-test. Manta and Kanok got the highest scores in both pre-test and post-test. As Manta has been a full-time tour guide for two years, it is possible that she has the motivation to learn the material and also, she has some knowledge of this specific subject. Kanok worked as a tour guide a long time ago, but he now has a new job. Also, in his retrospection comment, he mentioned that he forgot the knowledge. That means he already knew something, but he had not used it for a long time, so he forgot. The material helped him recall his old knowledge and taught him new knowledge.

Retrospection. The retrospection in the post-test indicates that the participants have positive opinions on their post-test. It can be interpreted that the difficulties they had faced on their pre-test are no longer. The material is a self-study package. It is very important that the learners must find some time to study it by themselves. Out of 13 participants, there were three people who commented that they did not have time to study. These people are Benja, Mudsee, and Walanda. Mudsee is the only person whose score on the specific knowledge part did not have much improvement. However, she learned some new specific words such as Khmer, Laterite, and Prang. There is a limitation found from the retrospections of the pre-test and the post-test. In the post-test some participants mentioned that they didn't have enough experience in giving tours in the Khmer sanctuaries. Moreover, they didn't have time to study the

material, so the improvement couldn't be achieved. Therefore, for further study, the material should be used in a training course.

Conclusions

Four advantages of this learning material can be concluded: (1) The material promotes knowledge in language patterns, specific vocabulary and specific knowledge of Khmer sanctuaries, which are needed by tour guides, (2) This learning material targets 100 high frequency words that have the highest impact in benefiting tour guides in their occupations, (3) It can be used as learning material in English for Tour Guides external courses, and (4) This material is a self-study course which can be more convenient than formal education for individuals currently working as tour guides. This material works best for people who dedicate their time for learning and practicing as it is self-study material. It was suggested by some participants that this material should be available on the Internet using a smart phone application. Providing training courses or including it in the existing tour guides training curriculum should be considered. Two implication can be made from this study: (1) the model of constructing the material can be applied to other English material development and (2) The material can be a manual for tour guides at all Khmer sanctuaries. From the findings of this current study, further studies should be conducted: (1) To assist in developing new formal training courses for tour guides. (2) To modify existing tour guides training curriculum to be more effective.

Acknowledgement

I would like to express my gratitude towards Mr. Darren Brooksby for proofreading and editing this article.

References

- Adulpichet, A. (2007) *Guide to 7 Khmer Stones in the Southern Isan*. Bangkok: Mueng Boran.
- Blue, G. M. and Harun, M. (2003) Hospitality Language as a Professional Skill. *English for Specific Purposes* 22(1): 73-91.
- Bonyawatthana, P. (1999) *The Needs of English in Tourism Industry*. Master thesis in English Language and Communication, Chiang Mai University.
- Dudley-Evans, T. and St. John, M. J. (1998) *Development in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
- Gairns, R. and Redman, S. (1989) *Working with Words: A Guide to Teaching and Learning Vocabulary*. Cambridge: Cambridge University Press.
- Hutchinson, T. and Water, A. (2002) *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Hutchison, T. and Waters, A. (1987) *English for Specific Purposes: A learning Centered Approach*. Cambridge: Cambridge University Press.
- Iwai, T., Kondo, K., Limm, S. J. D., Ray, E. G., Shimizu, H. and Brown, J. D. (1999) Japanese Language Needs Analysis. *E-Journal of National Foreign Language Resource Center* 20(5). [Online URL: www.nflrc.hawaii.edu/Networks/NW13/NW13.pdf] accessed on December 15, 2015.
- Jolly, D. and Bolitho, R. (2011) A Framework for Material Writing. In *Material Development in Language Teaching*, edited by Brian Tomlinson, pp 107-134. Cambridge: Cambridge University Press.
- Mackay, R. and Mountford, A. (1978) *English for Specific Purposes*. London: Longman.
- Munby, J. (1978) *Communicative Syllabus Design*. London: Cambridge University Press.
- Narongrit, S. (2007) *The Survey of English Needs for Tourism Officers in Mahasarakarm*. Master thesis in Tourism and Hotel Managment, Graduate School, Mahasarakarm University.

- Nation, I. S. P. (2001) *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Pattanakiatchai, P. (2012) *AEC: The Opportunity for Service Industry*. Bangkok: Ministry of Commerce.
- Sompakdee, P. and Danvivath, U. (2017) A corpus-based analysis of specific vocabulary in Khmer sanctuary context. *Proceeding of the 13th international conference on humanities & social sciences Conference*, pp. 1335-1348. Khon Kaen: Khon Kaen University.
- Tomlinson, B. (2011) *Material Development in Language Teaching*. Cambridge: Cambridge University Press.
- Thailand Institute of Scientific and Technology Research (TISTR). (1991) *Tourism in Thailand*. Final Report. Bangkok: TISTR.
- Zhao, M. (2008) Current teaching analysis for present medical university. *Culture and Education Garden* 12(3): 84-86.