Local Innovation for Promoting English Use of Local Vendors at Khao Kradong Volcano Forest Park in Buriram Province

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Abstract

The research purposes were 1) to develop a local innovation approach for promoting English use for the local vendors at Khao Kradong Volcano Forest Park in Buriram province, and 2) to develop English signs and product list. The samples comprised 27 informants including 15 vendors of the souvenir shops, 7 vendors of the restaurants, and 5 foreign tourists. In addition, 5 representatives of 22 Thai samples including 3 vendors of the souvenir shops, and 2 vendors of the restaurants were purposively selected for a focus group discussion. The research instruments consisted of questionnaire, focus group discussion form, innovation for English communication, innovation assessment form and SL-TL form. The descriptive statistics for analyzing the quantitative data were percentage, mean and standard deviation while the content analysis was conducted for analyzing the qualitative data. The research results revealed that:

1. For development of the local innovation for promoting the samples' English use, they shared the same agreement that two local innovations i.e. booklet and CD were most appropriate for practicing English. For the English topics, they needed 19 out of 29 topics.

2. For their needs of English signs and product list, the Thai samples most needed bilingual signs while the foreign samples most needed English signs for tourism and directional signs. Moreover, the focus group discussion participants most needed the following signs: welcome sign, directional sign, and shop's name sign, etc.

3. The local innovations evaluated by the experts were overall found at the highest level. Upon considering each aspect, it was found that the booklet design was ranked first at the average highest level, and was followed by contents and English CD, respectively. Moreover, development of the English signs and product list evaluated by the experts was overall found at the highest level.

Keywords: Local Innovation, Local Vendors, English Use, Khao Kradong Volcano Forest Park

Introduction

English is an international language and widely used to communicate all over the world. Naunton (2007: 7) and about 375 million people use English as a second language and about 750 million people use it as a foreign language. In the age of globalization, English language has become a lingua franca in most countries in the world. It is also used as the working language of ASEAN community. Evidently, it has an effect on all aspects in social media such as in the press, advertising, broadcasting, cinema, music, international travel, international safety, education, and communication (Crystal: 2003). English in Thailand is used as a foreign language and it is widely used in many industries such as hotel business, tourism or academia, etc. Tourism has the highest demand for English, so the demand for English-speaking personnel is still high among personnel in other languages (Kullawanit and Surasiangsang, 2006). Therefore, the importance of English language acquisition has been emphasized in many countries including Thailand. Khao Kradong was formerly called by the locals in Khmer language as "Phnom Kradorng" which means turtle shell because of the mountain's turtle shell shape. It is located in Muang district, Buriram province, about 7 kilometers from the city. There are a lot of sightseeing spots in the Khao Kradong Volcano

Forest Park domain including the volcanic crater, Phra Suphattharabophit Buddha image and the Naga Raj staircase. From the 2013 yearly performance report of Buriram strategy planning, it is estimated that between October and September 2013, there were 3,009 tourists from Asia and Europe visiting Khao Kradong Volcano Forest Park. The number of foreign tourists visiting the attractions is currently increasing every year and is predicted to increase even more when the ASEAN Economic Community arrivals start implementing more robust visitations to the area. Unfortunately, the souvenir and food/beverage vendors cannot communicate English with foreign tourists and they do not have opportunity to be trained and also there are no good English media for them to practice (interview 2013).

Innovation means a new thing that arise from the use of knowledge, experience and creativity. It may be a new product, new service, or a new process that bring about economic and social benefits (Uejirapongpan et al, 2010). Moreover, English local innovation is the tool developed by the researchers in order to assist the local vendors at the research area to develop English capabilities. It is designed and developed in line with the samples' needs. For the reasons mentioned above, the researchers conducted the research with the aims of developing the local innovation for promoting English use of the local vendors at Khao Kradong Volcano Forest Park in Buriram province, and producing bilingual signs and product list for the samples in order to help them improve English and communicate English with foreigners with self-confidence.

Objectives
There were two research objectives:
1. To develop innovative leaning material for promoting English use of the local vendors at Khao Kradong Volcano Forest Park in Buriram Province
2. To develop English signs and product lists at Khao Kradong Volcano Forest Park in Buriram Province

Methodology
The population consisted of the local vendors selling their products at Khao Kradong Volcano Forest Park and foreign tourists visiting the attractions. The samples comprised 27 informants including 15 vendors of souvenir shops, 7 vendors of restaurants, and 5 foreign tourists. Out of these Thai samples, 5 representatives including 3 vendors of the souvenir shops, and 2 vendors of the restaurants, were purposively selected for a focus group discussion.

The research instruments consisted of questionnaire, focus group discussion form, innovation for English communication, innovation assessment form and SL-TL form. The descriptive statistics for analyzing the quantitative data were percentage, mean and standard deviation while the content analysis was conducted for analyzing the qualitative data.

Having developed and evaluated the tools, the following stages were carried out:

For creating a questionnaire, the relevant documents and research works were reviewed and the questionnaire was developed by the researcher. Then, the questionnaire was evaluated by three experts in order to find out its content validity and its Index of Item–Objective Congruence (IOC) was between 0.67-1.00. Before using this tool with the samples, it was tried out with 30 non-sample informants at Phnom Rung Sanctuary in Charoemphrakiat district, Buriram province. For developing the focus discussion form, the similar process was carried out, but it was tried out with10 non-sample participants at Phnom Rung Sanctuary.

For developing learning material for promoting English use of the local vendors at the research area, two types of the English materials were created: booklet and CD

with 19 English functional topics. These two tools were assessed by three experts and possessed the IOC of 0.67-1.00. Moreover, the instruments were criticized and evaluated by four experts with different areas of tourism and the English language at the innovation review workshop held by the researchers. It is noted that two training workshops were organized for the samples in order to get them familiar with the tools and to teach them how to communicate in English effectively using these innovations.

For making the SL-TL form for collecting the data relevant to English signs and product list, the adaptable table was developed based on the table proposed by Ko (2010) as below:

Table 1. SL-TL form for collecting the data of the source language and target language

No.	Source Language (SL)	Target Language (TL)
1		
2		

Moreover, the translation of these Thai signs and product lists into English were based on the translation methods and strategies proposed by Yanhong (2013), Al-Athwary (2014) and Saibua (1999).

Results

The research results were presented in line with the two objectives as follows:

1. Regarding the local English innovation needed by the local vendors who answered the questionnaire and participated in the focus group discussion forum, they shared the same agreement that two local innovations i.e. booklet and CD were most suitable for them for practicing English.

For the English topics, they needed 19 out of 29 topics shown in Table 2:

Table 2. English topics needed by the local vendors at the research area

No.	Samples' Opinions	Mean	S.D
1	Greetings and Welcoming	5.00**	0.00
2	Thanking and Saying Goodbye	5.00**	0.00
3	Apologizing	1.80	0.84
4	Polite Refusal	4.80*	0.45
5	Introducing Products	4.80*	0.45
6	Looking for Products	1.60	0.55
7	Asking for Customers' Needs	5.00**	0.00
8	Telling the Product Shelves	2.40	0.89
9	Asking for Product and Price	5.00**	0.00
10	Telling Price and Exchange Rate	5.00**	0.00
11	Persuading Customers to Buy Products	1.60	0.55
12	Describing Shape and Size of Products	4.80*	0.45
13	Describing Materials and Color of Products	4.80*	0.45
14	Describing How to Use Products	4.80*	0.45
15	Introduce How to Preserve Products	2.20	1.10
16	Price Negotiation	5.00**	0.00
17	Paying and Changing	5.00**	0.00

No.	Samples' Opinions	Mean	S.D
18	Talking about the Attractions	1.40	0.55
19	Asking for and Offering Help	4.80*	0.45
20	Asking Customers to Repeat	4.80*	0.45
21	Asking about Accommodation	1.40	0.55
22	Appointment	1.20	0.45
23	Asking and Telling Time	1.60	0.55
24	Asking and Giving Directions	4.80*	0.45
25	Ordering Food and Beverage	5.00**	0.00
26	Ordering Dessert and Fruit	4.80*	0.45
27	Giving Information about Food	5.00**	0.00
28	Introducing and Recommending Food	4.80*	0.45
29	Food Ordering and Table Reservations by Phone	1.20	0.45

Table 2 showed that 19 topics were needed by the local vendors. It was noted that all these 19 English topics were rated at the highest level with the mean scores of 4.80-5.00.

It is noted that the booklet and CD were developed by including all these 19 English topics. One unit with two dialogues was illustrated as the following:

Unit 1: Greetings and Welcoming
(บทที่ 1: การทักทายและการต้อนรับ)

Conversation 1(บทสนทนาที่ 1)

Vendor:	Hello. What can I do for you?
	(เฮลโล วอท แคน ไอ ดู ฟอร์ ยู)
คนขายของ:	สวัสดีครับ มีอะไรให้ช่วยไหมครับ
Customer:	Hi. I'm looking for a cap.
	(ไฮ ไอ'ม ลุกกิง ฟอร์ อะ แคพ)
ลูกค้า:	สวัสดีค่ะ ฉันกำลังมองหาหมวกแก๊ป
Vendor:	Please come in and look around.
	(พลีซ คัม อิน แอนด ลุก อะเรานด)
คนขายของ:	เชิญด้านในและชมได้เลยครับ
Customer:	OK. Thanks.

(โอเค แธงคส)

ลูกค้า: โอเคค่ะ ขอบคุณมาก

Vendor: Here are some different color caps.
(เฮียร์ อา ซัม ดิฟ'เฟอเรินท คอลเลอะ แคพส)

คนขายของ: นี่ครับหมวกแก๊ปหลากสี

Conversation 2 (บทสนทนาที่ 2)

Waitress: Hello, madam. What would you like to eat today?
(เฮลโล แมเดิม วอท วูด ยู ไลค ทู อีท ทูเดย์)

บริกรหญิง: สวัสดีค่ะ วันนี้จะทานอะไรดีคะ

Customer: Hi. May I see a menu, please?
(ไฮ เม ไอ ซี อะ เมน'ยู พลีซ)

ลูกค้า: สวัสดีครับขอดูรายการอาหารด้วยครับ

Waitress: Here you are.
(เฮียร์ ยู อา)

บริกรหญิง: นี่ค่ะ

Customer: Could I have chicken fried rice?
(คูด ไอ แฮฟว ชิค'เคิน ไฟรคไรซ)

ลูกค้า: ขอข้าวผัดไก่ครับ

Waitress: One moment, please.
(วัน โมเมนท พลีซ)

บริกรหญิง: กรุณารอสักครู่ค่ะ

     2. Regarding their needs of English signs, the Thai samples mostly needed bilingual signs. They also agreed that English signs were necessary for tourism. Moreover, they needed the following signs i.e. no parking, male toilet and female toilet, directional signs and parking lot for tourist car/bus, etc.

The foreign samples most needed English signs for tourism and directional signs. They also needed English product list, and bilingual publication signs.

The data obtained from the focus group discussion revealed that participants most needed the following signs: welcome sign, directional sign, and shop's name sign, etc.

For developing the English signs for publication, four types were needed by the samples: general sign, menu, drinks and beverages, and souvenir shop signs and product list. For translating these English signs and product list, the adaptable table was developed based on the table proposed by Ko (2010). The translation of the Thai signs were based on the translation strategies proposed by Kang and Zhang (2008) and Qianna (2012) while translation of the Thai product list into English were based on the translation methods proposed by Yanhong (2013), Al-Athwary (2014) and Saibua (1999).

Look at some examples of translated signs and product list found in this research:

Table 3. Translating general signs

No.	Source Text	Target Text
1	ยินดีต้อนรับ	Welcome
2	แดนลาวา ป่าวัฒนธรรม	Land of Volcanoes, Rich in Culture
3	คำขวัญเมืองบุรีรัมย์ เมืองปราสาทหิน ถิ่นภูเขาไฟ ผ้าไหมสวย รวยวัฒนธรรม	Buriram Provincial Slogan City of Sandstone Sanctuaries Land of Volcanoes Beautiful Silk Rich in Culture
4	ขอให้เดินทางโดยสวัสดิภาพ	Bon voyage
5	ค่าบริการห้องน้ำคนละ 3 บาท	Restroom charge: 3 THB

Table 4. **Translating souvenir shop signs and product list**

No.	Source Text	Target Text
1	น้ำ&เบส ผลไม้สด ผลไม้ดอง	Nam and Best Shop Fresh fruit Preserved Fruit
2	ใบละ 35 3 ใบ 100	35 THB each 100 THB for 3
3	หมวก 50	50 THB hat
4	แว่นตา 50	50 THB eyeglasses

For translating menu, and drinks and beverages, five strategies were employed: 1) direct translation, 2) addition, 3) omission, 4) extension, and 5) interpretation (Klinkhajorn, 2001).

Look at the samples found in this research:

Table 5. Translating menu, and drinks and beverages

No.	Source Text	Target Text
1	อาหารตามสั่ง	A la carte
2	ข้าวราดกระเพราไก่	Rice with spicy stir-fried chicken and hot basil leaves
3	ข้าวผัดไก่	Fried rice with chicken
4	ข้าวเหนียว	Sticky rice
5	ส้มตำ	Spicy green papaya salad (Somtam)
6	ส้มตำลาว	Spicy green papaya salad (Somtam) with fermented fish
7	น้ำผึ้งมะนาว	Honey lime juice
8	กาแฟโบราณ	Original Thai iced coffee
9	เนสกาแฟ	Nescafe
10	ชามะนาว	Lime iced tea

3. The local innovations evaluated by four experts were overall found at the highest level of 4.86. Upon considering each aspect, it was found that the booklet design was ranked first at the average highest level of 4.88, and was followed by the contents with the average of 4.86 and English CD with the average of 4.83, respectively.

Moreover, development of the English signs and product list evaluated by the experts was overall found at the highest level with the mean scores of 4.64. Having considered each aspect of 7 items, it showed that the item 5 (English signs and product list and food / beverage menu are classified as readable and easy to understand.) and the item 6 (English signs and product list and food / beverage menu are classified and easily used.) were equally ranked at the average highest level of 4.75. They were followed by the item 1 (The contents of English signs and product list and food / beverage menu are useful.) with the average of 4.74 and the item 2 (The contents of English signs and product list and food / beverage menu match users' needs.) with the average of 4.69, respectively.

Discussion

The research results have been discussed in line with the objectives as the following describes:

1. The samples agreed that two local innovations i.e. booklet and CD were most appropriate for the local vendors to practice English. This could be considered that they needed the portable innovations and wanted to practice the English pronunciation of foreigners. They also could practice English via these innovations as needed wherever and whenever. The findings were consistent with other previous studies, for instance, Nuemaihom (2015) whose research results revealed that the samples needed the English booklet and CD for practicing English, and Kaewpanchuang (2010) who confirmed that the suitable local innovation for the tourism personnel to practice English was the English pocket book developed by the researcher.

For the English topics, they needed 19 out of 29 topics. This could be explained that these topics directly related to their duties and occupations. The topics could also meet their needs of the learners and assisted them to communicate in English more effectively. This

research findings were similar to the statement of Kepm et al (1994) who said that there were four principles of analyzing needs of learning English for specific purposes (ESP): 1) Analysis of learners' needs by identifying their needs related to a particular occupation or job, 2) analysis of learners' needs by addressing the urgent needs to be hurriedly fulfilled, 3) analysis of learners' needs by considering priority of solving instructional problems, and 4) analysis of learners' needs by looking at the data necessary to effective instructions. The results found in this research were also in line with Johnson and Johnson (1998) who stated that the concept of analyzing needs was developed along with the development of a language teaching method for communication, putting an emphasis on how to teach English for specific purposes.

2. For their needs of English signs and product list, the Thai samples most needed bilingual signs while the foreign samples most needed English signs for tourism and directional signs. Moreover, the following signs: welcome sign, directional sign, and shop's name sign, etc. were needed by the participants in the focus group discussion forum. This could be described that publication media such as leaflets, brochures and posters, etc. were used to publicize organizations and products in order to fulfil their aims, so the publication media should be used with clear objectives, target group, economy, society and politics so as to meet the target people's needs (Jannoy, 1994). The findings in this research were consistent with the research results of Limsiriruengrai (2015) who said that both English and Thai publication signs were needed, and the signs at Phnom Rung Sanctuary that the samples most wanted the research to develop were: parking lot, directional sign and toilet. This was also similar to the research findings of Waijitrakam (2009) who said that the desirable signs should be written in both Thai and English.

Regarding the methods of translating the publication signs, the following principles of translation were taken into account: understandable, meaningful, short and precise, appropriate style, use of standard words, and simple and clear words (Kang and Zhang, 2008; Qianna, 2012). For translating menu and beverages, translation strategies were used: direct translation (loanwords), addition, omission, extension, and interpretation (Klinkajorn, 2001).

3. The local innovations, and the English signs and product list evaluated by the experts were overall found at the highest level. This could be explained that the development process was carried out in line with the samples' participation. The data obtained were also analyzed according to the samples' needs, and the contents of the local innovations and publication media were examined by the expert in order to get the reliability. This was similar to Jordan (1997) who said that needs analysis is the first step of designing curricular and instructional methods, selecting samples and designing a questionnaire. Ellis and Johnson (2009) also confirmed that needs analysis is the process of collecting and analyzing data, and developing and designing curricular.

Recommendations

In relation to the theoretical implications of the major findings from this study, the following related implications were presented:

1. Both public and private sectors can use these research findings for developing their personnel's English capabilities and also to publicize their information, products and services using the English publication media found in this research.

2. Schools and institutes are able to use the research results for developing their curricular and the courses or subjects relevant to English for Tourism, English for Publications, or English for Specific Purposes.

For further studies, the following recommendations were made:

1. The English innovations or publication media should be developed in other forms such as online or other social media.

2. Different types of English innovations or publication media should be compared in order to analyze which one is suitable for a particular group' needs and occupations.

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