ความต้องการและปัญหาการใช้ทักษะภาษาอังกฤษ
สำหรับเจ้าหน้าที่ศูนย์คชศึกษา
ในจังหวัดสุรินทร์

วิทยานิพนธ์
ของ
นาวี รับพร

เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ
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ลิขสิทธิ์เป็นของมหาวิทยาลัยราชภัฏบุรีรัมย์

The members of the committee have approved the thesis of **Mr. Navy Ruppawn** in partial fulfillment of the requirements for the Degree of Master of Arts Program in English, Buriram Rajabhat University.

Thesis examining committee

Thanaporn Pantawee   Chairperson

(Dr. Thanaporn Pantawee)

Nawamin P.   Major Advisor

(Assistant Professor Dr. Nawamin Prachanant)

Ch. Jarat   Co-advisor

(Dr. Chookiat Jarat)

_____   Member

(Dr. Kampeeraphab In-tanu)

The Graduate School, Buriram Rajabhat University has accepted this thesis in partial fulfillment of the requirements for the Degree of Master of Arts Program in English.

_____   Dean, Graduate School

(Assistant Professor Dr. Suthiap La-ongthong)

Approval Date:

ชื่อเรื่อง ความต้องการและปัญหาการใช้ทักษะภาษาอังกฤษสำหรับเจ้าหน้าที่
ศูนย์คชศึกษาในจังหวัดสุรินทร์
ผู้วิจัย นาวี รับพร
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ดร. ชูเกียรติ จารัตน์   ที่ปรึกษาร่วม
ปริญญา ศิลปศาสตรมหาบัณฑิต   **สาขาวิชา** ภาษาอังกฤษ
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บทคัดย่อ

การวิจัยนี้เป็นการวิจัยเชิงสำรวจ มีวัตถุประสงค์เพื่อศึกษาและเปรียบเทียบความต้องการ
และปัญหาในการใช้ทักษะภาษาอังกฤษของเจ้าหน้าที่ศูนย์คชศึกษา จำแนกตามสถานภาพ เพศ และ
การศึกษา กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ ได้แก่ เจ้าหน้าที่ปฏิบัติงานภายในศูนย์คชศึกษา
จำนวน 15 คน และนักท่องเที่ยวชาวต่างชาติที่มาเที่ยวชมที่ศูนย์คชศึกษา จำนวน 100 คน ได้มาโดย
การเลือกแบบเจาะจง โดยเก็บบันทึกจากการแจกแบบสอบถามและสัมภาษณ์ หลังจากนั้นนำข้อมูล
มาวิเคราะห์และเปรียบเทียบ โดยใช้สถิติ ค่าความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่า
ความแปรปรวนทางเดียว

ผลการวิจัยพบว่า

1. เจ้าหน้าที่ศูนย์คชศึกษามีความต้องการที่จะพัฒนาทักษะภาษาอังกฤษ ทั้ง 4 ด้าน คือ
การฟัง การพูด การอ่าน และการเขียนเป็นอย่างมาก โดยต้องการฝึกฝนทางทักษะทางการฟังมาก
ที่สุด

2. เมื่อพิจารณาถึงปัญหาในการใช้ภาษาอังกฤษในการปฏิบัติงานของเจ้าหน้าที่ศูนย์
คชศึกษาพบว่า เจ้าหน้าที่ประสบปัญหาด้านทักษะภาษาอังกฤษในระดับวิกฤติ ปัญหาอื่น ๆ ที่
สำคัญคือ ใช้คำศัพท์ไม่ถูกต้อง ไม่รู้ความหมายของคำศัพท์ และไม่เข้าใจสำเนียง

3. เมื่อเปรียบเทียบความต้องการการใช้ทักษะภาษาอังกฤษของเจ้าหน้าที่ศูนย์คชศึกษา
จำแนกตามสถานภาพ เพศ และการศึกษาของกลุ่มตัวอย่าง พบว่า มีความแตกต่างกันอย่างมี
นัยสำคัญทางสถิติที่ระดับ .05

4. เมื่อเปรียบเทียบปัญหาการใช้ทักษะภาษาอังกฤษของเจ้าหน้าที่ศูนย์คชศึกษาจำแนกตาม
สถานภาพ เพศ และการศึกษาของกลุ่มตัวอย่าง พบว่า มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่
ระดับ .01 และ .05 ตามลำดับ

     นอกจากนี้ผู้ให้ข้อมูลยังเสนอแนะว่าการทำเอกสารภาษาอังกฤษสำหรับเจ้าหน้าที่ศูนย์
คชศึกษานี้ควรเน้นทักษะการฟังและการพูด รวมถึงการใช้คำศัพท์ต่าง ๆ ให้มากขึ้น ผลของการ
ศึกษาวิจัยในครั้งนี้สามารถนำไปใช้เป็นพื้นฐานในการจัดทำเอกสารภาษาอังกฤษสำหรับเจ้าหน้าที่
ศูนย์คชศึกษา

TITLE	Needs and Problems on English Skills for Staff Members at The Elephant Study Center in Surin Province
AUTHOR	Navy Ruppawn
THESIS ADVISORS	Assistant Professor Dr. Nawamin Prachanant Major Advisor
	Dr. Chookiat Jarat Co-advisor
DEGREE	Master of Arts **MAJOR** English
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ABSTRACT

The present study was a research survey conducted to investigate and compare the needs and problems on English skills of the staff members at the Elephant Study Centre in Krapho Village, Ban Taklang Sub-district, Thatoom District, Surin Province. Differences were assessed in terms of status, gender and education. The participants were 15 staff members at the Elephant Study Centre, and 100 foreign tourists who had traveled to the Elephant Study Centre in Surin Province. They were selected by purposive sampling. The research instruments employed in this study were set of questionnaires and interview. The data collected were then analyzed by using frequency, percentage, mean standard deviation, and one-way ANOVA.

The findings were as follows:

1. All 15 staff members of the Elephant Study Centre strongly needed help in all four English language skills (listening, speaking, reading, and writing); listening considered the most important.

2. The problems of English skills for staff members at the Elephant Study Centre were at a serious level. Listening problems were found to be the most serious problems. i.e., using inappropriate words, having an inadequate vocabulary, and being unable to understand foreign accents were regarded as the most crucial problems.

3. There was a statistically significant difference at the .05 level relating to the needs of staff member's English skills with variations in terms of status, gender and education.

4. There was a statistically significant difference at the .05 level relating to the problems of staff member's English skills with variations in terms of status, gender and education.

Based on the findings, it is recommended that the English skills for staff members at the Elephant Study Centre (listening and speaking skills, together with vocabulary). The implications arising from these results may provide guidelines for organizing an English-language curriculum for the staff members at the Elephant Study Centre in Surin Province.

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<div align="right">Navy Ruppawn</div>

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CHAPTER 1

INTRODUCTION

1.1 Background

This present research study is conducted to help determine the needs and problems relating to English for staff members at the Elephant Study Centre in Krapho Village, Ban Taklang Sub-district, Thatoom District, Surin Province. The study is hopefully useful and will help to motivate staff members at the Elephant Study Centre.

English is the most commonly used language among foreign language speakers. Throughout the world, when people from different nationalities want to communicate, they commonly use the English language. That is why we often call it "the language of communication." Moreover, speaking English will enable you to contact people from all over the world and ease the difficulties of travel. In 2015, Thailand will be joining the ASEAN community. It is undeniable that people in our nation have to become more activate in learning about the languages, cultures and the ways of life of the neighboring ASEAN countries. From the start, we are preparing for the ASEAN community in the future by such steps as reducing visa restrictions, improving licensing regulations, relaxing immigration laws, easing business restrictions and so forth.

There are many reasons why foreigners like to travel in Thailand. First, Thailand is clean. Secondly, Thailand has a rich cultural heritage. Thirdly, Thai cuisine is both popular and well-known throughout the region, and indeed, perhaps

the world. Finally, Thailand offers many attractions: temples, mountains, forests, beaches and historical sites. It is a land with a long and vibrant history.

None are likely to refute the importance of the English language for communication in the era of globalization. The number of students who would like to study the English language is noticeably increasing. Moreover, English is regarded as the most important language for worldwide communication since it is what may be termed a "universal language." Further, English is the common medium for expressing one's thoughts between people of different cultures, and helping us to form good relationships between people in different countries. We may say, English is used in such a way that we are able to better understand one another while transferring ideas amongst people around the world.

Thai people use English for communication with the people from other countries; so English has taken on a bigger role in economics, politics, education and the mass-media: the internet, television, radio, newspapers and so forth. Thus, Thais have come to realize the importance of the English language in their daily lives and in various sectors of business, especially in the tourism industry; tour guides, travel agencies, hotel businesses, etc. Since the hotel business is related to tourism, its role in income-earning and in providing new job opportunities should be increased. Consequently, hotel staff members who are dealing directly with guests should improve their English in terms of the language of hospitality. One of the hotel's purposes is serving people who are traveling and need the best hospitality provided by hotel staff members (Prachanant. 2012).

In relation to tourism in Thailand, English has an important role for people who work in areas related to the tourism industry in Thailand. This is in view of the

fact that the tourism industry is one of the biggest growing businesses in Thailand. The tourism industry also earns one of the highest incomes compared to other service industries. In the tourism industry, persons such as staff members with a knowledge of history, tour guides and tourist police, etc. should know something of the languages and cultures of foreign visitors in order to communicate more effectively with those individuals. Thai people must try to learn foreign tourists' ways, and how to cheerfully assist them in ways appropriate to their respective backgrounds, languages and cultures.

Surin is a province in the northeast of Thailand. Surin was an ancient area of Khmer civilization. Surin people have been, and continued to be proud of their land. They have a rich culture of silk and their heritage has been much influenced by neighboring Cambodia. The elephant is a symbol of our people and one in which we take great pride. Surin Elephants are almost thought of as members of the "Thai family". That is the way of life between people and elephants. The elephant is a sacred animal; courageous, honest, intelligent and patient. In the past, it also was a vehicle of the King: "The *Yuttha Hatthi*.". The *yuttha hatthi* refers to a battle conducted on elephant back between ancient warrior kings. It is praised as a highly honorable fight due to the enormous size of elephants and because of the fact that it was a face-to-face battle to the death between two great warriors.

Nowadays, Surin is a well-known province in Thailand. Any Surin sightseeing tour would be incomplete without a visit to Surin's Ban Ta Klang Elephant Village. The province is known worldwide for its elephant festivals, parks and zoos. The culture and heritage of people are frequently represented by the locals, known as Suay people. They have the skilled in capturing, training and raising elephants. A local

elephant museum displays a complete elephant skeleton, preserved organs, tools used to capture elephants, elephant-raising techniques, and the history and development of elephants in Surin.

Surin, often referred to as "The Land of Elephants", is the most famous for the annual Surin Elephant Roundup that takes place in November each year. Surin is also home to the Elephant Study Centre where people can learn about elephants year-round. This elephant centre is located at Ta Klang Village in Tatoom District; about 58 kilometers north of Surin. They also offer homestay experiences for both foreign and Thai tourists alike.

The Ta Klang villagers are descendants of the Suay ethnic group. They have a gift for capturing, training and keeping elephants. Such is their affection that the Suay keep the elephants as one of house; looking upon them as a family member. In 2006, a project was launched in Surin to encourage *mahouts* (elephant experts) roaming Thailand to return home to Surin with their elephants where they would be given assistance at The Elephant Study Centre which is now claimed to be the world's largest elephant village.

Most people feel a trip to the elephant village would not be complete without seeing the inevitable show. They are certainly crowd pleasers for the school children arriving in coaches and for any person seeing the elephant show for the first time. Unfortunately, not all is perfect. Some people are disturbed by seeing the elephants forced to do unnatural things simply for the crowd's entertainment. Sharing their artistic skills (or memory skills) in doing a painting is probably clever and quite harmless. However, some individuals find it sad to see them dance to disco music, play football or stand on their hind legs.

At the elephant center, visitors have the opportunity to take an elephant ride. This is perhaps the main reason why many people visit this cnter. This costs 200 baht. From experience, these rides are great the first or second time. But really, anything longer than 15 minutes is very uncomfortable! The entrance fee for the Elephant Study Centre is 100 baht each for foreign tourists and 50/20 baht for Thai tourists. The elephant ride is 200 baht for foreigners and 100 baht for Thais. The ride lasts about 20 minutes. There are two elephant shows daily at 10.00 a.m. and 2.00 p.m.

For people who have a deeper love of elephants, as previously noted, there is an opportunity to experience a home-stay at the elephant village. And, although there is no in-depth training, visitors are also extended the opportunity to help out with the elephants. The special nature of the visit to the Elephant village in Surin is a unique experience for all who may wish to visit Surin Province.

Surin Province shares a border with the Kingdom of Cambodia. At the Chong Chom-O Smach border crossing, we find a gateway to one of our ASEAN neighbours. The near proximity of Cambodia helps to account for the greater tourism influx and consequent expansion of the regional economy. Tourists making their way in from Cambodia's O-Smach Province bring tourist dollars which help to expand the growth of tourism not only in Surin, but in areas beyond. The influx of tourism in Surin is an important factor in the need for local people to expand their knowledge of, and abilities to communicate in not just the English language, but other languages as well.

One of this author's goals in conducting the present research is to help develop the communication skills of the various staff members at the Elephant Study Centre in Krapho Village, Ban Taklang Sub-district, Thatoom District, Surin Province. By

doing so, it is hoped that the Study Centre will encourage greater levels of tourism with a concomitant increase to the economy of the region as a whole.

Although not the most widely-spoken language on the planet, English continues to be the dominant language in the world of tourism. Although markets are growing quickly in emerging economies, English is still an important skill for most people working in the tourism sectors. Sadly, it bears consideration that 90% of tourist attractions report a gap in the level of perceived English skills necessary to interact with foreign tourists.

In many instances, staff members need some acceptable level of English fluency, but it seems clear that in many cases, they need to improve upon what they know. Some tourist attractions hope to develop the working knowledge of their staff members as it relates to communication in a language other than their own; to help them gain greater competency with workplace-specific English vocabulary and pronunciation in order to facilitate communication between themselves and foreign tourists.

It is hoped that the present study may be able to lead to the easing of the needs and problems relating to foreign language communication amongst the staff members at the Elephant Study Centre. Further, the findings of this study will hopefully be used in the preparation of educational handbooks at that same location.

1.2 Research Objectives

1.2.1 To study needs and problems related to English skills for staff members at the Elephant Study Centre in Krapho Village, Ban Taklang Sub-district, Thatoom District, Surin Province.

1.2.2 To compare the needs and problems related to the English skills of staff members at the Elephant Study Centre as a classified by status, gender and education.

1.3 Research Questions

During the course of this research, the author endeavored to determine answers to the following questions;

1.3.1 What level of English skills do staff members at Study Centre need in their work place according to the opinion of staff members and foreign tourists?

1.3.2 What are the problems pertaining to the English skills of staff members at the Elephant Study Centre?

1.3.3 Are there any differences in the needs between staff members and foreign tourists at the Elephant Study Centre?

1.3.4 Are there any differences in the problems perceived between staff members and foreign tourists at the Elephant Study Centre?

1.4 Significance of the Study

1.4.1 This study can help in elucidating the needs of staff members at the Elephant Study Centre.

1.4.2 Hopefully, the results of this study can be used as a guideline to implementing an efficient English curriculum for those engaged in tourism-related employment in Thailand.

1.4.3 If English language pedagogical development can be advanced, it should lead to improving various facets of economic development as related to the tourism sectors.

1.5 Scope and Limitations of the Study

1.5.1 This research has been conducted on the English communication levels of all staff members and foreign tourists at the Elephant Study Centre in Krapho Village, Surin Province. This included one-hundred guests at the Centre as well as 15 staff members who were selected by purposive sampling technique based on their status, gender and education.

1.5.2 The content used in the data collection is the recording of naturally occurring take-in-interaction since the study requires naturally occurring data. This method may result in time constraints on data collection and data analysis. In addition, it may affect the use of equipment to record the data which may be displaced.

1.5.3 This research is limited in terms of the members of samples but also in terms of the instruments used in the research methodology.

1.6 Definition of Key Terms

Definitions of terms used in this research study are as follows:

1.6.1 **Needs** refers to the requirements for improving of English skills amongst staff members at the Elephant Study Centre.

1.6.2 Problems refer to the difficulties in using the English language in their respective capacities as staff members at the Elephant Study Centre.

1.6.3 English skills refer to English speaking, listening, reading, and writing in the English language.

1.6.4 **Staff** (members) refers to workers who are employed at the Elephant Study Centre in Krapho Village, Surin Province. This includes one government official, two contract officers, and twelve additional employees.

1.6.5 **Foreign tourists** refer to the native and non-native English-speaking foreigners who visited the Elephant Study Centre in Thailand during the period December 2012 to June 2014.

1.7 Summary of the Chapter

In summary, this chapter presents the background of the study, its purposes and research questions used to help determine the needs and problems of staff members at the Elephant Study Centre. Also, included were outlines on the

significance of the study, limitations of the study, as well as definitions of key terms used. The following chapter is devoted to a review of relevant literature.

CHAPTER 2

LITERATURE REVIEW

This chapter is comprised of a review of related literature. It is intended as a preview stage before the commencement of the research study. A foundation of related knowledge can help lead to more reliable research results. The contents of the review of related literature in this chapter involve some aspects as follows:

2.1 Needs Analysis

      2.1.1 Definitions of Needs

      2.1.2 Types of Needs

      2.1.3 Definitions of Needs Analysis

      2.1.4 Importance of Implementing a Needs Analysis

      2.1.5 Approaches to Needs Analysis

2.2 English for Specific Purposes (ESP)

2.3 Tourism Industry

2.4 The Elephant Study Centre

2.5 Previous Studies

2.6 Summary of the Chapter

2.1 Needs Analysis

Since English for Specific Purposes (ESP) is defined as an approach to course design by seeking the real needs of language learners, it can be said that any courses ought to be centered upon an analysis of learner's needs.

2.1.1 Definitions of Needs

The definitions of needs are put forward by various scholars in different perspectives. In this section, we will touch on some of these definitions for the purposes of clarification. According to the language-centered approach, it posits that needs refer to "the ability to comprehend and/or produce the linguistic features of the target situation. . ." (Hutchison and Waters. 1995).

In the same publication, Hutchison and Waters suggest that looking at only the linguistic features of the target situation is not sufficient to elucidate the meaning of "needs" so there are additional factors to be considered. In other words, to teach ESP is not only the teaching of linguistic aspects because this cannot show the real meaning of needs, consequently, there are more issues needed to generate a more complete understanding.

Hutchison and Waters (1995) classify needs into two perspectives: target needs and learning needs. The former is regarded in terms of necessities, aptitudes lacking and wants. Necessities refer to what the learners must know so as to function effectively in the target situation. Aptitudes lacking involves a suitable target proficiency required which is then compared to the existing proficiency of the learner. The difference between the two measures will help us to gauge where the learner is most lacking (Hutchison, Waters & Breen. 1979).

Wants, when considered only from an objective standpoint, do not take into account the viewpoint of the actual learner; in other words, the learner plays no active role. However, the learner, too, has his/her own perceptions as to where their skills may be lacking or otherwise need improvement; those perceptions offering what may be thought of as the learner's subjective point of view. As Richterich (1984) has

noted: ". . . a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment."

Historically, there have been some notions about needs which were explained from greatly different viewpoints. Needs are described as objective and subjective by Brindley (1989; cited in Dudley-Evans & St. John, 1998), as perceived and felt by Berwick (1989), as target situation/goal oriented and learning, and as process oriented and product-oriented When outsiders see the facts from what is known and what can be verified, this is called objective and perceived needs here as the insiders provide subjective and felt needs which correspond to cognitive and affective factors. Likewise, the goal or target situation provides product-oriented needs while the process-oriented need can be derived from the learning situation. Consequently, a great many terms are coined by scholars all along. However, needs could be conclusively referred to as what the syllabus designers of any courses must know in terms of specific knowledge for the specific purposes of the students and clients; thus, needs relate to how to teach with these facts derived from the clients or students specific situation in order to provide courses of English for

Specific Purposes (ESP).

2.1.2 Types of Needs

On the basis of the above mentioned facts, many people endeavored to define needs in their own perspectives. One researcher, for example, proposes that needs could refer to "what the learner needs to do to actually acquire the language (a process-oriented definition of needs." (Widdowson. 1981). While Berwick (1989) describes it as what the students would like to gain from the language course. Finally,

Robinson (1991) interprets needs as lacks, in other words, this signifies what the students do not know or cannot do in English.

In summary, there are many types of needs caused by different perspectives of scholars. All of these cannot be judged as the best definitions, but they can be sources of consideration to advance the syllabus design in order to be pertinent to the real situation needs.

2.1.3 Definitions of Needs Analysis

Dudley-Evans and St. John (1998) propose that Needs analysis is the process of establishing the *what* and *how* of a cours and Robinson (1991) notes repeated needs analysis can be built into the formative evaluation' process. Dudley-Evans and St. John (1998: 122) also explain that" needs analysis is neither unique to language teaching, nor is it unique to LSP and then to ESP; nevertheless, needs analysis is the corner stone of ESP and leads to a much more focused course". There are two kinds of needs analysis which engage attention of ESP practitioners.

According to Chambers' study, (cited in Robinson. 1991), he introduced and discussed a target situation analysis (TSA). Is as a needs analysis which focused on students' needs at the end of a language course. Richterich and Chancerel's study (1978), in order to increase the range to create the PAS, suggest that there are three basic sources of information: the students, the language teaching establishment and the user-institution. In contrast, a present situation analysis (PSA), as a complement to TSA, it determines to create what the students are like at the beginning of the language course, investigating strengths and weaknesses. There is relationship between TSA and PSA which draws attentions. Munby (1978) states that the PSA

represents constraints on the TSA and McDonough mentions that the PSA involves

fundamental variables which must clearly be considered before the TSA.

The conclusion can be drawn that needs analysis may be seen as a combination of

TSA and PSA.

2.1.4 Importance of Implementing a Needs Analysis

In the view of Dudley-Evans and St. John (1998), they advocate that the

principal steps in ESP are needs analysis, course and syllabus design, materials

selection (and production), teaching and learning and evaluation. They are not to be

separated, but linearly-related activities and they are likely represented in phases

which overlap and are interdependent. However, practitioners must begin to

determine learners' needs from a different and broader base. Before approaching

clients and students, they must seek out details from previous needs analysis,

available materials, and research findings. The information derived from the clients

and students must be as excellent as the questions asked and the analysis of the

answers.

Frendo (2005), in a business context, says that a needs analysis helps the

teachers to understand the difference between where the learners are, in terms of

communicative competence, and where they need to be to meet their business aims.

Sometimes, this needs analysis is minimal, and consists of a series of brief

questions which give the teacher the rough idea of the needs of the group. A large

scale need analysis can be designed to look at an organization and work out its

strength and weaknesses in terms of communication in English.

For this reason, the ground work must be done in order for practitioners to be

more knowledgeable beforehand. Dudley-Evans and St. John (1998) put forward

the advantages of needs analysis: 1) to be able to know what is unknown; 2) not to waste clients and students' time; 3) to demonstrate real professionalism; and 4) to know the method to use the data.

A significant point is to be aware of what will be happening to the raw data and the details gained from it. Berwick (cited in Dudley-Evans & St. John. 1998) recommends that ESP practitioners are required to know definitely what must be found out and what will be done with the answers before starting. Needs analysis is then considered as a crucial stage of ESP before others.

2.1.5 How to Investigate Needs can be analyzed in many ways as illustrated below:

2.1.5.1 Questionnaires

Richterich and Chancerel's study (1978) suggests that it is fairly vital to have a pilot test with a few respondents to check the comprehensibility of the questions and whether the answers can be analyzed and compared with ease. Ideally, closed questions should be used for designing a questionnaire. These provide the opportunity to answer with a single word or phrase and are thus less open to ambiguity. A Likert-scale could be considered as an example. Try to design the questionnaire in such a way that the questions are precise and focused in on the most exact information which you wish to determine. Set questionnaires have the advantage that they can be distributed to any number of persons, all of whom are asked to provide the exact same information. They can also be given anonymously, such as in cases where the respondents may feel somehow uncomfortable having to reveal certain personal information. A ready–prepared questionnaire can be

beneficially used at short notice and easily adapted by others. Both target situation analysis and present situation analysis can make use of questionnaires.

2.1.5.2 Interview

The structured interview is preferred by Mackay's and Mountford (1978); in other words, the interviewer must guide the interviewees through a questionnaire and the interviewer can follow a new line of enquiry in parallel with the planned agenda. The interviewer can assist the respondents to clarify linguistic problems and to record the answers and explanations.

2.1.5.3 Observation

The analysts are required to extend questionnaires and interviews with direct observation of successful target-level behavior and of students' defective performance. Svendsen and Krebs' study (1984) stresses the importance of creating good relations with the staff or workers.

2.1.5.4 Case Study

Schmidt's study (1983) advocates the advantages of the case study method because of the feasibility of a profound investigation over a period of time, the chance to draw respondents' intuition about difficulties and needs in more detail, and the opportunity for the curriculum designer to pursue direct observation in the classroom. The disadvantage is that it is time consuming.

2.1.5.5 Test

Testing of students must be performed prior to the ESP courses start, and more importantly, the test ought to be reliable and validated. The researcher should be aware that if inaccurate details of a students' proficiency are collected at the outset, this can be a cause of later difficulties and even remodeling of a course.

2.1.5.6 Authentic Data Collection

This refers to the making of audio or video recordings and to the accumulation of print material. Thus if audio recordings of discussions or seminars are done, it is indispensable to know the actions and gesture accompanying the speech and if the print material is accumulated, it is also necessary to know who used it and how. To determine what is a salient point and beneficial point and what is only interesting is not easy.

2.1.5.7 Participatory Needs Analysis

In this kind of needs analysis, staff members are supposed to participate in a discussion on their needs and to make recommendations. Moreover, staff may participate in further research and if the features of the target community have been identified, staff will know what kinds of needs can help to prepare for it. When conducting a needs analysis, during the stage of planning, the time available, actual collecting of the information, including its process and analysis, must be considered, as well as the method of analysis, the making use of information and the likelihood of obtaining the type of data wanted by researchers. Holliday and Cooke propose that needs analysts are required to utilize the existing stock of knowledge whereas Scharer adds that the uses of professional guesses are necessary (cited in Robinson. 1991: 15).

Richterich and Chancerel (1978) also propose that needs analysis is required to be repeated while using the course because PSA, attitudes of students and approach may change. To specify objectives is considered as a result of the needs analysis, and the design of the syllabus is the next step and the last two steps in question are not concrete in practice.

2.2 English for Specific Purposes (ESP)

In the relatively brief history of ESP, it is revealed that there are various main variations in the advancement of ESP both in practice and theory; nevertheless, through its consecutive steps of advancement, all differentiated notions have focused on linguistic aspects of ESP; in other words, they are tremendously language centered approaches.

To make it evident, Hutchison and Waters (1995) demonstrate their ideas by means of tree diagram. In summary, English as a Foreign Language (EFL) can be divided into two main branches: English for Specific Purposes and General English (GE), and thus, ESP courses are differentiated into different particulars of the learners' special situations.

Hutchison and Waters (1995) also suggest that there are three aspects showing what ESP is: 1) ESP is not a matter of teaching specialized varieties of English but all language use, 2) ESP is not just a matter of science words and grammar for scientists but underlying structure, 3) ESP is not different in kind from any other form of language teaching with principles of effective and efficient learning but ESP methodology can be in the learning of any kind of English.

In addition, they propose that ESP has to be considered as an approach, not as a product; in other words, it is an approach to language learning which is based on the learner need and that, in reality, ESP is an approach in language teaching which is directed by specific and apparent reasons for learning.

Robinson (1991) introduces criteria for organizers to think of ESP as a course. He intimates that, usually, ESP is goal oriented, and an ESP course is on the basis of needs analysis, that there is normally a very clearly specified time period for the

course, that students tend to be adults, and that all the students in the same class are in the homogeneous field of work or specialist studies.

Dudley-Evans and St. John (1998) accept that the definition of Strevens (1988) is the most comprehensive perspective. Strevens differentiated ESP into four absolute characteristics and two variable characteristics. The four absolute characteristics of ESP are comprised of English Language Teaching which is: 1) designed to meet specified needs of the learner, 2) related in content to particular disciplines, occupations and activities, 3) centered on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of discourse, 4) in contrast with "General English". Moreover, the two variable characteristics are that ESP may be restricted as to the learning skills to be learned and may not be taught according to any pre-ordained methodology.

2.3 Tourism Industry

Thailand has become one of the biggest world centers for tourism, especially tourism facilities, and a global business receiving people from different countries, speaking different languages and practicing different cultures. So, the tourism industry generates much national revenue as well as creating opportunities for employment good relations among peoples from different nations. One researcher has noted that the tourism industry has not only brought more employment, but it has also brought benefits such as increased foreign exchange, higher government income and considerable transformation of an agriculture-based economy into a modem service industries-based economy (Dechabun. 2008). The Ministry of Foreign Affairs Business Handbook for 2006 (cited in Dechabun. 2008) also confirms that the growth

in tourism in Thailand has been increasingly and continuously successful. There are clearly defined statistical records regarding tourism in Thailand. They tell us the following:

Tourist numbers have grown from about 336,000 foreign visitors including 54,000 military personnel on R&R in 1967 (Porphant. 2001) to over 22 million international guests visiting Thailand in 2012. The average duration of their stay in 2007 was 9.19 days, generating an estimated 547,782 million Thai baht; around 11 billion Euros. The Tourism Authority of Thailand (TAT) notes that in 2007, Thailand was the 18th most visited country in the World Tourism rankings with 14.5 million visitors (Tourism Authority of Thailand, 2008).

In 2008, Bangkok ranked 3rd behind London and New York in Euromonitor International's list of "Top City Destinations" with 10,209,900 visitors. Pattaya was 23rd with 4,406,300 visitors, Phuket was 31st with 3,344,700 visitors, and Chiang Mai ranked 78th with 1,604,600 visitors. The Global Destinations Cities Index of 2013, compiled by the MasterCard Worldwide Corporation, ranked Bangkok as the "top destination city by international visitor arrivals", while London, United Kingdom (UK) and Paris, France were second and third respectively.

According to the Tourism Authority of Thailand, 55% of the tourists in 2007 came from the Asia Pacific region, Japanese and Malaysians forming the two biggest groups. The largest groups of Western tourists come from the United Kingdom, Australia, Germany, the United States and Scandinavia. The number of tourists arriving from Russia is also on the rise. Around 55% of Thailand's tourists are return visitors. The peak period is during the Christmas and New Year holidays when Western tourists flee cold conditions.

In 2011, 1.7 million Chinese visitors traveled to Thailand and this figure was expected to rise to 2 million in 2012. The Thai-Chinese Tourism Alliance Association declared in February 2013 that Chinese tourists are the main supplier of Thailand's tourism industry and 3.3 million Chinese tourists are expected in 2013. The Thailand Business News has projected even higher numbers; suggesting as many as 4 million visitors will are from China in 2013 (Zhang. 2013). The Association has calculated that the average Chinese tourist remains in the country for one week and spends THB 30,000 (US$1,000) to THB 40,000 (US$1,300) per person, per trip (Thailand Business. 2013).

According to Thailand's Tourism Authority, the number of Chinese tourists rose by 93 percent in the first quarter of 2013, an increase that was attributed to the popularity of the Chinese film Lost in Thailand that was filmed in the northern province of Chiang Mai. Chinese media outlets have claimed that Thailand superseded Hong Kong as the top destination for Chinese travelers during the 2013 May Day holiday.

One journalist has given the following numbers on tourist visits to Thailand in early 2013: "From January to April 2013, the Tourism Authority of Thailand reported that 8,841,730 trips to Thailand were registered. Domestic tourism has also grown significantly in the past decade. Revenues from domestic tourism have gone from 187,898 million baht in 1998 to 380,417 million baht (approximately 7.8 billion Euro) in 2007." (King. 2013).

Asian tourists primarily visit Thailand for Bangkok and the historical, natural and cultural sights in its vicinity. Western tourists not only visit Bangkok and surroundings, but in addition many travel to the southern beaches and islands. The

North is the main region for trekking and adventure travel with its diverse ethnic minority groups and forested mountains. The region receiving fewer tourists is Isan in the northeast. To accommodate foreign visitors, the Thai government established a separate tourism police with offices in the major tourist areas and its own central emergency telephone number.

Sex tourism also contributes to arrival numbers. Although officially illegal, prostitution in Thailand is monitored and regulated by the government to stem the spread of STD's and to prevent excesses. Prostitution catering to foreigners is believed to be around 20% of the total prostitution scene in Thailand, and is concentrated in a few major red-light districts such as Pattaya, Patpong and Patong Beach (Taywaditep. et. el., 2010).

According to one writer: "Thailand has been receiving increased competition ever since Laos, Cambodia and Vietnam opened up to international tourism in the 1980s and 90s. Destinations like Angkor Wat, Luang Prabang and Halong Bay now contest Thailand's former monopoly in the Indochina region. To counter this, Thailand is actively targeting niche markets such as golf holidays, or holidays combined with medical treatment." (King. 2013).

Thailand has also plans on becoming the hub for Buddhist tourism in the region. According to the Lonely Planet, in 2010, Thailand ranked second of the "best-value destinations for 2010" after Iceland (Ormond. 2009).

At the commencement of 2014, the lead Thai airline carrier, Thai Airways (THAI) was subject to a rumor that the company would declare bankruptcy in May 2014. Listed on the Thai Stock Exchange, the company is a state enterprise in which the Finance Ministry holds a stake of up to 51%. In a statement to the media,

Chokchai Panyayong, the airways' senior executive vice-president and acting president, stated: "THAI has never once defaulted. Despite its loss in the third quarter of last year, the company still has high liquidity and has a clear plan for debt repayment." (Mahitthirook. 2014). He further explained that the carrier's loss of Bt6.35 billion in the third quarter of last year was the result of the company's moves to attract more customers.

At the commencement of 2014, the Thai tourist industry came under scrutiny due to the political turmoil that erupted in October 2013. Due to a planned shutdown of the Bangkok's government offices on 13 January 2014 by anti-government protesters, the tourism sector will be on high alerts and new tourists are advised to avoid the Thai capital. If the protests are protracted, the TAT forecast that arrival numbers will drop by around 5 per cent in the first quarter of 2014, with the total number of arrivals down by 260,000 from the original projection of 29.86 million arrivals. Tourism revenue is also expected to drop by Bt0.01 trillion from Bt1.44 trillion (Mahitthirook. 2014).

2.3.1 Importance of Tourism Industry

Citizens now demand more meaningful involvement and more responsible and sustainable tourism practices. Local communities and Non-government Organizations today have a very important voice in the way in which tourism is developed and resources allocated. Tourism provides entrepreneurial opportunities for small operators, can foster balanced development and empower rural communities, youth and women, and can dynamist other sectors of the economy, particularly the agriculture sector.

The Tourism Industry includes everything that a traveler does on a trip—eat, sleep, party, attend a conference, rent a car, take a taxi, shop, change foreign currency etc. It means that all of the economic activities of farmers, fishermen, cooks, shopkeepers, bartenders, tour guides, banks, hotels, carnival bands, entertainers, electricians, customs, immigration and literally every job that impacts directly or indirectly on tourism are all part of the tourism value chain. For specialist events, sports and weddings, the value chain is even greater. It is clear that the tourism industry is far-reaching and is indeed everybody's business.

It is also important to recognize that the travel and tourism industry is global, highly competitive and unstable. We must be able to continuously undertake research and market intelligence, anticipate changes, be prepared, and not be caught off guard in the management of the industry.

2.3.2 Types of Tourism Industry

Various types of possible tourism around the world are discussed below.

2.3.2.1 Pilgrimage Tourism - Pilgrimages have created a variety of Tourist opportunities in the medieval period, and even in today's modern tourism they stand as an important stream of tourism.

2.3.2.2. Health Tourism – Even though health tourism existed long before, it has gained more importance recently in Thailand. This type of tourism is associated with spas, places with health-giving mineral waters, and treating diseases from gout to liver disorders and bronchitis. As a number of doctors have highlighted the benefits of bathing in sea water, and sea bathing, even this has become a part of health/medical tourism. In the Thai case, it reflects greatly improved treatment standards and facilities which have become more widespread in the last few decades.

Many find they are able to receive treatment in Thailand at reduced cost, this despite the expenditures needed for travel, hotels, transportation, restaurant prices, etc.

        2.3.2.3. Winter Tourism – Winter sports contribute to winter tourism. Many water sports holiday packages are available at places in many countries apart from Ski and Snow festival tours organized annually. Skiing is extremely popular in the mountainous areas. Ski festivals have variety of events like ski and sled competitions, ski and snow board lessons, performances and recreational activities. Majority of the event participants are from countries with a warm climate.

        2.3.2.4. Mass tourism - Mass travel is possible with improvements in technology allowing the transport of large numbers of people in a short period of time to places of leisure interest. Through this, greater numbers of people enjoy the benefits of leisure time. Through the increase in the speed of railways, the better sea travel options, and an increase in the number of improved air travel services, mass travel has grown and developed internationally.

        2.3.2.5. Niche Tourism - Physical activity or sports-oriented niche tourism includes adventure tourism such as the mountaineering and hiking, backpacker tourism, sports travel for golf and scuba diving or seeing a sports event. It also includes extreme tourism for people interested in risky activities (Novelli. 2005).

2.4 The Elephant Study Centre

        According to the "Tourism Authority of Thailand Guidebook' for 2006, the Elephant Study Centre in Krapho Village, Surin Province is an ancient Kui village where they have raised elephants for hundreds of years; since the time when their ancestors settled down in the dry evergreen forests at the juncture of the Moon and the

Chi Rivers. This area has abundant food to feed retired war elephants, which were earlier sent to Ayutthaya as tax in kind instead of being conscripted. In days past, the *Pachi*, or head of the mahouts, led a number of fellow mahouts to catch wild elephants in Cambodia. The international conflict in that country put a stop to this practice. Elephant-raising in Surin, however, continues unabated, as young elephants are born every year. The Kui reject the employment of elephants in hard work, such as logging, which is more popular in the north. Elephants, like friends or sons, grow side by side with them. Their bond is indivisible.

While no wild elephants are rounded up now, domesticated elephants prolong the art of mahouts. When young elephants reach the age of 1 or 2 years old, they need to be trained to take such orders as helping the mahout to its back, turning left//right, walking forward/backward, etc.

In former time, elephants were trained at home. Now there exists an elephant training centre near the Elephant Study Centre, to train teenage elephants. Elephants have a good memory and can learn several tricks with regular practice (Thailand-Delights. n. d.).

2.4.1. Elephant Study Centre Exhibition

The exhibition inside the center displays the history of the village, and the equipment used in elephant raiding, such as the *pakham* rope, used in elephant capture, made from buffalo skin, etc. Shows on elephant training can be seen every Saturday during 09.00 - 11.00 am.

According to the Kui's tradition, the *Pakam* Spirit House is where dead ancestors of the Kui people are believed to reside, together with the revered *Pakam* spirit. Built facing north, the spirit house is used to keep the sacred "*Pakam* rope"

made from buffalo leather, and other elephant controlling tools. Before they can do any kind of activity involving the elephants, they must first pay homage to the house to inform the spirits of their intention and to ask for a blessing.

Near the *Pakam* Spirit House there is the Elephant Museum which has an exhibition about the Kui people, as well as village life and details on how they are able to capture and train the elephants. There are also preserved elephant skeletons, which you can see here, and elephant controlling tools. The bilingual exhibition is fascinating and goes into a lot of detail about the life and culture of the elephants in this community. There are also many old pictures on display of elephant roundups.

2.4.2 Thailand National Elephant Day at Surin Elephant Study Centre

According to a Tourism Thailand Blog 2008-2012, one visitor stated it was a personal memorable experience visiting the Elephant Study Centre on National Elephant Day. The elephant is Thailand's national animal and this day is declared by the Thai Government as National Elephant Day. The Thai people pay respect to the elephants nationwide. Year after year, more than 250 elephants will perform at the Surin Elephant Show Stadium during the annual Surin Elephant Roundup event. Every year, the spectacular event has been scheduled for November, and visitors have an opportunity to go sight-seeing around the town by riding the elephant.

2.4.2.1 Merit making at the *Pakam* Spirit House

The *Pakam* Spirit House, houses the sacred *Pa Kam* buffalo leather rope and other elephant controlling tools used for rounding up wild elephants in the past. It's also a place where the dead ancestors of the *Kui* people are believed to be living, together with the revered *Pakam* spirit. Locals and visitors come from afar to

pray to the spirit. The ritual is usually conducted by the elderly shaman or *mor-chang* that has holy power to communicate with the spirits.

The elephant cemetery is located in the forest of the Surin Elephant Study Centre. It is the location of another event; paying homage to the elephant's spirits. The cemetery is situated next to the forest temple. The elephants are buried in neat rows and the top of each grave is covered with glass. A heap of dry elephant bones is displayed on a wooden table for worship. A beautiful flower wreath made of cotton towels is offered to the elephant spirits.

2.4.2.2 Elderly shamans (*Mor-Chang*) and invited guest during the ceremony

The merit making ceremony includes prayers recited by a choir of highly respected monks from the province, and is attended by various high-ranking officers, elderly shamans (*mor-chang*) and invited guests. In 2009, the event was presided over by the Deputy-governor of Surin Province, Mr. Pong Naksutha. In his speech, he described how the centre would collaborate with other elephant camps in the north such as the Chiang Mai and Lampang Province camps to find another source of income for the *mahouts* and their elephants.

2.4.2.3 The Deputy Governor of Surin Province, Mr. Pong Naksutha

In 2006, a project, under supervision of the Surin Provincial Admistrative Organization, we put into practice measures meant to bring the local elephants home for the development of their hometown. Specifically, the main purpose of this project was to encourage *mahouts*, wandering in parts of the country with their elephants, to return to the province. The Centre will serve and maintain

assistance for those *mahouts*. The Centre's vision is to make Ta Klang village the biggest elephant village in the world and, an example of a sustainable place for humans and their elephants.

2.4.2.4 Feeding the elephant on National Elephant Day (Surin, Thailand)

Besides honoring the monkeys during the festive occasion in Lop Buri Province, the elephants are treated like royalty to a fresh banquet of tropical fruits on Elephant Day. It is a fascinating sight and interesting to watch so many elephants dine to their heart's desire. At the Centre, there are two elephant shows daily 10 a.m. and 2 p.m. The 30 minute elephant show is free running solely on donations but you have to be there by 10:00 a.m. The show highlights the multi-talented skills of the elephants. The performance from the 36 years old female elephant, *Tanjai* is the highlight of the show. She is now the tallest elephant in Thailand.

2.4.2.5 Schools Celebrating National Elephant Day (Surin, Thailand)

Elephant bathing starts at 4 p.m. at the Wang Ta Loo area where the Moon and the Chi rivers meet, surrounded by forests that provide ecological benefits and conserve the biodiversity of the flora and fauna. Visitors can do some sight-seeing on elephant-back for 100 Thai baht around the centre. Souvenirs are not too expensive: elephant hair rings, ivory and bone bracelets and rings as well, and, of course, T-shirts for 150-200 baht can be purchased from the souvenirs stalls. Or, enjoy an authentic spicy plate of Lao Som Tam located outside the centre.

2.4.2.6 The Elephant Museum at Surin Elephant Study Centre

The elephant museum located within the centre provides information about the history including exhibitions related to elephants such as preserved elephant skeletons, elephant controlling tools used for wild elephants round ups, photographs showing how the Kui mahouts and their elephants are related. It also features ceremonies and merit making for dead elephants among many other activities. Visitors to the museum are able to learn how the Kui people dress traditionally, as well as how healthcare practices for elephants are done.

2.4.2.7 Elephant Tools Used for Round up Wild Elephants in the Past

The Surin Elephant Study Centre organizes two major events each year. The Wedding Ceremony on elephant back on Valentine's Day, and the Buddhist Elephant Ordination Celebration. It is a unique wedding ceremony of the Kui people and it should be preserved. At the *Satte* ceremony, the bride and groom must wear Kui dress. The groom will wear a *kraneao* or white sarong with a long-sleeved shirt, a local hand-woven silk cloth being hung across the shoulder. The individual will also put on a head-garland made of three-coloured thread. The bride will wear a Kui designed sarong, a light colour straight-sleeved blouse with a red shawl hanging on the shoulders, and a c*halom* (crown made of palm leaves) around the head. The married couple will be paraded around the city on elephant back.

2.4.2.8 The Buddhist Elephant Ordination Ceremony in Surin Province

The Buddhist elephant ordination ceremony is organized during the 13-15 days of the waxing moon on the sixth month of every year. It is a big ceremony

for the Kui people and it is also believed that to gain the greatest merit in life is to be ordained during Buddhist lent because it is the period when the monks practice more strictly. Men in the neighborhood will attend the ordination at the same time, together with the elephants in nearby villages and will parade together to Wang Talu, located in the north of the village where the Chi River meets with the Moon River. The Ordination Ceremony will be performed at Don Buad, the island located in the middle of the river.

A visit to Surin Elephant Study Centre is educational for visitors and it is a perfect learning place exhibiting an inseparable relationship between the Kui people and their elephants from birth to death.

2.4.3 The Surin Elephants Project

In April 2009, the Save the Elephant Foundation invited 7 *mahouts* and their elephants from Ban Ta Klang village in Surin province, Thailand to take part in a new experimental project. The aim was to provide an alternative to street begging and a sustainable source of income for the *mahouts* in their home community while improving the living conditions of the elephants.

Over the past 2 years, the Surin Project has more than tripled the number of elephants with 13 permanent elephants (11 females and one baby male and a baby female) as well as 5 "part time" males who join in several times a week to walk to the river and 5 "retired females" that spend three hours in the enclosure every morning feeding and bathing while the volunteers have breakfast on the platform.
In addition to sponsoring these elephants, the Surin Project is also committed to providing food for as many elephants in the area as possible.

2.4.3.1 The Elephant Volunteers Program

Running since the conception of the Surin Project, the Elephant Volunteer Program is the flagship program and is also the most visible program for the volunteers who spend the majority of their time around these 13 elephants, be it walking in the forest, bathing them at the river or watching them as they interact in the purpose built enclosure. Other than the obvious benefits to the elephants, this program is instrumental in developing strong and durable relationships with the local community through hours of interactions between volunteers and *mahouts*, developing a real feeling of community across cultures.

In the summer of 2011, the *mahouts* took the initiative to instigate a new aspect to their project. Although the area directly surrounding the Surin Elephant Study Centre has been mostly deforested for agriculture and plantations, there are still remnants of forest left, providing an opportunity for people to take the elephants on an "all-day" walk (depending on the season), thus allowing them to wallow in ponds, graze as they walk and interact in their groups. Having 5-6 hrs off chains at a time gives the project elephants a great opportunity to develop complex relationships that they will build on over months and years.

2.4.3.2 The Retired Female Program

An elephant that does not generate revenue becomes a financial burden for its owner. This in turn can lead to a decrease in the level of care afforded to the elephant. This is especially true of older elephants that can no longer carry tourists and cannot perform in shows. In February 2012, was initiated a new project aiming to restore some value to 5 old females in the Centre. While the volunteers have breakfast

on the platform, five "retired' females are given 3 hours every morning to eat sugarcane, bathe in the pond and explore the enclosure.

The Retired Female Program has found that this also promotes better care for the elephant by the *mahout* who spends his time in the enclosure with their elephants; further strengthening their bond and making it more likely they will notice any ailment an elephant might have. The Surin Project is located in Surin province in Northeast of Thailand and is dedicated to creating a world-class elephant sanctuary for 160 plus elephants. The Surin Project is a cooperative between the Elephant Nature Foundation (ENF) and the Thai Government. The Thai Government approached ENF asking them to help create an elephant sanctuary and provided the opportunity for elephants that are currently in the Surin Elephant Study Centre to have the opportunity to roam free and behave naturally. The living conditions of the elephants at the Elephant Study Centre are poor. Most elephants are chained all day with nothing to do other than stand in the sun. The sanctuary is desperately needed.

2.4.3.3 The Goal of Elephant Nature Foundation

2.4.3.3.1 With the support of the Thai Government, ENF's goal is to establish sustainability and managed elephant tourism as an alternative to street begging or other forms of tourism such as circuses and elephant rides.

2.4.3.3.2 Families of elephants will roam freely in natural habitats and their *mahouts* will be provided with a steady monthly income.

2.4.3.3.3 This income will supplement some of the money that the *mahouts* previously made from street begging thereby encouraging them to stay at the park.

2.4.3.3.4 The impact this project will have for elephant conservation is tremendous.

2.4.3.3.5 The Surin government as already set aside over 2,000 acres of land, enough to maintain a breeding population of 300 elephants, approximately 10% of the existing population of Asian elephants living in captivity in Thailand today. The Surin Project has the chance to change history - to save the Asian elephant from extinction and give them a life worth living for generations to come. This project would not exist if it wasn't for volunteers. Volunteers are desperately needed every week for this project to become a world class sanctuary. Here's what volunteers provide: 1) Employment and financial support for the *mahouts* and their elephants, 2) Invaluable help building shelters, digging irrigation canals and planting elephant food, 3) making an immediate difference to the lives of elephants. For example you can build a shelter for an elephant that stands in the blazing sun all day and immediately the elephant will have shade, 4) walking through the forest with the elephants to the river every day. This allows the elephants the opportunity to lay down their chains and interact together. This shows the local *mahouts* that people are willing to come to see elephants in a natural setting and this will hopefully motivate them to adapt their husbandry methods to care for their elephants

2.4.3.3.6 Accommodations This is a unique opportunity to live with a local Thai family in their home. Accommodations are basic and clean. Each home owns an elephant and you literally have an elephant living at your house.

2.4.3.3.7 Costs

The Surin Project is run as a non-profit project. In order to help establish this new sanctuary and cover costs, there is called for a contribution of

12,000 Thai Baht per volunteer for 6 days/5 nights on the project. Your contribution breaks down to include your food, accommodations, transport, the mahout's salary, elephant food, project materials and a contribution to the centre - basically your money is used entirely for improving the lives of elephants.

2.4.4 The Elephant Information

2.4.4.1 Asian Elephants The Asian or Asiatic elephant (*Elephas Maximus*) is the only living species of the genus of elephants, and is distributed in Southeast Asia from India in the west to Borneo in the east. Three subspecies are recognized- *Elephans Maximus* from Sri Lanka, the Indian elephant or E. m. indices from mainland Asia, and E. m. Sumatranus from the island of Sumatra. Asian elephants are the largest living land animals in Asia (Shoshani. 2005).

Since 1986, *E. Maximus* has been listed as endangered by IUCN as the population has declined by at least 50% over the last three generations, estimated to be 60–75 years. The species is pre-eminently threatened by habitat loss, degradation and fragmentation (Choudhury, *et.al.*. 2008). In 2003, the wild population was estimated at between 41,410 and 52,345 individuals. Female captive elephants have lived beyond 60 years when kept in semi-natural situations, such as forest camps. In zoos, elephants die at a much younger age and are declining due to a low birth and high death rate.

The genus elephant originated in Sub-saharan Africa during the Pliocene era ranging throughout Africa into Southern Asia (Haynes. 1993). The earliest indications of domestication of Asian elephants are engravings on seals of the Indus Valley civilization dated as the third millennium BC (Sukumar. 1993).

2.4.4.2 Characteristics In general, the Asian elephant is smaller than the African elephant and has the highest body point on the head. The back is convex or level. The ears are small with dorsal borders folded laterally. It has up to 20 pairs of ribs and 34 caudal vertebrae. The feet have more nail-like structures than those of African elephants-five on each forefoot, and four on each hind foot (Shoshani & Eisenberg. 1982).

2.4.4.3. Size As is common with large animals, the dimensions of the Asian elephants are often exaggerated. On average, the shoulder height of males rarely exceeds 2.7 m (9 ft) and that of the females, 2.4 m (Lydecker. 1894). Average height of females is 2.24 m (7.3 ft), and average weight 2.72 t (3.00 short tons), rarely exceeding 4.16 t (4.59 short tons). Large bulls weigh up to 5.4 t (6.0 short tons) and are 3.2 m (10 ft) at the shoulder. Length of body and head including trunk is 5.5–6.5 m (18–21 ft) with the tail being 1.2–1.5 m (3.9–4.9 ft) long (Shoshani and Eisenberg, 1982). The largest bull elephant ever recorded was shot by the Maharajah of Susang in the Garo Hills of Assam, India in 1924, it weighed 8 tones (8.8 short tons), stood 3.35 m (11 ft) tall at the shoulders and was 8.06 m (26.4 ft) long from head to tail (Wood. 1983). There are reports of larger individuals as tall as 3.7 m (Lydekker. 1894).

2.4.4.4 Trunk The distinctive trunk is an elongation of the nose and upper lip combined; the nostrils are at its tip, which has a one finger-like process. The trunk contains as many as 60,000 muscles, which consist of longitudinal and radiating sets. The longitudinal are mostly superficial and subdivided into anterior, lateral and posterior. The deeper muscles are best seen as numerous distinct *fasciculi* in a cross-section of the trunk. The trunk is a multipurpose prehensile organ and highly

sensitive, innervated by the maxillary division of the trigeminal nerve and by the facial nerve. The acute sense of smell uses both the trunk and Jacobson's organ. Elephants use their trunks for breathing, watering, feeding, touching, dusting, sound production and communication, washing, pinching, grasping, defense and offense (Shoshani & Eisenberg. 1982)

The "*proboscis*" or trunk consists wholly of muscular and membranous tissue, and is a tapering muscular structure of nearly circular cross-section extending proximally from attachment at the anterior nasal orifice, and ending distally in a tip or finger. The length may vary from 1.5 to 2 m (59 to 79 in) or longer depending on the species and age. Four basic muscle masses—the radial, the longitudinal and two oblique layers—and the size and attachments points of the tendon masses allow the shortening, extension, bending, and twisting movements accounting for the ability to hold, and manipulate loads of up to 300 kg (660 lb). Muscular and tedious ability combined with nervous control allows extraordinary strength and agility movements of the trunk, such as sucking and spraying of water or dust and directed air flow blowing (Rasmussen. 2006).

The trunk can hold about four liters of water. Elephants will playfully wrestle with each other using their trunks, but generally use their trunks only for gesturing when fighting (Spinage. 1994). Tusks serve to dig for water, salt, and rocks, to debark trees, as levers for maneuvering fallen trees and branches, for work, for display, for marking trees, as weapon for offense and defense, as trunk-rests, as protection for the trunk. They are known to be right or left tusked (Shoshani & Eisenberg. 1982).

Female Asian elephants usually lack tusks; if tusks — in that case called "tushes" — are present, they are barely visible, and only seen when the mouth is open. The enamel plates of the molars are greater in number and closer together in Asian elephants. Some males may also lack tusks; these individuals are called "*filly makhnas*", and are especially common among the Sri Lankan elephant population. Furthermore, the forehead has two hemispherical bulges, unlike the flat front of the African elephant. Unlike African elephants which rarely use their forefeet for anything other than digging or scraping soil, Asian elephants are more agile at using their feet in conjunction with the trunk for manipulating objects. They can sometimes be known for their violent behavior (Clutton-Brock. 1987).

A record tusk described by George P. Sanderson measured 5 ft (1.5 m) along the curve, with a girth of 16 in (41 cm) at the point of emergence from the jaw, the weight being 1041/2 lb (47 kg). This was from an elephant killed by Sir Brooke and measured 8 ft (2.4 m) in length, and nearly 17 in (43 cm) in circumference, and weighed 90 lb (41 kg). The tusk's weight was, however, exceeded by the weight of a shorter tusk of about 6 ft (1.8 m) in length which weighed 100 lb (Lydecker. 1894).

2.4.4.5 Skin Skin color is usually gray, and may be masked by soil because of dusting and wallowing. Their wrinkled skin is movable and contains many nerve centers. It is smoother than of African elephants, and may be de-pigmented on the trunk, ears, or neck. The epidermis and dermis of the body average 18 mm (0.71 in) thick; skin on the dorsum is 30 mm (1.2 in) thick providing protection against bites, bumps, and adverse weather. Its folds increase surface area for heat dissipation. They can tolerate cold better than excessive heat. Skin temperature varies from 24 to

32.9 °C (75 to 91 °F). Body temperature averages 35.9 °C (96.6 °F) (Shishani &
Eiesemberg. 1982).

2.4.4.6 **Intelligence** Asian elephants are highly intelligent and self-
aware (Aldous. 2006). They have a very large and highly convoluted neo-cortex, a
trait also shared by humans, apes and certain dolphin species. Asian elephants have
the greatest volume of cerebral cortex available for cognitive processing of all
existing land animals. Elephants have a volume of cerebral cortex available for
cognitive processing that exceeds that of any primate species, and extensive studies
place elephants in the category of great apes in terms of cognitive abilities for tool use
and tool making (Hart, *et.al.* 2001).

2.4.4.7 **Distribution and Habitat** Asian elephants inhabit grasslands,
tropical evergreen forests, semi-evergreen forests, moist deciduous forests, dry
deciduous forests and dry thorn forests, in addition to cultivated and secondary forests
and scrublands. Over this range of habitat types elephants are seen from sea level to
over 3,000 m (9,800 ft). In the Eastern Himalaya in northeast India, they regularly
move up above 3,000 m (9,800 ft) in summer at a few sites (Choudhury. 1999).

According to Shoshani and Eisenberg (1982) three sub-species of
elephant are recognized: 1) The Sri Lankan elephant lives in Sri Lanka; 2) the Indian
elephant lives in mainland Asia: India, Nepal, Bangladesh, Bhutan, Myanmar,
Thailand, Malay Peninsula, Vietnam, Cambodia, Laos, and China and; 3) the
Sumatran elephant lives in Sumatra and Borneo. In China, Asian elephants survive
only in the prefectures of Xishuangbanna, Simao, and Linchang of southern Yunnan.
In Bangladesh, only isolated populations survive in the Chittagong Hills (Sukumar.
1993).

In 2003, Mitochondrial DNA analysis and micro-satellite data indicated that the Borneo elephant population is derived from stock that comes from the region of the Sunda Islands. The genetic divergence of Borneo elephants warrants their recognition as a separate Evolutionary Significant Unit (Fernando, *et. al.*. 2003).

2.4.4.8 Ecology and Behavior Elephants are classified as mega-herbivores and consume up to 150 kg (330 lb) of plant matter per day. They are generalist feeders, and both grazers and browsers, and were recorded to feed on 112 different plant species, most commonly of the order *Malvales*, and the legume, palm, sedge and true grass families (Sukumar. 1990).

They browse more in the dry season with bark constituting a major part of their diet in the cool part of that season. They drink at least once a day and are never far from a permanent source of fresh water. They need 80–200 liters of water a day and use even more for bathing. At times, they scrape the soil for clay or minerals. Adult females and calves may move about together as groups, but adult males disperse from their mothers upon reaching adolescence. Bull elephants may be solitary or form temporary bachelor groups (McKay. 1973).

Cow-calf unit sizes generally tend to be small, typically consisting of three adult females which are most likely related, and their offspring; however, larger groups containing as many as 15 adult females may occur. There can also be seasonal aggregations containing 100 individuals at a time, including calves and sub adults. Until recently, Asian elephants, like African elephants, were thought to typically follow the leadership of older adult females, or matriarchs, but females can form extensive and very fluid social networks, with individual variation in the degree of gregariousness. Social ties generally tend to be weaker than in African elephants

(de Silva & Wittemyer. 2012).

Elephants are able to distinguish low amplitude sounds. They use infrasound to communicate; this was first noted by the Indian naturalist Krishnan and later studied by Payne. Tiger predation on Asian elephants is rare and restricted to small calves (Karanth & Nichols. 1998).

2.4.4.9 Domestication Further information: Elephants in captivity. The first historical record of the domestication of Asian elephants was in *Harappan* times (McIntosh, 2008). Ultimately, the elephant went on to become a siege engine, a mount in war, a status symbol, a Beast of burden[disambiguation needed], and an elevated platform for hunting during historical times in South Asia (Rangarajan, 2001).

Elephants have been captured from the wild and tamed for use by humans. Their ability to work under instruction makes them particularly useful for carrying heavy objects. They have been used particularly for timber-carrying in jungle areas. Other than their work use, they have been used in war, in ceremonies, and for carriage. They have been used for their ability to travel over difficult terrain by hunters, for whom they served as mobile hunting platforms. The same purpose is met in safaris in modern times.

2.4.4.10 Threats The pre-eminent threats to Asian elephants today are loss, degradation and fragmentation of habitat, leading in turn to increasing conflicts between humans and elephants. They are poached for ivory and a variety of other products including meat and leather (Choudhery, *et. al.*. 2008).

2.4.4.11 Human–Elephant Conflict One of the major instigators of

human–wildlife conflict is competition for space. Destruction of forests through logging, encroachment, slash-and-burn, shifting cultivation, and monoculture tree plantations are major threats to the survival of elephants. Human–elephant conflicts occur when elephants raid crops of shifting cultivators in fields, which are scattered over a large area interspersed with forests.

Depredation in human settlements is another major area of human–elephant conflict occurring in small forest pockets, encroachments into elephant habitat, and on elephant migration routes. Studies in Sri Lanka indicate that traditional slash-and-burn agriculture creates optimal habitat for elephants by creating a mosaic of successional-stage vegetation. Populations inhabiting small habitat fragments are much more liable to come into conflict with humans (Fernando. 2000)

2.5 Previous Studies Related to the Present Investigation

There are several research works focused on the needs and problems pertaining to English skills such as follows: Poompeth (1999) identified communication problems concerning verbal and nonverbal language displayed by Thai guides. Four hundred tourists who used the guides' services were asked to fill out a questionnaire, and three-hundred and eighty-nine of them cooperated. The research revealed that most Thai guides had major difficulties in grammatical structure, accent, and intonation as perceived by foreign tourists. The important aspects of verbal and nonverbal language were related to communication satisfaction and the traveling satisfaction of the tourist. The tourist's nationalities and educational levels were the two factors that differently affected satisfaction with communication and travel.

In an early study, certain researchers analyzed the environmental impacts on the tourism industry, which is the third largest retail industry in the United States. According to these researchers, three categories of impact were discussed: direct impacts, including impacts from the travel to a destination, the tourist activities in and of themselves at that destination and maintenance of facilities that cater to the tourists Davies and Cahill (2000). Therefore, educational efforts aimed at supporting the fragmented nature of the tourism industry are not conducive to regulations that encompass all aspects of the industry. Educational efforts aimed at supporting existing regulations and encouraging environmentally responsible behavior where no regulations exist, seems most promising as a management scheme. These educational efforts should be framed in accordance with the targeted audience (i.e., tourists and industry sectors). Tourists may be more receptive to educational initiatives that focus on the environmental benefits of altering their behavior, while industry sectors are more likely to be responsive to educational efforts that emphasize cost savings and an improved public image.

Pattanakittipong (2006) studied the needs of third-year English major students in learning English in the Faculty of Liberal Arts at Thammasat University during the academic year 2005. The major results of the study revealed that, among the five English skills: listening, speaking, reading, writing and translating; the first two skills were considered as the most vital skills. These two skills, in question, should be taken into account when performing the curriculum design, whereas translating skills came in last place. Moreover, the results also demonstrated that the respondents prefer the English natives to instruct in the classroom, and to use English as the medium, but Thai only when it was necessitated. Owing to these results, the instructions should put

an emphasis on speaking and listening. It was recommended that the class should contain only a small number of learners for sharing time to other learners to practice equally. Further study on the needs and the improvement of materials were also recommended.

Tatti (2007) investigated the needs of Thai dance instructors in using the English language as a basis for course design. The main finding of the study indicated that, among the four principle English language skills – listening, speaking, reading and writing - the first two skills were perceived as the most crucial and were supposed to be a main interest of the course instruction, whereas writing skill came in last place. Students would actively participate in the course when teachers were native English speakers with the help of Thai teacher, especially for speaking skill training.

Vongratanakunton (2008) explored the needs of learning English of the fourth-year students in the Faculty of Business at Suan Dusit Rajabhat University. It was done to seek out students' needs of both productive skills: speaking and writing, and receptive skills: listening and reading, which were needed in business organizations. The main results of the study showed that: 1) listening was the most needed skill when corresponding with customers over the phone; 2) speaking skills were a main issue when answering in job interviews with a foreign employer and; 3) reading skills and understanding contracts/agreements were deemed as the most interesting activity among students. Additionally, the results also implied that the respondents' learning about writing of a cover letter and resume when applying for a job was mostly needed. She recommended that further exploration should be conducted for the sake of materials development and teaching approaches, whereas the expectations of

employers in business firms should be determined with the aim of curriculum development.

Chankeaw (2008) conducted research to find out factors contributing to problems and obstacles encountered by tour guides whilst taking foreigners to travel in Thailand. She selected fifty tour guides. The data was collected through a questionnaire. The results revealed the average degree of seriousness of the problems caused by tour members, restaurants, transportation modes, and tourist attractions. Tour guides should be prepared and try to prevent problems as much as possible. Tour guides should be able to deal with the solutions effectively and the way to solve problems depended on upon the situation and types of problems.

Pitakskulkan (2008) studied guides' stress and the quality of services as perceived by tourists. The samples were 129 Japanese-speaking guides who worked in Bangkok and vicinity during July–September, 2004. The results showed that the guides who had different stress levels did not have different quality of service as perceived by tourist. And the guide who had different gender, age, work experience and marital status had different stress levels. However the guides who had different incomes did not have different stress levels. Finally the guides who had different gender, age, work experience and marital statuses had different stress levels. However the guides who had different incomes, did not provide different quality of service as perceived by the tourist.

Khamkaew (2009) explored the needs and problems of English listening and speaking skills of the Metropolitan Police Officers (MPOs) working counter-services at the Chana Songkram Police Station. The instruments used in this study were questionnaires and the interview questions. The participants were thirty metropolitan

police officers. The MPOs needed to improve their English listening and speaking skills mainly in 1) greetings and offering help; 2) asking personal details and questions related to problems and wants; 3) giving information about accommodations, tourist information, transportation, and emergency calls; 4) giving directions and ; 5) giving advice and instructions concerning safety, travel, and shopping. As for the English training course, most MPOs needed to have a good command of English listening and speaking skills; especially basic English conversation.

Jiratiwatanakul (2010) investigated the barriers to communication that European tourists encountered when interacting with Thai tour guides; with the main focus being on the verbal barriers, nonverbal barriers and cultural differences. The sample group consisted of forty-one English–speaking tourists from Europe who were traveling in Thailand. The finding revealed there are four types of verbal barriers to communication between European tourists and Thai tour guides. These were: pronunciation, ungrammatical structure, limited vocabulary and speaking too quickly. Finally seven types of cultural barriers were: Thai greetings, the easy–going attitudes, face saving, politeness, time management, dishonesty, and sense of humor. The face saving was ranked as the number one barrier to communication, deemed responsible for blocking mutual understanding.

Prachanant (2012) investigated the needs analysis relating to English language use in the tourism industry. This study surveyed the needs, functions and problems of English language use by forty tourism employees. A questionnaire was used and data were analyzed by frequency, percentage, mean and standard deviation. Findings revealed that speaking is most important, then listening, followed by reading and

writing. The three most relevant functions in using English language were giving information, followed by providing services, and offering help. English use problems included: inability, inappropriate words and expressions, inadequate vocabulary, and lack of grammar knowledge.

2.6 Summary of the Chapter

To sum up, this chapter has provided information on problems and needs analysis, English for specific purposes, the tourism industry, information about the Elephant Study Centre, information concerning elephants and at some previous studies related to the present study. A description of the research methodology employed in the present paper can be found in the following chapter.

CHAPTER 3

RESEARCH METHODOLOGY

As shown in previous chapters, this study examined the needs and problems related to English-speaking as experienced by staff members at the Elephant Study Centre in Krapho Village, Surin Province. This chapter looks at populations and subjects (sample pools), instruments, data-collection, procedures and data analysis.

3.1 Population and Subjects

The samples for the present study were comprised of staff members at the Elephant Study Centre in Krapho Village, Surin Province, and a select group of tourists who visited the centre. The subjects were from two groups. The former group included all 15 staff members at the Elephant Study Centre in Krapho Village, while the latter group was comprised of one-hundred foreign tourists who visited at the Elephant Study Centre during the period December 2013-January 2014. They were selected by purposive sampling. Both groups were asked to fill out questionnaires. Also, five staff members and thirty foreign tourists were selected for interviews.

3.2 Research Instruments

In this study, the research instrument consists of the questionnaires and interview. The details of each instrument are as follows:

3.2.1 Questionnaires for the Elephant Study Centre Staff

According to Nunan and Lamb (1996), questionnaires were one of the most common instruments used. They were relatively easy to prepare, they can be used with large numbers of subjects, and they obtained information about many different issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities, attitudes, and beliefs. Therefore, the researcher used a questionnaire as an instrument based on Nunan's, to collect useful data from the staff members at the Elephant Study Centre in Krapho Village. The questionnaire for analyzing the needs and problems was created by the researcher and approved by his thesis advisors. The questions were about personal background and English language functions needed to communicate with foreign tourists in their career duties. The questionnaire consists of four sections:

Part 1 - General questions about: gender, age, education, marital status, experience, language background, and present acquisition of the English language. The items are in the form of a checklist, completion, with opened-ended questions.

Part 2 - This section contained five questions eliciting information about the quantity of English use in the daily work of staff members at the Elephant Study Centre. They were asked to rate the quantity of English use on a five point Likert scales. The criteria used for scoring, taken from Nunan and Lamb, are as follows:

5	=	Very frequent use
4	=	Frequent use

3	=	Moderate use
2	=	Little use
1	=	Not use at all

Part 3 - There were five choices focusing on the problems of English use experienced by the staff members at the Elephant Study Centre. The types of tasks were completion of a checklist, a five point Likert scale, and answering some opened-ended questions. The criteria used for scoring are as follows:

5	=	Very serious problem
4	=	Serious problem
3	=	Not serious problem
2	=	Slight problem
1	=	Not problem at all

Part 4 - Looks at the samples pools' opinions concerning their needs in using English as related to their duties, and their problems in using English. An open-ended question is also given at the end of the questionnaire for the sample members, so as to give some additional comments. The criteria used for scoring were as follows:

5	=	Very serious problem
4	=	Serious problem
3	=	Not serious problem
2	=	Slight problem
1	=	Not problem at all

The questionnaire used in this study was written in Thai in order to minimize problems of ambiguity and misinterpretation. The construction procedures followed these sequences.

1. A variety of related research, books and journals concerning needs analysis, functions, and responsibilities of staff at the Elephant Study Centre, and a survey of English use were gathered through interviews.

2. Information from these interviews and reviews of related research, books, and journals were used to provide a guideline in the initial draft of the questionnaire. The initially constructed questionnaire was modified and revised based on the suggestions of two English instructors and two statistics experts.

Based on the information obtained from the pilot study, the try-out questionnaire was further evaluated for reliability by using Cronbach's Alpha-Coefficient method and adjusted for the clarity of wording and suggestion on the items. Finally the final draft of the questionnaire was revised with help of the thesis advisors before it was distributed to the target group at the Elephant Study Centre. The three main experts were:

1. Assistant Professor Dr. Sittichai Sa- iam; an English lecturer at the Faculty of Humanities and Social Sciences of Chiang Mai Rajabhat University.

2. Dr. Jongkit Wongpinit, the Head of the Foreign Language Department of Humanities and Social Sciences at Surindra Rajabhat University.

3. Dr. Surachai Piyanookool, an English lecturer at the Faculty of Humanities and Social Sciences, Burirum Rajabhat University.

3.2.2 Questionnaire for Foreign Tourists

A separate questionnaire was also created by the researcher and approved by the thesis advisors to collect data from foreign tourists in order to find out the English language functions needed by staff members at the Elephant Study Centre in order to aid in communication. The questionnaire consisted of two parts:

Part 1- General questions about the customers' personal information and the foreign tourist' opinions towards The Elephant Study Centre staff members' needs in using the English language as it related to their duties to assist foreign customers. An open-ended question was also given at the end of the questionnaire for the customers to make additional comments. Both the first and the second parts were analyzed.

Part 2 - The subjects' opinions on the needs in the four skill areas in English study in this section. The subjects had to rate their needs in four different skills: listening, speaking, reading and writing in order to show the range of needs. This section was split into two sub-sections: question 1 and question 2. In sub-section 1, the question was asked to demonstrate their own needs in the four skills in general and in sub-section 2, the question was asked to indicate the extent of needs in the separate four skills areas. There were activities in each skill provided for the respondents. They had to mark the activities in each skill on the scale which was pertinent to them. In section II, the five-point Likert scale was used in the questionnaires according to the scales as follows:

5	=	Very extensive need
4	=	Extensive need
3	=	Moderate need

| 2 | = | Little need |
| 1 | = | Not need at all |

3.2.3 Semi-structured Interview

A semi-structured interview, according to Bernard (1988), is used when researchers do not get more than one chance to interview someone and when you have to send out several interviewers into the field to collect data. The inclusion of open-ended questions and training of interviewers to follow relevant topics that may derive from the interview guide does, however, still provide the opportunity for identifying new ways of seeing and understanding.

In this study, the researcher used the semi-structured interview to interview the participants. The interview questions consisted of ten items. Most of them were open-ended questions. As for the stages of constructing and developing the interview, the researcher studied interview techniques, and methods. All interview questions were examined by three experts beforehand to ascertain their validity, and the researcher ensured that the questions were appropriate to the study. After all interviews had been conducted, the researcher transcribed and carried out checking with the participants.

3.3 Data Collection

The data were collected at The Elephant Study during the period of December 2013—March 2014 from staff at The Elephant Study Centre. They were recorded while the questionnaire was being conducted. The researcher collected all data by himself. The data were from 100 foreign tourists and all 15 staff members based on

status, gender and education. The distribution and collection of data followed these steps:

Firstly, an official letter introducing the research/researcher and the purposes of the study from the Dean of the Graduate School of Rajabhat Buriram University was submitted to the manager of the Elephant Study Centre requesting permission to conduct the study. Secondly, the research talked with the staff members in the Public Relation Department to request information about the background, organizational structure, responsibilities and the total number of staff members at the Elephant study Centre.

Next, the researcher submitted the letter from the Dean of Graduate School of Rajabhat Buriran University to request cooperation in the distribution and gathering information from the questionnaires. Finally, the researcher distributed the questionnaires to the staff members and made appointments for them to return the questionnaires.

Altogether 15 copies of the questionnaires were handed out to all the subjects from the staff members and 100 copies for the foreign tourists who visited the Elephant Study Centre. Finally, the 115 completed questionnaires were prepared for data analysis.

The questionnaire was used to ask questions of some foreign tourists who received services at the Elephant Study Centre, in order to determine what kinds of problems they encountered during their interactions with staff members. Both data from the staff and the foreign tourists was analyzed to determine the needs and problems relating to the level of English skills. They were included in the

questionnaire. The researcher asked native and non-native speakers to check the language content in the questionnaire.

3.4 Data Analysis and Statistical Devices Used in Data Analysis

The data obtained from the following sources were analyzed as follows:

3.4.1 Statistics Used to Analyze the Data

3.4.1.1 Validity was used by Index of Congruence (IOC) (Kiywan. 1998).

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of Congruence between question and objective

$\sum R$ = Total scores of experts' opinion

N = Number of experts

3.4.2 Data from Questionnaire

3.4.2.1 Frequency Distribution was used in the analysis of answers in the form of a checklist concerning general background, problems of English use.

3.4.2.2 Reliability coefficient of the satisfaction questionnaire by using Cronbach's Alpha-coefficient (α-Coefficient) (Srisa-ard, 2002).

$$\alpha = \frac{k}{k-1}\left[1 - \frac{\sum S_i^2}{S_t^2}\right]$$

α = Reliability coefficient

k = Number of statements

$\sum S_i^2$ = Total of each statement's variance

S_t^2 = Variance of total scores

3.4.2.3 Mean ($\overline{X}$) and Standard Deviation(S.D.) were used to calculate the average level of English skill needs, English use, and problem of English use of staff members at the Elephant Study Center in Krapho Village, Ban Taklang Sub-district, Thatoom District, Surin Province. The higher mean score ($\overline{X}$) of each activity reflected more needs, use, and problem in English of staff members when working. By the same taken, the lower mean score illustrated the less needs, use, and problem of that position. Standard deviation of the scores of the respondent within each group:

Table 3.1

Standard Deviation of the Scores

Meaning	Interpretation
1.00 – 1.50 means	The least satisfactory
1.51 – 2.50 means	Less satisfactory
2.51 – 3.50 means	Average satisfactory
3.51 – 4.50 means	More satisfactory
4.51 – 5.00 means	The most satisfactory

Mean ($\overline{x}$) (Srisa-ard. 2002 : 105).

$$\overline{x} = \frac{\sum x}{N}$$

$\overline{x}$ = Mean

$\sum x$ = Total scores in group

N   = Number of scores in group

3.4.2.4 A five point Likert scale was used to score the levels of the

English need, English use, and problems for English use by staff members at the

Elephant Study Center based on the following criteria (Nunan. 1996):

Table 3.2

A Five Point Likert Scale

Scale	Use	Problem	need	Mean range
5	Very frequent use	Very serious problem	Very strong need	4.50-5.00
4	Frequent use	Serious problem	Strong need	3.50-4.49
3	Moderate use	Not serious problem	Moderate need	2.50-3.49
2	Little use	Slight problem	Little need	1.50-2.49

3.4.2.5 Weighted Scores were used to rank the problems and general

background of staff members at the Elephant Study Center concerning the skills and

language ability. A specific weight, as illustrated below, was assigned for each

specific rank:

Table 3.3

Weighted Scores

Rank	Weighting Scores
1	4
2	3
3	2
4	1

3.4.2.6 Independent samples t - test was used to compare of English

skills needs among staff members at The Elephant Study Centre working in different

situations when there were statistical differences among the groups. The post-hoc

comparison allowed the researcher to see exactly where the differences occurred.

Srisa-ard. 2002 : 112).

$$ t = \frac{\sum D}{\sqrt{\dfrac{n\sum D^2 - \left(\sum D\right)^2}{(n-1)}}} $$

t   = Statistical index used to compare with critical index to

find out a significant difference

D = Different result of minus between a pair of scores

n   = Number of samples or a pair of scores

3.4.2.7 One-way Analysis of Variance (ANOVA) was used to

investigate the differences in English skill needs among staff members at the Elephant

Study Centre. A level of significance of each comparison was significant set at 0.05,

Therefore, if the observed significance level was 0.05 or less, the comparisons were

rejected. This means there were significance differences among needs of staff

members at The Elephant Study Centre working in each position.

3.5 Summary of the Chapter

In summary, this present study had offered details on a research procedure,

methods of data collection and data analysis. It was conducted with staff at the

Elephant Study Centre in Krapho Village. The methods of data collection were

naturally occurring situations. The results of the data analyses will be shown in the

following chapter.

CHAPTER 4
RESULTS OF THE STUDY

This chapter presents information derived from the data collected on the staff members working at The Elephant Study Centre in Surin Province. Each answer is based on the data obtained by using the questionnaires administered to the all staff members and foreign tourists. The research questions served as a framework for the presentation of the results of the study. In addition, the information collected from the questionnaire was coded and analyzed using an SPSS program for data processing. The analyses are presented in six parts as follows:

4.1 General information on participants

4.2 Problems pertaining to English skills used by staff members at the Elephant Study Centre in Surin Province.

4.3 Needs related to English skills used by staff members at the Elephant Study Centre in Surin Province.

4.4 Comparison of needs of English skills of the staff members at the Elephant Study Centre in Surin Province according to status, gender and education.

4.5 Comparison of problems related to English skills of staff members at the Elephant Study Centre in Surin Province according to status, gender and education.

4.6 Summary of the Chapter

4.1 General Information of Participants

This part of the study reports demographic data, English background, and English usage in routine work for the foreign tourists and staff members at the Elephant Study Centre. The information reflects the background of the staff members.

4.1.1 Demographic Data

The results in this section indicate general information concerning demographic data related to the gender, age, educational level, and working duration at the current positions of staff members at the Elephant Study Centre in Surin Province. The results are shown as follows:

Table 4.1

Frequency and Percentage of Demographic Information of the Participants

Information of the participants	Staff		Foreign Tourists	
	Frequency	Percentage	Frequency	Percentage
1. Gender				
1.1 Male	9	40.00	41	41.00
1.2 Female	6	60.00	59	59.00
Total	15	100.00	100	100.00
2. Age				
2.1 15 – 25	2	13.30	65	65.00
2.2 26 - 35	7	46.70	13	13.00
2.3 36 – 45	4	26.70	7	7.00
2.4 46- 55	2	13.30	12	12.00
2.5 56 – 65	-	-		
Total	15	100.00	97	97.00
3. Education Level				
3.1 Lower Bachelor's Degree	9	60.00	38	38.00
3.2 Bachelor's Degree	5	33.30	55	55.00
3.3 Master's Degree	1	6.7	7	7.00
Total	15	100.00	100	100.00

Table 4.1 (continued)

4. Duration of work		
4.1 0-5 years	7	46.70
4.2 6-10 years	5	33.30
4.3 11-15 years	2	13.30
4.4 More than 16 years	1	6.70
Total	**15**	**100.00**

Shown in Table 4.1 are the details pertaining to the gender, age, educational levels and years of work of the participants. In terms of gender, the minority of the staff members working at the Elephant Study Centre are female. Alternately, 60 % are male. Of the foreign tourists who traveled to the Elephant Study Centre in Surin Province, approximately 60 % are female. Conversely, 40 % are male. In terms of age, the majority of staff members working at the Elephant Study Centre in Surin Province are 26-35 years-old. The foreign tourists who travel to the Elephant Study Centre in Surin Province are a majority in the 15-55 years-old range.

In terms of educational level, it can be seen that most of the staff members working at Elephant Study Centre in Surin Province graduated with less than a Bachelor's degree or Bachelor's degree, at rates of 60 % and 33.3%, respectively. Moreover, there are some staff members that hold a Master's degree (6.7%). Most of the foreign tourists who traveled to the Elephant Study Centre in Surin Province had graduated with less than a Bachelor's degree or Bachelor's degree, at rates of 38 % and 55% respectively. In addition, some of them hold a Master's degree (7%).

In terms of duration of work, the majority of staff members working at the Elephant Study Centre had been working for 0-5 years (46.7%), 6-10 years (33.3%),

and 11-15 years (13.3%). Finally, 6.7% of the staff members had been working for more than 16 years.

4.2 English Knowledge Background

The results show the English knowledge backgrounds of staff members which were used to analyze the staff's capability to use their English. The analysis results are expected to fill the gap between present needs..

Table 4.2

English Knowledge Background

Information of the participants	Frequency	Percentage
1. English knowledge background		
1.1 0-3 years	11	73.30
1.2 7-10 years	2	13.30
1.3 More than years	2	13.30
Total	15	100.00
2. English Proficiency		
2.1 Excellent	1	6.70
2.2 Good	1	6.70
2.3 Average	3	20.00
2.4 Little	10	66.70
Total	15	100.00
3. English knowledge sufficient		
3.1 Yes	1	6.70
3.2 No	14	93.30
Total	15	100.00
4. English training courses		
4.1 Usually	1	6.70
4.2 Seldom	1	6.70

Table 4.2 (continued)

4.3 Sometimes	7	46.70
4.4 Never	6	40.00
Total	**15**	**100.00**

In terms of English learning experiences, with regard to the distribution of staff experience in learning English, most of the staff members who worked in the Elephant Study Centre had been studying English for less than 6 years. Furthermore, the other half of those had been studying English for 7-10 years or more than 10 years. The smallest group had been studying English for 0-6 years. Only the largest groups of staff members (73.3%) had been studying English for more than 6 years. Thus, it can be seen that the staff members have different backgrounds using the English language.

In terms of English proficiency, most of the staff members perceive themselves as having little English proficiency (66.7%). A minority of the staff members (20%) felt their English proficiency was average (20%), while only a very small number (6.7%) felt their abilities were either good or excellent.

In terms of English knowledge sufficiency, in order to investigate whether the staff members' proficiency with the English knowledge was enough to do their duties, we posed the question "Is the staff members' English Knowledge sufficient for their work?" The results show that the majority of the staff members (93.3%) felt that their English knowledge was not sufficient for fulfilling their duties

With regard to English-language training courses, since the English language is important for staff members working at the Elephant Study Centre, training course need to be considered to improve their language skills. We posed the question "Have

the staff members ever taken any English courses designed specifically for them?"
The results revealed that the majority of the staff members had taken English courses
designed specifically for them. However, it is interesting that 46.70% of the staff
members had, at sometime, taken an English course for their job, while 40% had
never taken any English courses.

4.3 The Quantity of English Usage in Routine Work

When it comes to the quantity of English usage in routine work for staff
members, the data are depicted in Table 4.3. Results reveal that when at work, the
staff members had frequent exposure to listening and speaking skills in English. Less
so for reading and writing.

Table 4.3

The Quantity of English Usage in Routine Work

English skills	X	S.D	Meaning
Listening	3.67	1.39	Frequent
Speaking	3.47	1.59	Frequent
Reading	2.93	1.53	Little
Writing	2.79	1.42	Little
Total	12.86	5.93	

Note: English skills use are measured by a 5-point Likert scale (1=not use,5=very frequent use)

We can see, therefore, that staff members at the Centre are called upon to use
their English-language skills in varying degree, depending upon whether it is reading,
speaking, listening, or writing.

4.4 Listening Skill Usage

Table 4.4

Quantity of English Listening Skill Use

Situation	X	S.D.	Meaning
Conversation	3.73	1.43	Frequent use
Information of tourism	3.40	1.29	Moderate use
Information of tourists attraction	3.00	1.36	Moderate use
Information of elephant show	3.00	1.41	Moderate use
Information of the elephant	2.27	1.33	Moderate use
Total	**15.40**	**6.82**	

As shown in Table 4.4, staff members working at the Study Centre in Surin have a frequent need to employ listening skills when engaged in conversation, but only a moderate need when engaged in certain other activities.

4.5 Speaking Skill Usage

Table 4.5

Quantity of English Speaking Skill Use

Situation	X	S.D.	Meaning
Conversation	3.47	1.50	Moderate use
Giving information of tourists attraction	3.47	1.55	Moderate use
Giving information of Elephant Study Center	3.33	1.54	Moderate use
Giving direction	3.27	1.38	Moderate use
giving offering help	3.27	1.38	Moderate use
Giving information of the elephant show	2.93	1.53	Moderate use
Total	**19.74**	**8.88**	

As shown in Table 4.5, no matter what the criteria, respondents signaled only moderate use of English during the course of their duties. On the other hand, the staff members working at the Elephant Study Centre in Surin Province employ moderate use of their speaking skills in different activities when dealing with foreign tourists.

4.6 Reading Skill Usage

Table 4.6

Quantity of English Reading Skill Use

Situation	X	S.D.	Meaning
Map	3.00	1.13	Moderate use
The document of tourism	3.40	1.29	Moderate use
Text from internet	3.13	1.40	Moderate use
Magazine	3.87	1.40	Frequent use
Total	13.40	5.22	

According to Table 4.6, the staff members working at the Elephant Study Centre generally do not use, or use only slightly, the skills needed for English reading.

4.7 Writing Skill Usage

Table 4.7

Quantity of English Writing Skill Use

Situation	X	S.D.	Meaning
Problem from the office document	3.40	1.29	Moderate use
The information of the elephant	3.13	1.40	Moderate use
E-Mail writing	2.87	1.40	Moderate use
Total	9.40	4.09	

As illustrated in Table 4.7, all staff members working at the Elephant Study Centre moderately use English writing skills in their jobs. It is also shown that this moderate usage extends across all three areas looked at. Therefore, it can be concluded that job descriptions do not significantly affect English writing skills when performing daily duties.

4.2 Problems on English Skills for Communication

This section examines the data relevant to the research question: "What kinds of problem in English use are encountered by the staff members when communicating with foreign tourists or doing their jobs, and to what extent?" The results are shown as follows:

4.8   English Skill Problems

Table 4.8

Problems with the Four Skills in English Use

Skills	Staff			Foreign tourists		
	Frequency	Percentage	Rang	Frequency	Percentage	Rank
Listening	4	26.7	2	36	36.0	2
Speaking	6	40.0	1	43	43.0	1
Writing	1	13.3	4	6	6.0	4
Reading	3	20.0	3	27	27.0	3
Total	15	100		100	100	

When asked to rank their English skills, both the foreign tourists and staff members will rank the problems they experience in each of the four skills sets as illustrated in Table 4.8. It can be seen that the majority of staff members find speaking skills to be the most problematic, followed by listening skill problems. Put another

way, it is found that reading and writing skills are less problematic for the staff

members working at the Elephant Study Centre in Surin Province.

4.9 Problems in English Use When Communicating With Foreign Tourists

Table 4.9

Problems in English Use When Communicating with Foreign Tourists

Skills	Staff			Foreign tourists		
	Frequency	Percentage	Rang	Frequency	Percentage	Rank
Listening	6	40.00	1	26	36.00	2
Speaking	4	26.70	2	43	43.00	1
Writing	4	26.70	3	20	6.00	4
Reading	1	13.30	4	11	27.00	3
Total	15	100.00		100.00	100.00	

This section describes the results of research questions concerning the problems

of the foreign tourists, and staff members when they are involved in communication

with one another. The results are shown as table 4.9, and show that that the most

problematic areas of English usage when communicating with foreign tourists are

listening, speaking, reading and writing as follows.

4.10 The Problems Found in Working Situations

Table 4.10

The Problems Found in Working Situations

Skills	Staffs		Foreign Tourists	
	Frequency	Percentage	Frequency	percentage
Giving information	-	-	3	3.00
Giving information of Elephant Study center	-	-	2	2.00
Giving information of elephant show	9	73.30	57	57.00

Table 4.10 (continued)

Situation				
Telephone conversation	-	-	-	-
Giving direction	-	-	3	3.00
Giving information of the elephant	-	-	23	23.00
E-Mail writing	-	-	-	-
Giving information of the activities in the Elephant Study center	6	26.70	12	12.00
E-Mall writing	-	-	-	-
Total	**15**	**100.00**	**100**	**100.00**

As shown in Table 4.10, it is found in that almost all situations there are not considered serious problems for the foreign tourists and staff members working at the Elephant Study Centre.

4.11 Problem in English Use of Staff When Communicate

Table 4.11

Problem in English Use of Staff When Communicate

Situation	Staff			Foreign Tourists		
	X	S.D.	Meaning	X	S.D.	Meaning
You cannot communicate with foreign tourists	3.53	1.42	Serious problem	2.88	1.61	Not serious problem
You cannot communicate with foreign tourists on telephone	3.80	1.47	Serious problem	2.87	1.38	Not serious problem
You do not understand gesture of foreign tourists	3.13	1.45	Not serious problem	-	-	-
You do not understand foreign accent	3.40	1.24	Serious problem	3.35	1.14	Not serious problem
You do not understand and do not respond in English	3.27	1.22	Not serious problem	2.91	1.12	Not serious problem

Table 4.11 (continued)

You understand but do not respond in English	3.47	1.24	Not serious problem	3.35	1.37	Not serious problem
You cannot make the foreign tourists understand	3.47	1.24	Not serious problem	-	-	-
You embarrass to speak English	3.47	1.59	Not serious problem	3.24	1.63	Not serious problem
You cannot understand when listening to number: address, currency	2.93	1.58	Not serious problem	-	-	-
You do not know vocabulary	3.53	1.58	Serious problem	-	-	-
You use inappropriate word	3.60	1.45	Serious problem	-	-	-
Total	**37.6**	**15.48**		**18.60**	**8.24**	

As shown in Table 4.11, staff members were asked to rate the seriousness of communications problems with visitors based on various scenarios such as being embarrassed to speak English, not understanding foreign accents, and so forth. Under these ten scenarios, 4 were found to be a serious problem, the remaining six, not a serious problem. In the same table, we see response by foreigners to six scenarios. Of these, none were considered as being serious.

The staff being unable to understand foreign accents, or having difficulty communicating with foreign tourists are considered to serious problems for staff members. Moreover, they also have a few other moderate problems when they do not understand and do not respond in English. Even if they understand, they may not be capable of responding in English. And, a few of cannot understand when listening to

numbers. Other than this, they regard the other situations presented in Table 4.11 as being less problematic.

4.12 Summary of Problems in English Use of Staff When Communication with Foreign Tourists

Table 4.12

Summary of Problem in English Use of Staff When Communication with Foreign Tourists

Situation	X	S.D.
You cannot communicate with foreign tourists	3.53	1.42
You cannot communicate with foreign tourists on telephone	3.80	1.47
You do not understand gesture of foreign tourists	3.13	1.45
You do not understand foreign accent	3.40	1.24
You do not understand and do not respond in English	3.27	1.22
You understand but do not respond in English	3.47	1.24
You cannot make the foreign tourists understand	3.47	1.24
You embarrass to speak English	3.47	1.59
You cannot clear when listening to number: address, currency	2.93	1.58
You do not know vocabulary	3.53	1.58
You use inappropriate word	3.60	1.45
Total	**37.60**	**15.48**

In ten out of eleven problems as shown in Table 4.12, when engaged in their job duties, there are problems for staff members when it comes to being unable to communicate with foreign tourists face to face, being unable to communicate with

foreign tourists on the telephone, being unable to listen to foreign accents, being unable to understand and respond to foreign tourists, being able to understand but not respond in English, being unable to listen to numbers such as telephone numbers and problems using inappropriate words.

4.13 Solutions to Problems

Table 4.13

Staff's Solution to the Problems

Solution to the Problems	X	S.D.	Meaning
Using gesture	3.60	1.05	Frequent use
Asking for help from other staff	3.33	1.11	Moderate use
Asking for help from interpreters	2.93	1.48	Moderate use
Avoiding answering questions	2.71	1.39	Moderate use
Total	12.57	5.03	

Note : Staff's solution to the problem are measured by a 5- point Likert scale(1=No need, 5=Very strong need)

The following discusses the findings concerning solutions to the problems of English-speaking for the staff members at the Elephant Study Centre in Surin Province. According to Table 4.13, it seems that the staff members have used various solutions to solve their problems. The staff frequently uses gesture to handle the problems, it is also interesting to see that the staff do not frequently ask for help from other staff, but they moderately ask for help from interpreters instead. Finally, it is evident that the staff moderately avoid answering questions when they have problems.

On the other hand, when they are unable to understand the gestures of foreign tourists, they are like their co-workers in that all staff members equally encounter this problem. Therefore, it can be concluded that job descriptions do not lead to problems of the staff members when it comes to being unable to understand the gesture of foreign tourists.

4.3 Needs on English Skills for Staff Members

This section consists of four parts discussing the respondents' responses when asked to indicate their needs in practicing the four English skills, and using a 5-point Likert scale. The mean scores of the activities are also used to determine the order of need. The higher the mean score, the higher the need for the activity.

4.14 Needs to Improve Four English Skills

Table 4.14

Rank of Needs to Improve Four English Skills

Skills	Staff			Foreign tourists		
	Frequency	Percentage	Rank	Frequency	Percentage	Rank
Listening	6	40.00	1	26	36.00	2
Speaking	4	26.70	2	43	43.00	1
Writing	4	26.70	3	20	6.00	4
Reading	1	13.30	4	11	27.00	3
Total	15	100.00		100	100.00	

As illustrated in Table 4.14, it was found that the foreign tourists and staff members working at the Elephant Study Centre need to improve their listening skills first, followed by speaking skills. It is worth noting that reading and writing skills are

ranked as third and fourth respectively by all staff members. Put another way, all staff members rank listening skills as the skill they need to improve the most, followed by speaking, writing and reading.

4.15 Needs of Listening Skill

Table 4.15

Needs of Listening Skills

Needs to Improve	x	S.D	Meaning
General conversation	4.13	1.42	Strong need
Accent	3.93	1.38	Strong need
Question	3.93	1.22	Strong need
Telephone conversation	3.80	1.3	Strong need
Total	**15.79**	**5.32**	

Note : Need of listening skill are measured by a 5- point Likert scale(1=No need, 5=Very strong need)

As shown in Table 4.15, all staff members strongly need to practice their listening skill with concentration on general conversations, accents, understanding questions, and telephone conversations. We can see there is little variation in the different parameters when it comes to the need to improve their English. In all cases, it is strongly needed, with only slight differences in the measures ascertained. Put another way, all staff members need to practice listening skills on these four aspects.

Therefore, it can be concluded that job descriptions do not affect the need of staff in practicing listening skill when it comes to general conversations, accents, questions and telephone conversations.

4.16 Needs of Speaking Skill

Table 4.16

Needs of Speaking Skills

Needs to Improve	$\overline{x}$	S.D	Meaning
General conversation	3.87	1.30	Strong need
Asking-answering the question	3.87	1.30	Strong need
Speak like native speaker	3.93	1.38	Strong need
Practice giving information of elephant show	3.60	1.35	Strong need
Practice giving information of Elephant Study Center	3.80	1.42	Strong need
Practice giving information of activities in Elephant Study Center	3.80	1.32	Strong need
Practice giving information of tourists attraction in Surin	3.67	1.17	Strong need
Total	26.54	9.24	

Note : Need of speaking skill are measured by a 5- point Likert scale(1=No need, 5=Very strong need)

From the information in Table 4.16, it can be seen that in all seven of the various factors under investigation, the staff members were found to have a strong need for improvement. Additionally, there was found to be little difference in the levels to which help was needed.

From the open-ended items in the questionnaire, they also need to speak English to communicate with staff members in different situations such as greetings, welcoming, giving information about the locations of interesting places, giving

directions, explaining situations, asking about investigating a situation, making inquiries, and so on.

4.17 Needs of Reading Skill

Table 4.17

Needs of Reading Skills

Needs to Improve	$\bar{x}$	S.D	Meaning
Guessing the meaning of vocabulary	3.73	1.22	Strong need
Scanning information	3.67	1.34	Strong need
Skimming information	3.73	1.22	Strong need
Total	11.13	3.78	

Note : Need of reading skill are measured by a 5- point Likert scale(1=No need, 5=Very strong need)

As illustrated in Table 4.17, most of the staff members strongly needs to practice reading skill although that may not be as strongly needed as listening and speaking skills. Weaknesses are particularly noticed for reading skill requiring scanning information and skimming for main ideas.

It can be concluded that job descriptions significantly affect the need to practice skimming for main ideas by the staff members.

4.18 Needs of Writing Skill

Table 4.18

Needs of Writing Skills

Needs to Improve	x	S.D	Meaning
Practice writing the information of tourists attraction in Surin	3.73	1.16	Strong need
Practice writing the information of activities in Elephant Study Center	3.80	1.20	Strong need
Total	7.53	2.36	

Note : Need of writing skill are measured by a 5- point Likert scale(1=No need, 5=Very strong need)

The findings shown in Table 4.18 indicate that all of the staff members strongly need to practice both aspects of their writing skills; practice writing information on tourists attractions in Surin and practice writing information on activities at the Elephant Study Centre.

4.4 Comparison of Needs on English Skills

A comparison of needs about English skills of the staff members at the Elephant Study Centre classified by status, gender and education.This part describes the comparison of needs pertaining to English skills of staff members at the Elephant Study Centre in Surin Province classified by status, gender and education. Table 4.19 looks at needs on English skills as shown below:

4.19 Comparison of Needs on English Skills Classified by Status, Gender, Education

Table 4.19

Comparison of Needs on English Skills Classified by Status, Gender, Education

Skills	Listening		Speaking		Writing		Reading	
	F	P	F	P	F	P	F	P
Gender	11.18	0.00	0.99	0.43	0.46	0.72	2.33	0.13
Status	5.13	0.02	0.92	0.47	1.16	0.37	2.11	0.11
Education	1.01	0.43	0.84	0.50	1.42	0.29	2.26	0.14
Total			-	-		-		-

When using the F-test to compares needs about English skills of staff members, if there are statistical differences on the usage of four skills among the staff who are working at the Elephant Study Centre, it has been found that the use of the four skills shows statistically significant differences as can be seen from the mean scores of groups whose significance level (P-value) are less than 0.05.

Shown in Table 4.19, we see the comparative needs relating to English skills of staff members at the Elephant Study Centre classified by status, gender and education. The findings indicate that the highest needs level was related to speaking and listening skills, followed by reading and writing, respectively. However, there were no statistically significant differences among needs for the four different skills. This means that staff members needs reading and writing skills in the same way as their more serious problems with listening and speaking.

4.5 Comparison of Ploblems on English Skills

Comparison of problems related to English skills of staff members at the Elephant Study Centre in Surin Province classified by status, gender and education.

This part describes a comparison of problems related to English skills of staff members at the Elephant Study Centre in Surin Province classified by status, gender and education. Table 4.20 reveals the problems about English as shown below:

4.20 Comparison of Problems on English Skills Classified by Status, Gender, education

Table 4.20

Comparison of Problems on English Skills Classified by Status, Gender, Education.

Skills	Listening		Speaking		Writing		Reading	
	F	P	F	P	F	P	F	P
Gender	4.58	0.03	0.99	0.43	1.22	0.35	2.33	0.13
Status	2.15	0.15	0.92	0.47	2.60	0.101	2.60	0.11
Education	0.62	0.61	0.84	0.50	2.26	0.14	2.25	0.14
Total	-		-		-		-	

When using the F-test to compare problems of the English skills for staff members, when there are statistical differences on the usage of the four skills among the staff members who are working at the Elephant Study Centre, it is found that the uses of the four skills show statistically significant differences as can be seen from the mean scores of groups whose significant level (P-value) are less than 0.05.

As shown in Table 4.20 concerns a comparison of the problems with English skills for the staff members at the Study Centre as classified by status, gender and education. The findings indicate that the greatest number of problems resulted

from speaking and listening skills, followed by reading and writing, respectively. However, there were no statistically significant differences among the four different skills. This means that staff members' problems are reading and writing skills in the same way.

4.6 Summary of the Chapter

To summarize, this chapter presented the findings from the data analyses. It examined needs and problems which had occurred. In the next chapter, the findings presented in Chapter Four will be concluded and discussed.

The questionnaires addressed the challenges faced by staff members working at the Elephant Study Centre. The respondents were all staff members, aged 26-35 years, with less than a Bachelor's degree, Bachelor's degree and Master's degrees, with one to sixteen years of work experience. In general, respondents rated their English skills as fair to poor. English was required, most commonly in the areas of listening and speaking, and less commonly reading or writing. Detailed scenario questions indicated that many of the problems that were identified occurred at least occasionally.

Interviews were also conducted with the participants in order to identify the needs of the participants. In general, participants experienced only occasional difficulties with English in their work, although more complex interactions (like giving information on the Elephant Study Centre or giving information of activities in the Centre) were much more challenging. However, most participants did also see that English listening and speaking skills are important for their work. Most indicated they would be willing to have English documents for the Elephant Study Centre if they

were offered. Some suggestions included learning new vocabulary, skills

development, and basic conversational skills.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter presents a discussion and recommendations based on the findings of this research. The main points of interest revealed by the findings in the previous chapter will be discussed in detail in this chapter. Implications of the study as well as recommendations for organizing and improving the needs of English for staff members are also provided in the last section of the chapter.

5.1 Summary of the Findings

This study focused on four main points: 1) Problems relating to the level of English skills for staff members at the Elephant Study Centre in Surin Province; 2) the needs relating to English skills for staff members at the Centre; 3) a comparison of needs relating to the English skills of staff at the Centre by status, gender and education; and 4) a comparison of problems with regard to the English skills of staff members at the Elephant Study Centre by status, gender and education.

The data were produced by one-hundred foreign tourists as well as 15 staff members who either visited or worked at the Elephant Study Centre. The data were collected by questionnaire. After the questionnaires were completed, the researcher tabulated, quantified and compared the main discourse components among each type. Frequency was chosen as the primary endpoint of this study. This research found that English language skills are critical for the work of staff members at the Elephant Study Centre in Surin Province in Thailand.

The findings indicate that all staff members strongly need help in all four English-language skills (listening, speaking, reading and writing). Listening is the most important. The results from the F-test find that there are no significant differences in the needs on English. They all realize the importance English and need to improve all four English skills. However, in certain areas of English, there are significant differences in their needs such as skimming for main ideas in the vocabulary.

When considering the problems of English for staff members at the Elephant Study Centre, listening was the most serious problem. Using inappropriate English vocabulary, having an inadequate vocabulary, and being unable to understand foreign accents are also regarded as the crucial problems.

Based on the findings, it is recommended that staff members at the Elephant Study Centre have a number of needs and problems which need to be addressed. The greatest problems appear to arise in the areas of listening and speaking. This is not surprising. Issues of reading and writing do not have the immediacy of an ongoing conversation, and of course, do not involve accents, gestures of anything which might cause embarrassment. One of the outcomes hoped for as a result of the present research will be an impetus towards producing some handbook or learning text for the staff.

5.2 Discussion of the Main Findings

In this section, the first part discusses English usage; problems, and the needs related to the English-language skill levels of the staff members. A discussion of the results will be presented as follows:

5.2.1 English Usage

Since all staff members are responsible for giving information about the Elephant Study Centre and information on activities at the Centre to foreign tourists, they have to use English as the medium of communication. They are more often called upon to use listening and speaking skills rather than reading and writing skills.

In fact, speaking and listening need to be considered together as the staff members speaks with foreign tourists as much as they listen to them. However, reading is ranked with moderate use of English by all of staff members. As for writing, it is ranked with little use only. The staff members do not have to write anything in English. However, they sometimes use English to write E-mails or letters to contact foreign tourists.

Lastly, most of the staff members rarely use translations and interpretations. They can request the translators and interpreters to assist them when they are at the work place although they sometimes act as interpreters when giving out information on tourist attractions. When the staff members encounters problems of communication, they can ask for help from the translators and interpreters.

5.2.2 Problems about English Skills

It is generally accepted that English is not widely spoken in Thailand with the exception of some of the larger cities, or in tourist areas where foreign tourism necessitates at least a "passable" degree of English literacy. There can be little doubt that English is the most commonly used language of tourists and travelers worldwide. In many parts of the world, including Thailand, (Prachanant. 2006). Nevertheless, most Thai people rarely use English in their daily lives especially listening and

speaking, which is considered as a very serious problem. They cannot listen to or speak English well; either face-to-face and on the telephone (Meemark. 2002).

As Tubtimtong (1993) states, these interactive and productive skills are difficult to fulfill due to the fact that the medium of instruction of all subjects at all level is in Thai, which is not conductive to the development of foreign language competence and capacity.

In conclusion, listening is regarded as the main problem of the majority of the staff members followed by speaking, writing, and reading, respectively. Other important problems among the majority of the staff members are using inappropriate words, not knowing the vocabulary, and being unable to understand foreign accents. This is because not all of foreign tourists use English in the same manner. Some may use English as a native-speaker, while others use English little or cannot use English at all. It is possible that the staff members cannot understand and listen to a variety of accents accurately. Of course, even among native-speakers of English there are wide variations in accent depending upon where the speaker was raised. Finally, the staff members find reading and writing less problematic, as they sometimes read and write English.

As Sucompa (1998) noted, because Thai people are generous, modest, peaceful, and helpful, whenever the staff encounters problems concerning communication with foreigners, they themselves must seek ways to solve the problem by using gestures first or by asking the foreigners to write down what they need. Unless mutual understanding is achieved, they have to ask for help from interpreters later on. In addition, any staff members will not avoid answering questions or helping

the tourists. Thus, they will have to attempt to assist the foreign tourists with whatever language resources they have.

In summary, the staff members are generally well-prepared to carry out their duties whilst bearing in mind the nature of their relationships with those with whom they interact; a kind of host-guest relationship. That is, to be ready to serve and assist tourists with a service-oriented mind, hospitality, generosity and fairness.

5.2.3 Needs of English Skills

What we can deduce from the information related in the previous chapter is that, ideally, all staff members really need to practice their four English skills, whether or not their duties involve interaction with foreign tourists. The staff members, no matter their gender, age, educational level, work experience, and/or with or without an English knowledge background perceive that their own English-language proficiency is not sufficient for their duties and they need to improve their skills.

For listening, they believe the highest priority is to practice listening skills based on general conversations since this is most common when communicating with foreign tourists. Practicing listening to improve comprehension of differing accents is another area that they indicate is in strong need of improvement. Therefore, the staff members needs frequent exposure to a variety of different accents of the native-speakers.

In addition, the staff members who participated in the present study were also specific about their need to improve their abilities when listening to questions personally, or via telephone conversation. In particular, the staff members strongly felt a need to practice speaking as much as they needed to practice listening. They

especially needed to practice conversations with foreigners in realistic situations as if they were engaged in performing their work duties.

Reading is considered another area where the staff members felt there was room for improvement. The staff members placed an emphasis on practicing skimming for main ideas when they need to read about tourist attractions in Thailand. They also need to practice reading for understanding and scanning information. Finally, they needed greater skill in deducing meaning in written media. In spite of the staff members not strongly needing to practice their writing skills as much as other skills, listening is considered the most important skill for them. All staff members equally need to practice their writing skills in two areas; that is, writing messages, or writing E-mails to contact foreign tourists.

The staff members also place importance on learning vocabulary. An expanded vocabulary is essential to good. If the speaker does not recognize the meaning of the key words used by those who address them, they will be unable to properly engage in conversation. Consequently, vocabulary is obviously important in language communication; it is an important part in learning a foreign language. Although all staff strongly needs to practice English vocabulary, sometimes when the staff members communicate with foreign tourists outside their workplace, they have to translate information for the foreign tourists both from Thai to English and English to Thai by themselves.

5.3 Implications of the Findings

Based on the findings of the study, it is suggested that English documents for staff members should be revised in accordance with the needs of the staff members who must use English in their job; communicating with foreign tourists who seek a certain form of assistance from them. The findings of this study showed that the most needed skill for staff members at the Elephant Study Centre was related to listening and speaking.

In this study, the needs and problems also have a close relationship. Consequently, practitioners of a foreign language such as English, should have not only vocabulary study, but also a familiarity with the nuances of various accents. The staff members should understand how structures are used in real life interaction, especially in vocabulary.

In conclusion, the researcher hopes that the present study will help to clarify the nature of the problems experienced by staff members working at the Elephant Study Centre; particularly the needs and problems concerning English. It is hoped that the work achieved here will be an important first step in creating changes in the process of teaching and learning as well as doing research in the field of English.

5.4 Suggestions for Future Study

There are some limitations in this research process. In order to gain a better insight into the problems of English at the Elephant Study Centre in Surin Province, suggestions for further research are offered as follows:

5.4.1 This research is not limited only in terms of the number of staff members participants, but also in terms of the instruments used. Future researcher

should add more participants and should include other measurements, such as English

information and English Handbook of the Elephant Study Centre in Surin Province.

     5.4.2 The present study will be effective if future research analyzes the needs

and problems related to English skills in terms of other parameters, for example,

nationality, education, native and non- native English speakers, etc.

     5.4.3 This study was conducted with the foreign tourists and staff members at

The Elephant Study Centre in Surin Province Thailand. Further studies can be carried

in other areas and using other methods of research.

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APPENDIX A

The Formal Letter
The Letter for Asking Permission to Collect the Research
Data

ที่ ศธ

บัณฑิตวิทยาลัย
มหาวิทยาลัยราชภัฏบุรีรัมย์
อ. เมือง จ.บุรีรัมย์ ๓๑๐๐๐

๒๖ ธันวาคม ๒๕๕๖

เรื่อง ขอความอนุเคราะห์แจกแบบสอบถาม

เรียน หัวหน้าศูนย์คชศึกษา จังหวัดสุรินทร์

      ด้วย นายนาวี รับพรนักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชา
ภาษาอังกฤษ มหาวิทยาลัยราชภัฏบุรีรัมย์ กำลังศึกษาและทำวิทยานิพนธ์ เรื่อง ความต้องการและปัญหา
การใช้ทักษะภาษาอังกฤษสำหรับเจ้าหน้าที่ที่ศูนย์คชศึกษาในจังหวัดสุรินทร์ โดยมีผู้ช่วยศาสตราจารย์
ดร.นวมินทร์ ประชานันท์ เป็นที่ปรึกษาหลัก โดยการนี้นักศึกษามีความประสงค์เก็บรวบรวมข้อมูล
โดยการแจกแบบสอบถามผู้เกี่ยวข้องในการศึกษาวิจัยดังกล่าว จึงขอความอนุเคราะห์อนุญาตให้
นักศึกษาเข้าเก็บข้อมูลในหน่วยงานของท่านด้วย

      มหาวิทยาลัยราชภัฏบุรีรัมย์ หวังเป็นอย่างยิ่งว่าคงได้รับความอนุเคราะห์จากท่าน และ
ขอขอบคุณมา ณ โอกาสนี้

<div align="center">

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.สุเทียบ ละอองทอง)
คณบดีบัณฑิตวิทยาลัย

</div>

บัณฑิตวิทยาลัย
โทร ๐๔๔๖๑ ๑๒๒๑, ๐๔๔๖๐ ๑๖๓๖ ต่อ ๓๙๐๖
โทรสาร ๐๔๔๖๑ ๒๘๕๙

APPENDIX B

The Letters For Experts

The Letter Requesting to be the Expert for the Research Instruments

No.

Buriram Rajabhat
University Jira Road,
Amphur Muang,
Buriram 31000,
THAILAND

26 December, 2013

Dear Asst.Pro.Dr.Sittichai Sa-am,

Subject: Requesting to be the Expert for the Research Instruments

    Buriram Rajabhat University (BRU) presents its complement
Asst.Pro.Dr.Sittichai Sa-iam,, the Lecture of Foreign Language, Chiang Mai Rajabhat
University to be the expert for the research instruments. I would like to inform you
that Mr.Navy Ruppawn, a student studying in Master of Arts Program in English at
BRU, is conducting the research, entitled **"Needs and Problems on English Skills
for Staff Members at the Elephant Study Center in Surin Province"**, under the
supervision of Assistant Professor Dr.Nawamint Prachanant, Chairperson of the
Thesis.

    In this regard, BRU strongly believes in your kindness to be the expert for
giving suggestions in her research instruments.

    Thank you very much for your cooperation.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-
ongthong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax 0 4461 2858

No.

Buriram Rajabhat University

Jira Road, Amphur Muang,

Buriram 31000, THAILAND

26 December, 2013

Dear Dr.Jongkit Wongphinit,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement Dear Dr.Jongkit Wongphinit, the Head of Foreign Language, Surindra Rajabhat University to be the expert for the research instruments. I would like to inform you that Mr.Navy Ruppawn , a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled **"Needs and Problems on English Skills for Staff Members at the Elephant Study Center in Surin Province"**, under the supervision of Assistant Professor Dr.Nawamint Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-
ongthong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0 446 1616 ext. 3806
Fax 0 4461 2858

No.

Buriram Rajabhat University
Jira Road, Amphur Muang,
Buriram 31000, THAILAND

26 December, 2013

Dear Dr.Surachai Piyanookool

Subject: Requesting to be the Expert for the Research Instruments

    Buriram Rajabhat University (BRU) presents its complement Dear Dr.Surachai Piyanookool, the Lecturer of Foreign Language, Burirum Rajabhat University to be the expert for the research instruments. I would like to inform you that Mr.Navy Ruppawn , a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled **"Needs and Problems on English Skills for Staff Members at the Elephant Study Center in Surin Province"**, under the supervision of Assistant Professor Dr. Nawamint Prachanant, Chairperson of the Thesis.

    In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

    Thank you very much for your cooperation.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-
ongthong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0 446 1616 ext. 3806
Fax 0 4461 2858

APPENDIX C

QUESTIONNAIRE

(ENGLISH AND THAI VERSION)

Appendix

Buriram Rajabhat University

Survey Objective: The purposes of the study are to investigate the problems and needs of English for staff at the Elephant Study Center. The results are expected to benefit course designers English language educators in producing, revising or developing effective English handbook to respond to the needs of staff members at the Elephant Study Center.

This is a part of a Master's Degree Thesis in the English program at Buriram Rajabhat University. Your responses are important to the success of the study. Please answer every question accurately. Your responses will be kept strictly confidential and will serve only for the purposes of this study

This questionnaire is divided into three parts:

Part 1 deal with general information of the sampled.

Part 2 deal with the quantity in English use that the staff members encounters.

Part 3 deal with the problems in English use that staff members encounters.

Part 4 deal with the needs On English use that staff members encounters.

Part 1 : General Information

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1. Sex

   ( ) Male   ( ) Female

2. Age

   ( ) 15-25   ( ) 26-35   ( ) 36-45

   ( ) 46-55   ( ) 56-60

   ( ) More than 60 year old _____

3. Educational level

    ( ) Lower than Bachelor's Degree

    ( ) Bachelor's Degree

    ( ) Master's Degree

    ( ) Other_____

4. Marital status

    ( ) Single   ( ) Married

    ( ) Divorce/Separated   ( ) Widowed

5. How long have you been working at the Elephant study center?

    ( ) 1   ( ) 2   ( ) 3   ( ) More than 4_____

6. How long have you been studying English?

    ( ) 1-3 years   ( ) 4-6 years   ( ) 7-10   ( ) More than 10 year

7. How is your English proficiency?

    ( ) Excellent   ( ) Good   ( ) Average   ( ) Little

8. Is your English knowledge sufficient for your work?

    ( ) Yes   ( ) No

9. Have you ever taken any English courses?

    ( ) Often   ( ) Usually   ( ) Sometime ( ) Never

10. Which English skills do you want to enhance?

    ( ) Conversation   ( ) Reading   ( )   writing

    ( ) Grammar   ( ) Others

Part 2: The Quantity of English Use of staff members

Direction: Please fill the number 1 to 5 in the blanks by ranking the responses based on its importance in your opinion. Each number represents:

(1 = very frequency use, 2 = frequency use, 3 = moderate use, 4 = little use, 5 = not use at all)

1. When you work, you have the quantity of English in the following English skills:

    1.1 Listening_____

    1.2 Speaking_____

    1.3 Writing_____

    1.4 Reading_____

2. Quantity of English Listening Skill Use

Situation	5	4	3	2	1
2.1 Conversation					
2.2 Information of tourism					
2.3 Information of tourists attraction					
2.4 Information of elephant show					
2.5 Information of the elephant					
2.6 Others					

3. Quantity of English Speaking Skill Use

Situation	5	4	3	2	1
3.1 Conversation					
3.2 Giving information of tourists attraction					
3.3 Giving information of Elephant Study Center					
3.4 Giving direction					
3.5 giving offering help					
3.6 Giving information of the elephant show					
3.7 Other					

4. Quantity of English Reading Skill Use

Situation	5	4	3	2	1
4.1 Map					
4.2 The document of tourism					
4.3 Text from internet					
4.4 Magazine					
4.5 Others					

5. Quantity of English writing Skill Use

Situation	5	4	3	2	1
5.1 Problem from the office document					
5.2 The information of the elephant					
5.3 E-Mail writing					
5.4 Others					

Part 3: The Problems in English Use of staff members

Direction: Please fill the number 1 to 4 in the blanks by ranking the responses based on its importance in your opinion. Each number represents:

(1 = very serious problem, 2 = serious problem, 3 = not serious problem, 4 = least serious problem)

1. When you visit, you have the problem in the following English skills:

      1.1 Listening_____

      1.2 Speaking_____

      1.3 Writing_____

      1.4 Reading_____

2. When communicating with staff members, you have the problems in the following English skills:

      2.1 Listening_____

      2.2 Speaking_____

      2.3 Writing_____

      2.4 Reading_____

Direction: Please ✓ in the ( ) indicate your opinions concerning your problems with English use. More than one answer is acceptable.

3. While you're visiting, you have the problems in the following situations:

      ( ) Giving information

      ( ) Giving direction

      ( ) Describing place

( ) Giving elephant's information

( ) Describing elephant show

( ) Describing activities of the Elephant Study Center

( ) Telephone conversation

( ) Others

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

Direction : Please indicate the degree of seriousness of the problems in English use of staff members by checking in the column based on the actual information.

5 = Very serious problem

4 = Serious problem

3 = Not serious problem

2 = Slight problem

1 = No problem at all

4. When communicating with staff members at the Elephant Study Center, to what extent do you have the problems in the following situations:

Situation	5	4	3	2	1
4.1 You cannot communicate with staff members face to face					

	5	4	3	2	1
4.2 You do not understand the gesture of staff members					
4.3 You do not understand the Thai accent.					
4.4 You do not understand and cannot respond to staff					
4.5 The staff cannot make you understand the situation.					
4.6 The staff members embarrass to speak					
4.7 Others_____					

5. When you have the problem How you can solve the problem

solution to the problems	5	4	3	2	1
5.1 Using gesture					
5.2 Asking for help from other staff members					
5.3 Asking for help from interpreters					
5.4 Avoiding answering questions					
5.5 Others					

Part 4: The Needs on English Use of staff members

Direction : Please indicate the degree of seriousness of the problems in English use of staff by checking / in the column based on the actual information.

5	=	Very Strong needs
4	=	Strong Needs
3	=	Moderate Needs
2	=	Little needs
1	=	No Needs at all

1. **Need of Listening Skill**

Need to Improve	5	4	3	2	1
1.1 General conversation					
1.2 Accent					
1.3 Question					
1.4 Telephone conversation					
1.5 Others					

2. **Needs of Speaking Skill**

Need to Improve	5	4	3	2	1
2.1 General conversation					
2.2 Asking-answering the question					
2.3 Speak like native speaker					
2.4 Practice giving information of elephant show					
2.5 Practice giving information of Elephant Study Center					
2.6 Practice giving information of activities in Elephant Study Center					
2.7 Practice giving information of tourists attraction in Surin					
2.8 Others					

3. **Needs of Reading Skill**

Needs to Improve	5	4	3	2	1
3.1 Guessing the meaning of vocabulary					
3.2 Scanning information					

	5	4	3	2	1
3.3 Skimming information					
3.4 Others					

4. Needs of Writing Skill

Needs to improve	5	4	3	2	1
4.1 Practice writing the information of tourists attraction in Surin					
4.2 Practice writing the information of activities in Elephant Study Center					
4.3 Others					

Direction: Please give comment and/or suggestion for The Elephant Study Center.

Content..
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Appendix

มหาวิทยาลัยราชภัฏบุรีรัมย์

แบบสำรวจนี้จัดทำขึ้นเพื่อสำรวจความต้องการเกี่ยวกับปัญหาและความต้องการในการใช้ ภาษาอังกฤษของบุคลากรหรือบุคคลที่เกี่ยวข้องในศูนย์คชศึกษา คำตอบของท่านจะเป็นประโยชน์ อย่างยิ่งในการนำมาวิเคราะห์ เพื่อจะได้นำผลการสำรวจไปประกอบการพิจารณากำหนดเนื้อหา รูปแบบของคู่มือ เพื่อดำเนินการจัดโครงการพัฒนาทักษะทางภาษาอังกฤษสำหรับ ศูนย์คชศึกษา หมู่บ้านกระโพ ตำบล บ้านตากลาง อำเภอท่าตูม จังหวัดสุรินทร์ต่อไป

คำตอบของท่านจะถือเป็นความลับ การนำเสนอโดยรวมเท่านั้น ในการนี้จึงใคร่ขอความ ร่วมมือทุกท่านในการตอบแบบสอบถาม และขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบ แบบสอบถาม รวมถึงบุคลากรทุกท่านที่ร่วมแสดงความคิดเห็นในแบบสอบถามนี้

แบบสอบถามแบ่งเป็น 4 ตอน คือ

ตอนที่ 1	ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม
ตอนที่ 2	ความคิดเห็นเกี่ยวกับปริมาณการใช้ภาษาอังกฤษในการทำงาน
ตอนที่ 3	ความคิดเห็นเกี่ยวกับปัญหาในการใช้ภาษาอังกฤษในการทำงาน
ตอนที่ 4	ความคิดเห็นเกี่ยวกับความต้องการทักษะภาษาอังกฤษเพื่อการสื่อสาร

ตอนที่ 1   ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

---

1. เพศ

   ( ) ชาย   ( ) หญิง

2. อายุ

   ( ) 15-25   ( ) 26-35   ( ) 36-45

   ( ) 46-55   ( ) 56-60

   ( ) มากกว่า 60 ปี   ( ) อื่นๆ(ระบุ) _____

3. วุฒิการศึกษาสูงสุดของท่านคือ

   ( ) ต่ำกว่าปริญญาตรี   ( ) ปริญญาโท

   ( ) ปริญญาตรี   ( ) อื่นๆ____

4. สถานภาพการสมรส   ( ) โสด   ( ) สมรส   ( ) หย่าร้าง   ( ) แยกกัน

5. ระยะเวลาในการทำงาน

( ) 0-5 ปี ( ) 6-10 ปี ( ) 11-15 ปี ( ) 16 ปีขึ้นไป

6. ประสบการณ์การเรียนภาษาอังกฤษของท่าน

( ) 0-3 ปี ( ) 4-6 ปี ( ) 6-10 ปี ( ) 10 ปีขึ้นไป

7. ความสามารถในการสนทนาภาษาอังกฤษของท่าน

( ) ดีมาก ( ) ดี ( ) ปานกลาง

( ) นิดหน่อย ( ) ไม่ได้เลย

8. ท่านคิดว่าความรู้ทางภาษาอังกฤษของท่านที่เรียนมาเพียงพอกับการทำงานหรือไม่

( ) เพียงพอ ( ) ไม่เพียงพอ

9. ท่านมีการฝึกฝนการใช้ภาษาอังกฤษนอกจากเวลาปฏิบัติงานมากน้อยแค่ไหน

( ) บ่อยมาก ( ) บ่อย ( ) ปานกลาง ( ) บางครั้ง

( ) ไม่มีการฝึกฝนเพิ่มเติม

10. ทักษะภาษาอังกฤษที่ต้องการพัฒนามากที่สุด (เลือกตอบไม่เกิน 3 คำตอบ)

( ) การสนทนา ( ) การอ่าน ( ) การเขียน ( ) ไวยากรณ์

( ) อื่นๆ(ระบุ)_____

11. หัวข้อในการฝึกอบรมในการพัฒนาทักษะทางภาษาอังกฤษ (ตอบได้มากกว่า 1 คำตอบ)

( ) ภาษาอังกฤษเกี่ยวกับการสนทนาเบื้องต้น

( ) ภาษาอังกฤษเกี่ยวกับการท่องเที่ยวหวัดสุรินทร์

( ) ภาษาอังกฤษเกี่ยวกับสถานประกอบการที่ตนทำอยู่

( ) ภาษาอังกฤษเกี่ยวกับช้าง

( ) ภาษาอังกฤษเกี่ยวกับกรประชาสัมพันธ์

( ) อื่นๆ(ระบุ)_____

ตอนที่ 2	ความคิดเห็นเกี่ยวกับปริมาณการใช้ภาษาอังกฤษในการทำงาน

คำชี้แจง โปรดใส่เครื่องหมาย / ลงในช่องว่างที่ตรงกับความคิดเห็นของท่านที่เกี่ยวกับปริมาณการ
ใช้ภาษาอังกฤษในการปฏิบัติหน้าที่ประจำวัน แต่ละข้อมีความคิดเห็นให้เลือก 5 ระดับ โดยแต่ระดับ
มีความหมายดังนี้

5	หมายถึง	ใช้บ่อยมาก
4	หมายถึง	ใช้บ่อย
3	หมายถึง	ใช้ปานกลาง
2	หมายถึง	ใช้น้อย
1	หมายถึง	ไม่ได้ใช้

1. ในการทำงานท่านต้องใช้ทักษะภาษาอังกฤษต่อไปนี้ มากน้อยเพียงใด

ข้อความ	5	4	3	2	1
1.1 ฟัง					
1.2 พูด					
1.3 อ่าน					
1.4 เขียน					
1.5 การแปล/ล่าม					
1.6 อื่นๆ					

2. ในการทำงาน ท่านต้องใช้ทักษะภาษาอังกฤษในการ<u>ฟัง</u>สิ่งใดต่อไปนี้ มากน้อยเพียงใด

ข้อความ	5	4	3	2	1
2.1 การสนทนาทั่วไป					
2.2 การให้ข้อมูลกับนักท่องเที่ยว					
2.3 การนำชมสถานที่					
2.4 การบรรยายการแสดงช้าง					
2.5 การบรรยายรูปพรรณช้าง					

2.6 อื่นๆ					

3. ในการทำงาน ท่านต้องใช้ทักษะภาษาอังกฤษในการ**พูด**สิ่งใดต่อไปนี้ มากน้อยเพียงใด

ข้อความ	5	4	3	2	1
3.1 การสนทนาทั่วไป					
3.2 การแนะนำสถานที่ท่องเที่ยว					
3.3 การให้ข้อมูลเกี่ยวกับศูนย์คชศึกษา					
3.4 การบอกทาง					
3.5 การเสนอความช่วยเหลือ					
3.6 การบรรยายการแสดงช้าง					
3.7 อื่นๆ					

4. ในการทำงาน ท่านต้องใช้ทักษะภาษาอังกฤษในการ**อ่าน**สิ่งใดต่อไปนี้ มากน้อยเพียงใด

ข้อความ	5	4	3	2	1
4.1 แผนที่					
4.2 เอกสารทางการท่องเที่ยว/แผ่นพับ/ใบปลิว					
4.3 บทความในเว็บไซต์					
4.4 วารสาร นิตยสาร หนังสือ					
4.5 อื่นๆ					

5. ในการทำงาน ท่านต้องใช้ทักษะภาษาอังกฤษในการ**เขียน**สิ่งใดต่อไปนี้ มากน้อยเพียงใด

ข้อความ	5	4	3	2	1
5.1 ปัญหาที่เกิดขึ้นภายในที่ทำงาน					
5.2 คำบรรยายรูปพรรณช้าง					
5.3 การเขียน e-mail					
5.4 อื่นๆ					

ตอนที่ 3   ความคิดเห็นเกี่ยวกับปัญหาในการใช้ภาษาอังกฤษในการทำงาน

คำชี้แจง โปรดกรอกตัวเลขลงในช่องว่าง โดยเรียงลำดับความคิดเห็นของท่าน (อันดับ 4 มีปัญหา
น้อยสุดและลดหลั่นไปตามลำดับ)

1. ในการทำงานท่านมีปัญหาในการใช้ภาษาอังกฤษในทักษะใดต่อไปนี้ มากน้อยเพียงใด

        1.1 ทักษะการฟัง   อันดับที่_____

        1.2 ทักษะกาพูด   อันดับที_____

        1.3 ทักษะการอ่าน   อันดับที่_____

        1.4 ทักษะการเขียน   อันดับที่_____

2. ในการสื่อสารกับนักท่องเที่ยวชาวต่างชาติ ท่านมีปัญหาในการใช้ภาษาอังกฤษในทักษะใด
ต่อไปนี้ มากน้อยเพียงใด

        1.1 ทักษะการฟัง   อันดับที่_____

        1.2 ทักษะกาพูด   อันดับที_____

        1.3 ทักษะการอ่าน   อันดับที่_____

        1.4 ทักษะการเขียน   อันดับที่_____

คำชี้แจง โปรดใส่เครื่องหมาย / ลงใน ( ) เพื่อประเมินความคิดเห็นของท่านเกี่ยวกับปัญหาในการใช้
ภาษาอังกฤษในการทำงาน โดยสามารถเลือกได้มากกว่าหนึ่งคำตอบ

3. ในการทำงานท่านประสบปัญหาในการใช้ทักษะทางภาษาอังกฤษในกิจกรรมต่อไปนี้
อะไรบ้าง

        ( ) การให้ข้อมูล   ( ) บอกทิศทาง

        ( ) การนำชมสถานที่   ( ) การบรรยายรูปพรรณช้าง

        ( ) การบรรยายการแสดงช้าง   ( ) การบรรยายกิจกรรมภายศูนย์คชศึกษา

        ( ) การสนทนาทางโทรศัพท์   ( ) การเขียน e-mail

        ( ) อื่นๆ

           1. ....

           2. ....

3. ....

4. ....

5. ....

6. ....

คำชี้แจง โปรดทำเครื่องหมาย / ลงในช่องว่างที่ตรงกับความคิดเห็นของท่านเกี่ยวกับปัญหาในการ
ใช้ภาษาอังกฤษในการทำงานในแต่ละข้อมีระดับความคิดเห็นไว้ให้เลือก 5 ระดับโดยแต่ละระดับมี
ความหมายดังนี้

5	หมายถึง	ปัญหามากที่สุด
4	หมายถึง	มีปัญหามาก
3	หมายถึง	มีปัญหาปานกลาง
2	หมายถึง	มีปัญหาน้อย
1	หมายถึง	ไม่มีปัญหา

4. ท่านมีปัญหาในการใช้ภาษาอังกฤษกับนักท่องเที่ยวชาวต่างชาติในเรื่องใดต่อไปนี้เพียงใด

ข้อความ	5	4	3	2	1
4.1 ไม่สามารถสื่อสารกับชาวต่างชาติได้					
4.2 ไม่สามารถสื่อสารกับชาวต่างชาติทางโทรศัพท์ได้					
4.3 ไม่เข้าใจภาษากายของชาวต่างชาติ					
4.4 ไม่สามารถฟังสำเนียงได้					
4.5 ไม่เข้าใจและไม่สามารถโต้ตอบได้					
4.6 เข้าใจแต่พูดออกมาเป็นภาษาอังกฤษไม่ได้					
4.7 ชาวต่างชาติฟังท่านไม่เข้าใจ					
4.8 ประหม่าและเขินอายในการใช้ภาษาอังกฤษ					
4.9 ฟังตัวเลขไม่ออก เช่น ที่อยู่ จำนวนเงิน					
4.10 ไม่เข้าใจความหมายของคำศัพท์					
4.11 ใช้คำศัพท์ไม่ถูกต้อง					
4.12 อื่นๆ					

5. เมื่อมีปัญหากับนักท่องเที่ยว ท่านแก้ปัญหาวิธีใดต่อไปนี้ มากน้อยเพียงใด

ข้อความ	5	4	3	2	1
5.1 พยายามใช้ภาษาท่าทาง					
5.2 ให้พนักงานผู้อื่นมาช่วย					
5.3 ให้ล่ามช่วย					
5.4 เลี่ยงที่จะตอบคำถามหรือให้ข้อมูล					
5.5 อื่นๆ					

ตอนที่ 4   ความคิดเห็นเกี่ยวกับความต้องการทักษะภาษาอังกฤษเพื่อการสื่อสาร

คำชี้แจง โปรดใส่เครื่องหมาย / ลงในช่องว่างให้ตรงกับความคิดเห็นของท่านเกี่ยวกับความต้องการ
พัฒนาทักษะในการใช้ภาษาอังกฤษเพื่อการสื่อสาร แต่ละข้อมีระดับความคิดเห็นให้เลือก 5 ระดับ
โดยแต่ละระดับมีความหมายดังนี้

       5   หมายถึง   ต้องการมากที่สุด

       4   หมายถึง   ต้องการมาก

       3   หมายถึง   ต้องการปานกลาง

       2   หมายถึง   ต้องการน้อย

       1   หมายถึง   ไม่ต้องการ

1. ท่านต้องการในการฝึกฝนทักษะการฟังภาษาอังกฤษในสิ่งต่อไปนี้ มากน้อยเพียงใด

ข้อความ	5	4	3	2	1
1.1 ฝึกฟังบทสนทนาในชีวิตประจำวัน					
1.2 ฝึกฟังสำเนียง					
1.3 ฝึกฟังคำถาม					
1.4 ฝึกฟังบทสนทนาทางโทรศัพท์					
1.5 อื่นๆ					

2. ท่านมีความต้องการฝึกฝนทักษะการ**พูด**ภาษาอังกฤษในสิ่งต่อไปนี้ มากน้อยเพียงใด

ข้อความ	5	4	3	2	1
2.1 ฝึกสนทนาในชีวิตประจำวัน					
2.2 ฝึกถามและตอบคำถาม					
2.3 ฝึกออกเสียงให้ถูกต้อง					
2.4 ฝึกบรรยายการแสดงช้าง					
2.5 ฝึกบรรยายข้อมูลเกี่ยวกับศูนย์คชศึกษา					
2.6 ฝึกบรรยายกิจกรรมภายในศูนย์คชศึกษา					
2.7 ฝึกบรรยายเกี่ยวกับข้อมูลทางการท่องเที่ยวภายในหวัดสุรินทร์					
2.8 อื่นๆ					

3. ท่านมีความต้องการฝึกฝนทักษะการ**อ่าน**ภาษาอังกฤษในสิ่งต่อไปนี้ มากน้อยเพียงใด

ข้อความ	5	4	3	2	1
3.1 ฝึกการเดาความหมาย					
3.2 ฝึกอ่านข้อมูลที่ต้องการได้อย่างรวดเร็ว					
3.3 ฝึกอ่านเพื่อเข้าใจความหมาย					
3.4 อื่นๆ					

4. ท่านมีความต้องการที่จะพัฒนาทักษะการ**เขียน**ภาษาอังกฤษในสิ่งต่อไปนี้ มากน้อยเพียงใด

ข้อความ	5	4	3	2	1
4.1 ฝึกเขียนข้อมูลการท่องเที่ยวในจังหวัดสุรินทร์					
4.2 ฝึกเขียนกิจกรรมที่เกี่ยวข้องกับศูนย์คชศึกษา					
4.3 อื่นๆ					

ขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามในครั้งนี้

APPENDIX   D

SEMI – INTERVIEW

(ENGLISH AND THAI VERSION)

บทสัมภาษณ์

1. สำหรับการปฏิบัติงานของคุณ ความรู้ทางด้านภาษาอังกฤษ

    [ ] เป็นที่ต้องการและมีความสำคัญมาก

    [ ] เป็นที่ต้องการแต่ไม่สำคัญ

    [ ] ไม่เป็นที่ต้องการ

2. คุณเคยลงเรียนหลักสูตรภาษาอังกฤษ

    [ ] ใช่   [ ] ไม่ใช่

3. หากทางมหาวิทยาลัยราชภัฏบุรีรัมย์มีการจัดอบรมหลักสูตรภาษาอังกฤษสำหรับเจ้าหน้าที่ศูนย์คชศึกษา คุณสนใจที่จะเข้าร่วมหรือไม่

    [ ] สนใจ   [ ] ไม่สนใจ

4 หากคุณสนใจ หลักสูตรใดบ้างที่คุณต้องการจะเข้าอบรม

    [ ] การพัฒนาด้านการฟัง   [ ] การสนทนาขั้นพื้นฐาน

    [ ] ทักษะการพูด   [ ] การให้ข้อมูลเกี่ยวกับการท่องเที่ยวภาษาอังกฤษ

    [ ] ความรู้ทางคำศัพท์   [ ] การแปลที่มีประสิทธิภาพ

5. ข้อเสนอแนะ

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Semi - Interview Question

1. To perform your tasks, the English language

    [ ]   is required and very important

    [ ] is required but is not important

    [ ] is not required

2. Have you ever taken English courses?

    [ ] Yes   [ ] No

3. If the Rajabhat Buriram University provides you ESP training courses for staff

    at The Elephant study Center are you interested in?

    [ ] Yes   [ ] No

4. If you which courses are you interested in?

    [ ] Effective listening   [ ] Basic conversation

    [ ] English Oral Skills   [ ] Giving information of tourism

    [ ] Vocabulary   [ ] Effective Translation

5. Recommended

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Curriculum Vitae

Name: Navy Ruppawn

Date of Birth: July 18, 1980

Place of Birth: 314 Moo2, Nakhonsawan Aok Sub-District, Moung

District Nakhonsawan Province, Thailand.

Address: 314 Moo2, Nakhonsawan Aok Sub-District, Moung

District Nakhonsawan Province, Thailand.

Education: 2003   High School Level from Nawamintrarachutit Muchchim

School, Mueang District, Nakhonsawan Province,

Thailand.

2009   Bachelor of Art Business English,

Chiang Mai Rajabhat University.

2014   Master of Arts in English, Buriram Rajabhat University

Working Place :   Surindra Rajabhat University, Lecturer

Surin Province, Thailand