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แบบสอบสถานการณ์จำลองด้วยคอมพิวเตอร์ในการวินิจฉัยความสามารถในการสื่อสารภาษาอังกฤษสำหรับผู้เข้าอบรมมัคคุเทศก์

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COMPUTER-MEDIATED SIMULATION TEST AS A DIAGNOSTIC TOOL IN ASSESSING COMMUNICATIVE ABILITY OF TOUR GUIDE TRAINEES

Miss Varisa Titanantabutr

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A Dissertation Submitted in Partial Fulfillment of the Requirements
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วาริศา ฐิตานันทบุตร: แบบทดสอบสถานการณ์จำลองด้วยคอมพิวเตอร์ในการวินิจฉัยความสามารถในการสื่อสารภาษาอังกฤษสำหรับผู้เข้าอบรมมัคคุเทศก์.
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งานวิจัยนี้มีจุดมุ่งหมายเพื่อ (1) วินิจฉัยระดับความสามารถในการสื่อสารของผู้เข้าอบรมมัคคุเทศก์โดยใช้แบบสอบสถานการณ์จำลองด้วยคอมพิวเตอร์ (2) เพื่อชี้ให้เห็นจุดเด่นและจุดด้อยในด้านความสามารถในการสื่อสารของผู้เข้าอบรมมัคคุเทศก์ (3) เพื่อศึกษากลยุทธ์ในการทำข้อสอบวัดระดับความสามารถในการสื่อสารของผู้เข้าอบรมมัคคุเทศก์ (4) เพื่อศึกษาข้อคิดเห็นของผู้เข้าอบรบมัคคุเทศก์ที่มีต่อแบบสอบ กลุ่มตัวอย่างในการวิจัยครั้งนี้ประกอบไปด้วยผู้เข้าอบรมมัคคุเทศก์จำนวน 160 คนจากสำนักบริการวิชาการของมหาวิทยาลัยศิลปากร ผู้เข้าอบรบทุกคนมีคะแนน Test of International Communication (TOEIC) ผู้วิจัยใช้การสุ่มแบบช่วงชั้นในการเลือกกลุ่มตัวอย่าง 30 คนและแบ่งผู้เข้าอบรมมัคคุเทศก์เป็น 3 กลุ่มตามระดับความสามารถในการสื่อสารภาษาอังกฤษในระดับสูง กลาง และต่ำโดยใช้คะแนนสอบ TOEIC แต่ละกลุ่มมี 10 คน เครื่องมือในการวิจัยประกอบด้วย (1) แบบสอบสถานการณ์จำลองด้วยคอมพิวเตอร์เพื่อวัดความสามารถการสื่อสารภาษาอังกฤษสำหรับผู้เข้าอบรมมัคคุเทศก์ (2) ข้อสอบ TOEIC (3) แบบแสดงความคิดเห็นและ (4) แบบสัมภาษณ์ งานวิจัยนี้เน้นการวิจัยเชิงคุณลักษณะและเชิงปริมาณ

ผลการวิจัยพบว่าแบบสอบสถานการณ์จำลองด้วยคอมพิวเตอร์เพื่อการสื่อสารภาษาอังกฤษของผู้เข้าอบรมมัคคุเทศก์สามารถวินิจฉัยความสามารถในการสื่อสารของผู้เข้าอบรมมัคคุเทศก์ได้เป็น 3 ระดับโดยกลุ่มสูงทำข้อสอบได้ 94% กลุ่มปานกลางทำได้ 71.09% และกลุ่มอ่อนทำได้ 54.91% จุดเด่นของผู้เข้าอบรมมัคคุเทศก์ในกลุ่มสูงคือมีความสามารถในการสื่อสารด้านภาษาและเนื้อหาของวิชามัคคุเทศก์ได้เป็นอย่างดี ในขณะที่ผู้เข้าอบรมมัคคุเทศก์กลุ่มกลางและกลุ่มต่ำมีจุดอ่อนด้านภาษาและการสื่อสารอย่างเห็นได้ชัด ผู้เข้าอบรมมัคคุเทศก์ในแต่ละระดับมีความสามารถในการใช้กลยุทธ์ในการทำข้อสอบที่แตกต่างกันออกไป นอกจากนี้พบว่าผู้สอบเข้าส่วนใหญ่พอใจกับแบบทดสอบว่าสามารถใช้วัดความสามารถในการสื่อสารของผู้เข้าอบรมมัคคุเทศก์ได้เป็นอย่างดี

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ ลายมือชื่อนิสิต Varisa Titanantabutr
ปีการศึกษา 2553 ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก.....

4889685520 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
KEYWORDS : COMMUNICATIVE ABILITY/ TOUR GUIDE TRAINEES / COMPUTER-MEDIATED SIMULATION SPEAKING TEST/ DIAGNOSTIC TEST

VARISA TITANANTABUTR: COMPUTER-MEDIATED SIMULATION TEST AS A DIAGNOSTIC TOOL IN ASSESSING COMMUNICATIVE ABILITY OF TOUR GUIDE TRAINEES. ADVISOR: PROF. KANCHANA PRAPPHAL, Ph.D., 197 pp.

The purposes of the study were (1) to diagnose the tour guides trainees' communicative ability by using the Computer-Mediated Simulation Tour Guide Trainee Test (CMS-TG Test), (2) to identify the strengths and weaknesses of the tour guide trainees, (3) to find out the test taking strategies of the tour guide trainees, and (4) to study their reflections towards the CMS-TG Test. The population in this study included 160 tour guide trainees from the Academic Offices of Silpakorn University. They had the Test of International Communication (TOEIC) scores. Using the randomly stratified technique, the 30 sample tour guide trainees were classified into 3 groups: high, mid and low based on their TOEIC scores. There were ten in each group. The research instruments included (1) the Computer-Mediated Simulation Tour Guide Trainee Test, (2) the TOEIC Test, (3) Verbal Protocols, and (4) Structured Interviews. This study employed both qualitative and quantitative research methods.

The research findings showed that the test could diagnose the tour guide trainees' communicative abilities into three groups: the high, mid and low groups obtaining 94%, 71.09%, and 51.91% respectively. The strengths of the high group were shown in their language competencies and content knowledge while the mid and low groups shared obvious weaknesses in language and communication abilities. Moreover, the three different ability groups employed different test taking strategies. Finally, the CMS-TG Test was perceived as a beneficial instrument in assessing tour guide trainees' communicative ability.

Field of Study : English as an International Language Student's Signature Varisa Titanantabutr

Academic Year : 2010 Advisor's Signature Kanchana Prapphal

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the era of globalization and information technology, English is considered an important means for international communication. It is widely used as a lingua franca throughout the world to communicate scientific, technological and academic advancements. Also, this global language is used for the purposes of political negotiation, business transaction, tourism, entertainment and social interactions (Crystal, 2003).

As a developing country, Thailand has placed an emphasis on the importance of communicative competence in English and has launched attempts to prepare Thai people to be capable of communicating in English at an international level. Consequently, Thailand's educational reform in 1999, shifted from grammar-focused approaches to communicative language approaches and has highlighted the concepts of learner-centeredness, integration of knowledge, learning processes and critical thinking in order to foster life-long learning (National Education Act, 1999). The practice of communicative language teaching and testing was implemented in the classroom in an attempt to create capable language users into the workforce; however, this goal has not been fully achieved (Prapphal, 2003). Wiriyachitra (2004) asserted that there is a shortage of competent language users in the Thai hotel and other hospitality work settings. She added that the hotel staff members' poor communication skills often result in guests' misunderstanding and negative attitudes towards the hotel.

Tourism is one of the leading Thai industries which brings considerable profits and revenues to the country (Tourism Authority of Thailand, 2009). According to the statistical report, the revenue from the tourism industry has been increasing consistently. In 1972, the total number of foreign tourists was only 638,738 earning Thailand a total income of 2,214 million Baht. Later in 2007, the number of foreign tourists rose up to 14,460,000 and the revenue reached 547,782 million baht. In the recent years, Thailand experienced a slight decline on the tourists' arrivals as influenced by some factors such as SARS outbreak in 2003, tsunami in 2005, and the global economic crisis. However, these brought slight impact to the tourism industry of the country, as shown by the table below.

Table 1.1: Information on total arrivals of international visitors to Thailand and tourism revenue between 1971 and 2009 (TAT, 2009).

Year	Number of International Tourists	Revenue (million Baht)
1971	638,738	2,214
1972	820,758	2,718
1973	1,037,737	3,457
1974	1,107,392	3,852
1975	1,180,075	4,538
1976	1,098,442	3,990
1977	1,220,672	4,607
1978	1,453,839	8,894
1979	1,591,445	11,232
1980	1,858,801	17,765
1981	2,015,615	21,455

1982	2,218,429	23,879
1983	2,191,003	25,050
1984	2,346,709	27,317
1985	2,438,270	31,768
1986	2,818,092	37,321
1987	3,482,958	50,024
1988	4,230,737	78,859
1989	4,809,508	96,386
1990	5,298,860	110,572
1991	5,086,899	100,004
1992	5,136,443	123,135
1993	5,760,533	127,802
1994	6,166,496	145,211
1995	6,951,566	190,765
1996	7,192,145	219,364
1997	7,221,345	220,754
1998	7,764,930	242,177
1999	8,580,332	253,018
2000	9,508,623	285,272
2001	10,061,950	299,047
2002	10,799,067	323,484
2003	10,004,453	309,269
2004	11,650,703	384,360
2005	11,516,936	367,380
2006	13,820,000	482,319
2007	14,460,000	547,782
2008	14,584,220	Data not available yet
2009	14,149,841	Data not available yet

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The 2009 statistical report of the Toursim Authority of Thailand also showed that most of the tourists were non-native speakers of English as they were mainly from East Asia accounting for 50.01% of the total tourists. Other tourists were from Europe (28.69%), America (6.03%), South Asia (India, 5.84%), Oceania (Australia and NewZealand, 5.21%), the Middle East (3.42%), and Africa (0.79%). It can be deduced from this report that Thai staff in the tourism industry interact mostly with non-native speakers and use English as a medium for communication. It is similar to Krashu (1992) and Graddol (2006) ideas saying that more than half of the non-natives around the world are using English as an International Language. Therefore, as the number of visitors substantially grow throughout the years, the Thai in-service toursim staff and hospitality employees should be able to communicate effectively to provide outstanding service and satisfaction to the visitiors. This would bring in good reputation for the country, and thereby encourage more tourist visits and revisits. However, the hospitality service is still in need of private and public sectors' support in developing human resources for Thailand to be sucessful in the international standard (Esichaikul and Baum, 1998; Saibang, 1998; Wiriyachitra, 2001).

In the tourism industry, there is a broad range of professions. Tour guides are one of the key professions that play a significant role within the industry (Ap and Wong, 2001; Yu and Weiler, 2006). Tour guides were initially defined as pathfinders in that they function as geographic guides to interesting spots. Later, their career required more complicated skills, so they were then seen to have incorporated the mentor role or sometimes a personal tutor or spiritual advisor role (Cohen, 1985). To date, the definition of tour guides' role has been elaborated by many scholars. McDonnell (2001) highlighted in his study that the tour guides serve as a cultural

bridge and bring understanding and appreciation of both cultural norms of the visitors and the tour guides. However, recent studies have shown that the roles of tour guides were rather multi-faceted and complex to define. It was highly perceived among the visitors that tour guides' communicative ability in various aspects had a major impact towards the tourists' satisfaction level (Yu and Weiler, 2006; Cohen, 1985; McDonnell, 2001; Ap and Wong, 2001; Zhang and Chow, 2004). Therefore, various approaches and methods were employed in the tour guide studies to be able to define the role of effective professional tour guides.

In the Thai tour guide context, it was shown that Thai tour guides' interpersonal communicative skills had highly impressed and satisfied the tourists (Janthongkeaw, 2002). More findings on tour guides' communicative ability should yield benefits to professional tour guide training in that they could highlight issues that had been neglected by tour guide trainers and raise their awareness.

The tour guide profession is a licensed career in most countries. Without any permission or proper training from the countries' authorized organizations, a person will not be eligible to function as a tour guide. In Thailand, the Bangkok Tour Business and Guide Register Office oversees the professionalization, commission and regulations of tour guides as authorized by the Tourism Authority of Thailand (TAT). The tour guide profession training designated by the TAT is conducted by private and public universities all over the country. The tour guide training programs are governed by the TAT 1992 Act and should at least cover tourism knowledge, culture and history, and language skills. At the end of the programs, the trainees will be evaluated for their tour guide competence. However, the institutes administer their own tests relevant to the contents instructed. Supyen (1997) studied the effectiveness

of the professional tour guide training organized by Silpakorn University in 1997. The results showed that the training was perceived effective as it measured three important areas: tourism knowledge, history and culture, and a foreign language. However, it was suggested that there should be more training for the foreign language component. The course content of language skills for tour guides used to focus on English tour guide vocabulary but to date, it is largely perceived and accepted that knowledge on vocabulary alone cannot create a competent language user (Douglas, 2000; Fulcher, 2003; Luoma, 2004). Therefore, tour guide trainees should be taught and tested on their communicative language ability to benefit their real world use. Furthermore, an investigation should be conducted to examine whether Thai tour guide trainees at present have been trained adequately to be competent communicators in their field.

This issue led to the researcher's interest in developing an alternative test to diagnose Thai tour guide trainees' communicative ability to improve their weaknesses and to be capable of conducting quality tours and become effective tour guides. The newly developed test, The Computer-Mediated Simulation Tour Guide Trainee Test (CMS-TG) is considered as an English for Occupational Purposes (EOP) test in that the target language domain would be specifically in the tour guide setting. This EOP test, as a diagnostic test on communicative ability, is designed under the concept of a performance-based test (McNamara, 1996).

The reason for considering the CMS-TG Test as a performance-based test is because its task selection is closely related to what tour guides are required to do in their actual work. The test task selection process is conducted through a rigorous job analysis using various approaches such as work observation, interviews, and

questionnaires. Job analysis is considered crucial in selecting the tasks that are truly representative of the context (Douglas, 2000).

Also, the tour guide trainees' performance in taking the CMS-TG Test will give an overall picture of their communicative abilities and the results could be generalized to the real situations (Lumley, 1996; McNamara, 1996; Bachman, 2002; Norris, Hudson & Bonk, 2002; Coniam, 2003).

The CMS-TG Test employs a simulation technique and is delivered via the computer. The tour guide trainees respond through headsets with microphones and are recorded by webcams. The test responses are audio and video-recorded and added to the database for later ratings. This computerized simulation technique is designed for the CMS-TG Test in order to provide tour guide trainees with more opportunities to display the language and to have more control over the language produced (Jones, 1980; Friel, 1991, Murray; 1999).

The CMS-TG Test is a semi-direct oral computerized test which requires extensive research on how effective it is. Therefore, to evaluate its use, the test-takers' opinions towards the CMS-TG Test are investigated as well as their test-taking strategies to cope with the computerized-test.

This study aims to develop an alternative way of testing by using computer-mediated simulation test tasks based on the concept of an English for occupational performance test to diagnose Thai tour guide trainees' communicative ability. The development of the test would contribute to the tour guide training in that the test could be used as a self-assessment test which will assess the strengths and weaknesses of the test-takers for self-development. It will also provide insights for future tour guide training programs and for tour guide training development.

1.2 Research questions

1. Can the computer-mediated simulation tour guide test (CMS-TG Test) diagnose the communicative ability of tour guide trainees?

2. What are the strengths and weaknesses of the tour guide trainees?

3. What strategies do the tour guide trainees employ in taking the CMS-TG Test?

4. What are the reflections of the tour guide trainees towards the CMS-TG Test?

1.3 Objectives of the study

1. To develop the computer-mediated simulation tour guide test (CMS-TG Test),

2. To construct the CMS-TG Test rating scale to diagnose the strengths and weaknesses of tour guide trainees' communicative ability,

3. To study the strategies that the tour guide trainees employ in taking the CMS-TG Test,

4. To find out the tour guide trainees' reflections towards the CMS-TG Test.

1.4 Scope of the study

1. The subjects in this study consisted of 30 tour guide trainees from the tour guide training program at Silpakorn University, the Office of Silpakorn University Academic Services in the academic year 2007-2008. They attended the training to obtain a General Tour guide (Foreign) license, Bronze Card type.

2. The tour guide trainees' communicative abilities were diagnosed by the CMS-TG Test.

3. The type of tour in the study was limited to one-day Bangkok city Tour.

1.5 Limitations of the study

1. The Computer-Mediated Simulation Tour Guide Test (CMS-TG Test) is less authentic as the postures of the tour guide trainees when taking the examination were different from what they will perform in the real work setting. In other words,

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the test takers sat in front of the computer in the test setting room instead of standing in front of the tourists describing tourist attractions.

2. The CMS-TG Test incorporated interaction tasks; however, the interactiveness is not widely shown due to the limited ability of the test program.

3. Due to the limitations of computer facilities, the CMS-TG Test was administered to participants in two sessions. However, the tests were delivered using the same procedure across sessions.

4. The subjects consisted of three ability groups based on their listening scores from the Test of English for International Communication (TOEIC). There were ten subjects from each ability group.

1.6 Definition of terms

Tour guide trainees

Tour guide trainees refer to Thai tour guide trainees in the tour guide training program of Silpakorn University in the academic year 2007-2008. The program was conducted by the Office of Silpakorn University Academic Services for the purpose of obtaining a license as a General Tour Guide (Foreign), Bronze Card type.

Computer-mediated simulation test tasks

Computer-mediated simulation test tasks refer to test tasks that represent authentic or the real use of language in the Thai tour guide context which aim to assess the communicative ability of Silpakorn University tour guide trainees. The test-tasks are administered via the computer.

Communicative ability

In this study communicative ability refers to the ability to illustrate communicative competence which includes linguistic knowledge (grammar,

vocabulary, fluency, pronunciation, and cohesion) and sociolinguistic competence (politeness, eye-contact and gestures).

English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) is a branch of English for Specific Purposes. In this study, the focus is on English for Occupational Purposes for tour guide trainees.

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is operationally defined as English used especially for the purpose of language testing which concerns stakeholders' needs and relates the content to a particular discipline. In this study, it relates to tourism and tour guide training.

Reflections

"Reflections" refers to Silpakorn's tour guide trainees' ideas and opinions towards the Computer-Mediated Simulation Tour Guide Test (CMS-TG Test) employing the retrospective verbal protocol technique to elicit their strategies and attitudes when taking the test.

Strategies

Strategies refer to the techniques, plans, thoughts and actions that tour guide trainees use while taking the CMS-TG Test in order to complete all required tasks. The strategies included avoidance strategies: message abandonment, topic avoidance; compensatory strategies circumlocution, approximation, code-switching and time-gaining strategies. The strategies used in this test were analyzed by adopting the retrospective verbal protocol technique and content analysis on the test transcripts.

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Code-switching strategy

Code-switching strategy in this study refers to the use of words and phrases between their native language (L1) and foreign language (L2).

Attitudes

Attitudes refer to the tour guide trainees' positive, negative or neutral views towards the CMS-TG Test. The tour guide trainees' attitudes were evaluated through a structured interview.

Raters

Raters in the CMS-TG Test refer to three selected language instructors. The raters were selected for the purpose of scoring the tour guide trainees' communicative ability. These raters had at least two years of experience in teaching tourism and English, earned a General Tour Guide (Foreign) Bronze Card type certified by The Tourism Authority of Thailand (TAT) and had at least 550 TOEFL scores or at least 75/120 of Chulalongkorn University Test of English Proficiency (CU-TEP) scores.

Rater Training

Rater Training refers to the training of the three raters using the CMS-TG rating scale developed by the researcher. They were trained on how to score the tour guide trainees' communicative abilities according to the set criteria. The inter-rater reliability coefficient of at least 0.75 was required to ensure the scoring reliability of the three raters.

1.7 Significance of the study

1. The results of the study can facilitate the tour guide trainees' preparation for their summative tour guide examination and to serve as a pre-session test before the actual examination.

2. The test results from the Computer-Mediated Simulation Tour Guide Test (CMS-TG Test) can describe the communicative ability of tour guide trainees and can also yield information on what training they need in order to communicate effectively. In other words, it can be used as a self-assessment tool to help identify the test taker's weaknesses for further improvement.

3. The test is an innovative tool in assessing the communicative ability of English for Occupational Purposes, particularly in tour guide training.

4. The study can yield insightful information about the strategies used when taking the computer-mediated test.

5. Key related stakeholders will benefit from the study in many ways:

- The findings can provide guidelines for tour guide training courses and trainers to focus on trainees' weaknesses. Appropriate activities, materials, lesson plans can be appropriately designed to enhance the trainees' abilities.
- Tour agents' employers can make use of the CMS-TG Test as an alternative recruitment procedure before accepting them into the profession.
- Undergraduate programs in Hotel and Tourism courses related to the tour guide contexts may employ the CMS-TG Test to prepare their students for the future tour guide training programs.

1.8 Overview of the study

The first chapter sets out to present the background of the study, the research questions and objectives to respond to the current problem. It also describes the scope, limitations, definition of terms and significance of the study.

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Chapter II presents the related literature in the following areas: Tour guides, English for Occupational Purposes, Communicative ability and communication strategies, Performance assessment, Diagnostic tests, Simulation tasks, and Qualitative research procedures such as verbal protocol and structured interview.

Chapter III presents a report on the study conducted to answer the previously mentioned research questions. Data on subjects, instruments, and procedures are presented.

Chapter IV reports on the data analysis, results, and discussions. It also includes discussions on the reliability and validity of the instrument, the CMS-TG Test results, and the test-taking strategies. It concludes with the results and discussions from the study.

Chapter V discusses the theoretical and practical conclusions and implications of the study. The test results indicate the levels of tour guide trainees' communicative ability. These results also provide some guidelines for tour guide language teachers in curriculum designs and can be an indicator of how to improve the existing Tour Guide English courses. Moreover, the findings can lead to improve the level of tour guide trainees fluency in English. For language assessors, the findings from this study can be helpful in developing a new EOP test to assess the English speaking skills of tour guide trainees.

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CHAPTER II

REVIEW OF THE LITERATURE

2.1 Introduction

This chapter includes the review of related literature beginning with Tour guides, English for Occupational Purposes, Communicative ability and communication strategies, Performance assessment, Diagnostic tests, Simulation tasks, and Qualitative research procedures such as verbal protocol and structured interview.

2.2 Tour guides

The definitions and roles

The term "Tour guide" was defined by the European Committee for Standardization (CEN) adopted by the World Federation of Tour Guide Associations (WFTA, 2003) as:

"Tour guide is a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area which a person normally posses an area-specific qualification usually issued and/or recognized by the appropriate authority."

Cohen (1985) originally defined tour guides as pathfinders and mentors. The pathfinder role is the tour guide's fundamental role leading tourists to a specific destination. Later, a more complicated role was embedded in that a tour guide needs to provide his or her visitors with sophisticated guidance. McDonnell (2001) added to Cohen's definition that a tour guide represents the cultural bridge between the two

cultures and the transference ability of tour guide can increase the satisfaction of the visitors.

In Thai context, the term “tour guide” is defined as the role of a teacher, a psychologist, a country’s ambassador and an actor (Pongsabutr, 1987).

The role of tour guides has been explored and given various explanations by employing different techniques to explain its functions in the society. This will be illustrated in the following sections.

Cohen (1985) presented the following figure to show the stages of the development of being tour guides.

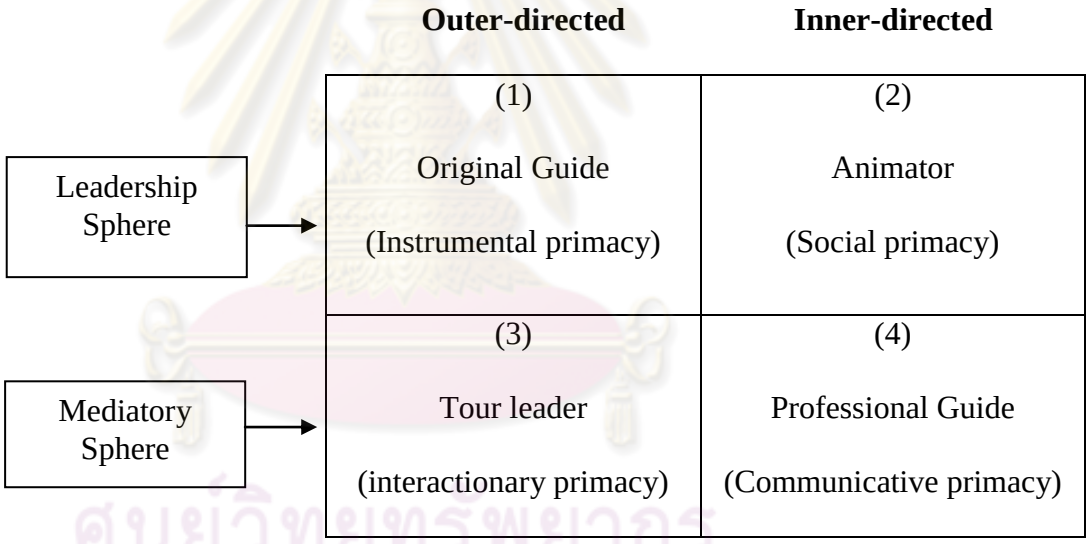

Figure 2.1: The Dynamics of the Tour Guides’ Role (Cohen, 1985: 17)

He proposed that there were two stages of tour guides’ roles: leadership and mediatory stages. The former included the original guide role (instrumental primacy) and the animator role (social primacy) while the latter consisted of the tour leader role (interactionary primacy) and the professional guide role (the communicative primacy). He emphasized in his study that the most essential role in the profession of tour guides is the communicative ability as a mediator in all aspects for visitors. This

is because tour guides should be able to point out objects of interest, give information and bridge the cultural gaps.

Yu & Weiler (2006) investigated directly on the role of tour guides employing the role theory to explain the tour guide phenomenon. They used interview techniques to elicit tour guides' roles along with the summary from the previous studies and divided the tour guides into five roles: 1.) providing information, 2.) being a cultural mediator, 3.) managing tour itinerary, 4.) caring for health and safety and 5.) providing good customer service (Yu &Weiler, 2006: 187). The following table shows the tour guides' roles suggested by past studies.

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Table 2.1 The summary of tour guides' roles suggested by past studies (Yu&Weiler, 2006: 188)

Roles categories	Schmidt (1979)	Holloway (1981)	Cohen (1985)	Hughes (1991)	Pond (1953)	Gurung et.al (1996)	Wong (2001)	Ham &Weiler (2002)
1. Provide information	Make or break a tour	Give information	Disseminate correct and precise information	Provide interesting comments	Disseminate information	Provide quality of information	Communicate	Communicate
2. Be a cultural mediator	Buffer intermediary	Be a cultural mediator	Mediate different cultures	Be a cultural broker between group and the unfamiliar	Facilitate connections between people	Be a cultural broker mediating encounters	-	-
3. Manage tour itinerary	Condense itinerary to cover highlights	Organize programmes	Control itinerary	Provide detailed items	Control people	Smooth accomplishment of the tour	Control itinerary	Manage time
4. Care for health and safety	Focus on safety and security	-	Offer security and comfort	-	Be a caretaker of details	Ensure security and safety	-	Be personal and adaptable
5. Provide good customer service	-	Care for passengers' needs	Provide services to ensure hospitality	-	Serve travelers' needs	Provide services	Provide customer relationship	-

It can be concluded that tour guides' roles are rather multifaceted and governed by tour guides' communication abilities: interpersonal skills, intercultural skills and language skills, in making the tour accomplished.

Leclerc and Martin (2004) investigated tour guides' verbal and nonverbal competencies. The nonverbal competencies were approachability, poise, attentiveness and touch and the verbal competencies were language adaptability, interpersonal inclusion and assertiveness.

Yu, Weiler and Ham (2001) concluded that the tour guides' competencies depended largely on three constituents: the tour guides' knowledge, attitudes, and interpersonal communication skills.

Zhang and Chow (2004) suggested the abilities of being successful tour guides as follows:

1.) communicate well in the target language,

2.) be well trained,

3.) generate friendly atmosphere,

4.) be able to solve problems,

5.) have knowledge of destinations,

6.) inform visitors about destinations' customs,

7.) have good presentation skills,

8.) brief visitors about safety regulations,

9.) inform visitors about safety regulations

10.) introduce visitors to reliable shops,

11.) be punctual,

12.) deliver service promised in the itinerary,

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13.) pay attention to details,

14.) be honest and trustworthy,

15.) respect customers,

16.) be friendly,

17.) always be available for help,

18.) have a sense of humor,

19.) appear neat and tidy and

20.) be polite.

To conclude, to be an efficient tour guides, one should possess the abilities to communicate well both verbally and nonverbally. In addition, he/she should have sufficient and accurate content knowledge and interesting tour presentation style.

2.2.1 Tour guide training in Thailand

The history of Thai tour guide training initially started with the support of Or Sor Thor (Tourism Promotion of Thailand) with the collaboration of the Faculty of Arts, Chulalongkorn University led by Prof. M.R. Sumonchart Sawadikul in 1961. At its onset, the tour guide training course was conducted at Chulalongkorn University for third year college students and was also offered to interested individuals with at least secondary school education. In 1973, Silpakorn University started a training program. The program drew attention from those interested in the profession but the actual tour guides did not attend the training program yet. Later in 1977, the Bureau of the Royal Household deemed that all tour guides conducting tours within the Royal Palace should hold a certification. However, the law did not apply to tour guides working out of the palace boundary until 1992, when the Tour Guide Act was enacted (Translated from Tour Guide Manual, 1998).

Currently, public and private universities have been designated by the Tourism Authority of Thailand to be responsible for the training and assessment of tour guides for license training. The TAT department is responsible for tour guide registration is the Bangkok Tour Business and Guide Register Office.

The TAT 1992 Act has given permission to public and private universities to conduct a professional tour guide training. However, its course content has to meet the TAT's requirements and be approved for the course training annually. In Bangkok, many universities offer tour guide license training such as Silpakorn University, Assumption University, Thammasat University, Rangsit University, Prasanmit University, Chulalongkorn University, Rajabat Jankaseam University, etc. However, some of these universities are not consistent in offering the training programs. The majority of the training programs offers the courses once a year as legitimated by The TAT regulations with the approximate duration of 5 to 6 months or at least 150 hours of training.

2.2.2 Tour guide training course content outline (TAT, 1996 Act.)

The following section deals with the content of tour guide training courses. The course content covers four main areas. The total training program should not be less than 150 hours;

1. Fundamental knowledge of tourism	(50 hours)
2. Tour guide content knowledge	(40 hours)
3. Excursions	(30 hours)
4. Language skills	(30 hours)

1. Fundamental knowledge of tourism (50 hours)

- Tourism industry management and government policy
- Roles, duties, manners and ethics of professional tour guides
- Tour guide practice
- Tourist behavior
- Service psychology and human relations
- Tourist safety
- First aids
- Knowledge about general law and the laws concerning professional tour guides
- Thai tourism geography
- Principles of sustainable tourism and ecological tourism
- Preservation of tourism resources
- Management and operations of a travel agent
- Tour leader management

2. Tour guide content knowledge (40 hours)

- Thai history
- The Thai royal institution
- Thai society
- Buddhism in Thailand
- Comparative religious studies: Buddhism, Christianity, Islam
- Thai arts
- Thai literature
- Thai classical dance and music

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- Thai festivals
- Thai food
- Food carving and Thai desserts
- Thai handicrafts
- Important tourist attractions in Thailand
- The Grand Palace and important temples in Bangkok
- Current economic, social and political situations
- General knowledge about hotels
- Knowledge about airline management
- Immigration
- Customs procedures

3. Excursion Trips (30 hours)

- Grand Palace, Emerald Buddha Temple
- Bangkok prestigious temples
- National museum
- Ayutthaya temples
- Sukhothai temples
- Northern cultural trips
- Suvarnabhumi Bangkok Airport

4. Language Skills (30 hours)

- English for tour guiding practice
- Essential terminology for tour guide practice

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The qualifications of candidates for the tour guide license training are of 1.) Thai nationality and aged more than 20 years, 2.) holds a Bachelor's Degree or equivalent, 3.) competent in language skills both Thai and English and 4.) not drug addicts or alcoholics. Overall, universities conducting the tour guide programs will adapt their course contents based on what is needed to be concentrated on or added, depending on the trainers' consideration and judgment towards their trainees' abilities and needs. The final test administration for tour guide license will be conducted by the universities. Then, the TAT will grant them with professional tour guide license.

2.2.3 Types of tour guide licensor in Thailand

General tour guides can be classified into two types:

1. General Tour Guide (Foreign): Bronze Card holders are eligible to conduct tours for foreign and Thai tourists throughout the country.
2. General Tour Guide (Thai): Gold Card holders are eligible to conduct tours for only Thai tourists throughout the country.

There are also specific tour guides which can be classified into eight types which are:

1. Specific Tour Guide (Foreign-Limited Area) Pink Card is eligible to conduct tours for foreign and Thai tourists only in the area that the card has identified and in the province in contact.
2. Specific Tour Guide (Thai-Limited Area) Blue Card is eligible to conduct tours only for Thai tourists only in the area that the card has identified and in the province in contact.
3. Specific Tour Guide (Forest trekking) Green Card is eligible to conduct tours for both foreign and tourist in forest area.

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4. Specific Tour Guide (Arts and Culture) Red Card is eligible to conduct tours for both foreign and Thai tours on history, archaeology, arts or culture, Thai literature throughout the country.
5. Specific Tour Guide (Marine) Orange Card is eligible to conduct tours for both foreign and Thai tourists in the marine areas.
6. Specific Tour Guide (Coastal Area) Yellow Card is eligible to conduct tours for both foreign and Thai tourists in the marine areas, and islands which should not be further than 40 sea miles from the shore.
7. Specific Tour Guide (Natural Areas) Purple Card is eligible to conduct tours for both foreign and Thai tourists only in the natural area that is identified on the card.
8. Specific Tour Guide (Local Culture) Brown Card is eligible to conduct tours for both foreign and Thai tourists in the area of local culture, arts and culture, tradition, history, geography, archaeology only in the local culture area that is identified on the card.

2.2.4 Research on Thai tour guides

There have been little research in the area of tour guides in Thailand. A number of the studies focused on the tourist satisfaction towards the tour guides (Muangkwa, 2003; Khumkam, 2000). Janthongkeaw (2002) investigated the effect of interpersonal communicative competence of tour guides (verbal and nonverbal) and the results showed that Thai tour guides possessed high interpersonal communicative skills which led to visitors' satisfaction towards the tour. Another study investigated the evaluation of professional tour guide training courses in Thailand (Supyen, 1997).

The tour guide training programs were reported as effective but there were suggestions for further improvements as regards the opportunity for more practice so that trainees could be confident to perform as actual tour guides. The language practice would also be advantageous for tour guide trainees.

From the reviewed literature, it appears that no research has been conducted directly to investigate the Thai tour guide trainees' strengths and weaknesses in their communicative ability which is one of the main components leading towards a successful tour.

2.3 English for Occupational Purposes

English for Occupational Purposes (EOP) lies under the notion of English for Specific Purposes (ESP). ESP course is designed to meet the specific needs of the learners and may also be constructed for particular occupations as it is termed EOP (Dudley-Evans, 1998). ESP was introduced during 1970s; two well-known branches of ESP are English for Occupational Purposes and English for Academic Purposes (EAP). EOP can be defined as "the portion of the curriculum which prepares students for gainful employment in occupations ranging from low-skilled to sophisticated jobs in technical fields" (Anthony 1997: 56). EOP courses focus on meeting the demand for workers by providing specific job training and skills in order to enhance basic skills development. According to Anthony (1997), most EOP classes will consistently expose students to sufficient training in reading, writing, speaking and listening. From the training, students then explore their specific job functions that are required and necessary in their fields of work.

ESP testing is premised on the assumption that there are distinct varieties of a language such as medical English, legal English, business English, etc. Typically in assessment of ESP/EOP, test contents and methods are derived from an analysis of the target language use situation (Munby, 1978). The main focus of how ESP/EOP courses or tests could be derived is through the needs analysis or job analysis. It is done to obtain the actual picture of the target-situation needs and to help learners benefit from their learning. As pointed out by Nunan (1999: 149) "Needs analysis is sets of tools, techniques, and procedures for determining the language content and learning process for specified groups of learners."

McNamara (1996) proposed four approaches to needs analysis which are to send out questionnaires, conduct structured interview session, participate in observations and find related literature. However, he emphasized this process of needs analysis could be applied to testing for selecting test tasks that correspond to the target language use."

There are two main reasons why testing for specific purposes is chosen over general language testing. First, language performances vary with context and test tasks. To interpret the test-takers' test performance, the test-takers must be engaged in the tasks that are truly representative of the situation. It means that the test-tasks should be authentic. Authenticity is another discussed term. There are two types of test authenticity: situational authenticity and interactional authenticity. The former is found when the test tasks correspond with the target language situation while the latter occurs when the test-takers' language ability engages with the tasks and responds to the target language use. In this study, these two types of authenticity were considered in test development. ESP tests should embed these two elements of

authenticity in their tests. The second reason for choosing ESP testing is because of its precision in specific field such as English for lawyers, engineers, science and technology, etc. (Douglas, 2000:6-7).

In language assessment, Douglas (2000: 19) has given the definition of specific purposes language tests as follows:

"A specific purpose language test is one in which test content and methods are derived from an analysis of a specific purpose target language use situation, so that test tasks and content are authentically representative of tasks in the target situation, allowing for an interaction between the test taker's language ability and specific purpose content knowledge, on one hand, and test tasks on the other. Such a test allows us to make inferences about a test taker's capacity to use language in the specific purpose domain."

Another question surrounding assessing language for specific purposes is what the test construct actually measures; the language ability or the content knowledge. It was proposed by Bachman and Palmer (1996) that there are three feasible ways to define them: first is simply to measure the language ability in the situation provided and leave out the content knowledge; second is to measure both of them, and lastly to define the two constructs separately. Douglas (2000) provides the components of specific purpose language ability as follows.

Components of specific purpose language ability (Douglas, 2000: 35)

Language knowledge

- Grammatical knowledge
- Knowledge of vocabulary
- Knowledge of morphology and syntax

- Knowledge of phonology

Textual knowledge

- Knowledge of cohesion
- Knowledge of rhetorical or conversational organization

Functional knowledge

- Knowledge of ideational functions
- Knowledge of manipulative functions
- Knowledge of heuristic functions
- Knowledge of imaginative functions

Sociolinguistic knowledge

- Knowledge of dialect/varieties
- Knowledge of registers
- Knowledge of idiomatic expressions
- Knowledge of cultural references

Strategic Competence

- Assessment: Evaluating communicative situations or test tasks and engaging an appropriate discourse domain,
- Goal setting: Deciding how (and whether) to respond to the communicative situation,
- Planning: Deciding what elements from language knowledge and background knowledge are required to reach the established goal,

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- Control of execution: Retrieving and organizing the appropriate elements of language knowledge to carry out the plan.

Background knowledge

- Discourse domain frames of references based on past experience which we use to make sense of current input and make predictions about that which is to come

As one of the research objectives of this study is to develop a test for tour guides, the test would fall under the framework of assessing language for specific purposes. Therefore, in the test development process, a job analysis would be carried out to select the tasks that represent the target language use in the occupational life of tour guides. Also, the situational authenticity and interactional authenticity were considered in this study.

2.4 Communicative Ability and Communication Strategies

The concept of communicative competence is one of the most influential models in language pedagogy. Hymes (1972) was one of the initiators who introduced the notion of communicative competence which included knowledge of the language and language use, sociolinguistics knowledge and cultural knowledge. Later, Canale and Swain (1980) proposed one of the most influential models of communicative competence which can be divided into four main components: 1.) grammatical competence, 2.) sociolinguistic competence, 3.) discourse competence and 4.) strategic competence. Grammatical competence includes knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics and phonology. Sociolinguistic competence includes knowledge of sociocultural rules of use, and

strategic competence refers to how to master the communication strategies appropriately.

In terms of strategies, there are specific methods of approaching a problem or task, mode of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized and might vary from moment to moment, or day to day. Strategies vary in each individual; each has possible ways to solve a particular problem (Cohen, 1998).

In general, Oxford (1990) mentioned that strategies could be classified into direct strategies and indirect strategies. The direct strategies are memory, cognitive and compensation strategies, whereas the indirect strategies are metacognitive, affective and social strategies.

To be specific, communication strategies employ both verbal and nonverbal mechanisms for the effective communication of information. The following section reports the types of communication strategies adapted from Dornyei (1995).

Communication strategies

a) Avoidance strategies

1. Message abandonment: Leaving a message unfinished because of language difficulties
2. Topic avoidance: Avoiding topic areas of concepts that pose language difficulties

b) Compensatory strategies

1. Circumlocution: Describing or exemplifying the target object of action
2. Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely as possible

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3. Use of all purpose words: Extending general, empty lexical items to a context where specific words are lacking
4. Word coinage: Creating non-existing L2 word based on a supposed rule
5. Prefrabricated patterns: Using memorized stock phrases, usually for "survival" purposes
6. Nonlinguistic signals: Mime, gesture, facial expression, or sound imitation
7. Literal translation: Translating literally a lexical item, idiom, compound word, or structure from L1 to L2
8. Foreignizing: Using a L1 word by adjusting it to L2 phonology and/or morphology
9. Code-switching: Using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking L2
10. Appealing for help: Asking for aid from the interlocutor either directly or indirectly
11. Stalling or time-gaining strategies: Using fillers or hesitation devices to fill pauses and to gain time to think.

In this study, communication strategies investigated were adapted from Dornyei (1995). The criteria for selecting communication strategies started from the reviewed literature. Then, the strategies that actually occurred in the 200 hours on-site work observations were selected. Finally, the selected strategies were investigated in the pilot study before they were observed in the main study. The strategies included avoidance strategies: message abandonment, topic avoidance; compensatory strategies circumlocution, approximation, nonlinguistic signals, code-switching and time-gaining strategies.

2.5 Performance Assessment

Performance-based assessment sometimes called alternative assessment refers to any assessment procedure that involves the observation of behavior in the real world or a simulation of a real-life activity with raters to evaluate the performance (Bachman, 2002; Norris, Hudson & Bonk, 2002). In performance-based tests, problem solving and higher level thinking using a real-world context or simulations, and focusing on process as well as product are studied. Performance assessment differs from traditional tests in that the primary focus is to get the accurate picture of students' communicative abilities and to generalize about a student's ability beyond learning/testing situations to real-life communication (Chalhoub-Deville, 2001).

McNamara (1996) summarized three types of performance assessment in occupational settings: 1.) the observation overtime of individuals as they carry out their normal work routine (direct method), 2.) the assessment of performance on a number of specified tasks within the actual work setting (work sample), and 3.) the assessment of performance on simulations of specific occupational tasks. He further pointed out that the third approach is the most commonly used in the occupational assessment. Lumley (1996), Slater (1980), and Elder (1994) emphasized that simulations should be used in performance assessment.

Performance-based assessment is distinguished by the presence of two factors: performance and process. Performance is observed and judged by using a rating scale and the trained raters. The performance is evaluated by task fulfillment and linguistic performance. The former relates to successful completion of the demands of the situation or the task presented in the test. While, the latter assesses test-takers' language ability to participate appropriately in the assessment task. McNamara (1996)

warned that test developers and raters have to consider whether the problems are from language or occupational content knowledge. Bachman (2002) suggested that performance-based assessment constructs should consist of 1.) solely language ability 2.) solely topical knowledge 3.) a combination of both language ability and topical knowledge: the capacity for using language to understand and communicate topical information. In developing the CMS-TG Test rating scale, the third construct was employed.

In rating the performance of language skills, there are many ways to assess the language ability of the candidates. The two most frequently referred types in the literature are analytical scoring and holistic scoring. Bailey (1998:243) defined analytic scoring as "A scoring system in which the hypothesized components of the skill (often writing) have been analyzed, and it is these components that make up the categories used in scoring**."** On the other hand, holistic scoring is defined as "A scoring procedure (typically used in writing assessment) in which the reader reacts to the student's composition as a whole, a single score is awarded to the writing" (Ibid, 244). Bachman and Palmer (1996: 209) raised some problems with global scales of language ability as follows:

1. Problems of inference
2. Difficulties in assigning levels
3. Differential weighting of components

For diagnostic purposes the scales that can be used to differentiate specific language abilities are preferable. This is because such scales can provide the strengths and weaknesses of the test takers (Alderson, 2005).

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2.6 Diagnostic tests

As mentioned in the previous section, diagnostic scales are more beneficial in helping test takers. The tests that correspond with this type of scoring are diagnostic tests. According to the Dictionary of Language Teaching and Applied Linguistics (1993:106), a diagnostic test is defined as "a test which is designed to show what skills or knowledge a learner knows and doesn't know." An example of a diagnostic test is a diagnostic pronunciation test. It is a test which is used to assess the learner's pronunciation of English sounds. The test can diagnose sounds a student is or is not capable of pronouncing. Alderson (2005:11) summarized the major features of diagnostic tests as follows:

1. Diagnostic tests are designed to identify strengths and weaknesses in a learner's knowledge and use of language.
2. Diagnostic tests are more likely to focus on weaknesses than on strengths.
3. Diagnostic tests should lead to remediation in further instruction.
4. Diagnostic tests should enable a detailed analysis and report of responses to items or tasks.
5. Diagnostic tests thus give detailed feedback which can be acted upon.
6. Diagnostic tests provide immediate results, or results as little delayed as possible after test-taking.
7. Diagnostic tests are typically low-stakes or no-stakes.
8. Because diagnostic tests are not high-stakes they can be expected to involve little anxiety or other affective barriers to optimum performance.

Many studies have reported the advantages of diagnostic tests in the teaching

and learning context. For instance, the Clay Diagnostic Survey (cited in Alderson, 2005) was used to diagnose reading difficulties. In language learning, the DIALANG project was implemented to diagnose a learner's foreign language proficiency in Europe. Despite the benefits, there are still issues related to diagnostic testing. Some of them are: how diagnostic tests are used; how the results of diagnosis tests should be reported; and how the results of diagnostic tests are validated. In this study these problems have been acknowledged. Regarding the first issue, the CMS-TG Test was developed and used as a self-assessment test. As regards the second issue, the researcher used the score of each component assessed to report the ability in each area. Finally, the results were validated using the structured interview.

2.7 Simulation Tasks

Definitions

According to Jones (1980), the term "simulations" has been used in a variety of ways. They are constructed in efforts to model some complex processes or reality and a representation of some aspects of the universe. Simulations involve the experience of functioning and encountering the consequence of one's actions as one makes decisions in the execution of the role and the participants address the issues and problems seriously in a professional manner. Gredler (1992:16) summarized the five major characteristics of simulations as follows:

1. Simulations are problem-based units of learning that are set in motion by a particular task, issue, policy, crisis, or problem. The problems to be addressed by the participant may be either implicit or explicit, depending on the nature of the simulation.

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2. The subject matter, setting and issues inherent in the simulation are not textbook problems or questions in which answers are cut-and-dried and determined quickly.
3. Participants carry out functions associated with their roles and the settings in which they find themselves.
4. The outcomes of the simulations are not determined by chance or luck. Instead, participants experience consequences that follow from their own actions.
5. Participants experience a reality of function to the extent that they fulfill their roles conscientiously and in a professional manner executing all the rights, privileges and responsibilities associated with the roles.

Simulation techniques could be employed in communicative test tasks in that they will mirror the professionally specific environment. The format of the test tasks has been presented by using a computer as a medium of administration (Murray, 1999). The tasks consisted of various scenarios. In this study, the simulation situations of Thai tourist attractions and Thai culture for the tour guide trainees to find solutions from the given context would be used.

2.7.1 Research study in simulation tasks

Simulation tasks have been used in language teaching and learning, especially in EFL. Murray (1999) used a simulated environment in autonomy and language learning. The researcher reported that this type of program can observe identity, affect, individualized strategies, metacognitive awareness and personal autonomy at work. This can result in understanding of second language acquisition process. In 1991 Friel employed a simulated TV phone in evaluating communication skills of trainee electronic technicians. He concluded that the simulated TV phone may be used to improve the teaching of oral skills. Ranalli (2008) investigated realistic

animation and complex scenarios and impressive interactivity in his study and found that computer simulation games might be able to give context-rich and cognitively engaging virtual environments for language learning. Nevertheless, he raised the issue that simulation games designed for L2 learners are not sufficient. This is true with the EOP assessment, particularly in the tour guide context.

2.8 Verbal Protocol Analysis

Concerning verbal protocol analysis, Green (1998) mentioned that it is a qualitative method based on an accurate record of verbalization information that has been attended to as a particular task is carried out. The individual is asked either to think aloud or talk aloud as the task is carried out and sometimes is asked to verbalize retrospectively after the task as in a speaking test. This technique is increasingly used in cognitive psychology, educational psychology, psychology of assessment, cognitive science, and social psychology.

In language assessment, verbal protocol analysis can be used to obtain qualitative data in order to examine the method validity and the judgment reliability (Banerjee &Luoma, 1997; Green, 1998). Moreover, it can be used to validate the interpretations the raters made when using analytical scales, and the difficulties raters had throughout rating the language performance (Lumley, 2002).

Regarding speaking tests, there is little research done in employing the verbal protocol in speaking assessment. However, Green (1998) suggested that the retrospective verbal technique could be applied to oral testing. During the examinee's verbal report, there should be no disruption from the interlocutor and it should be administered soon after the test or if necessary the test takers' speaking performance could be shown to them to recall how their mind was processing at the particular time.

In this study, transcribing and analyzing verbal protocols to investigate the examinees' test-taking strategies were employed.

2.9 Interviewing Techniques

An interview is a qualitative method and is viewed as one of the most important data collection techniques. Structured interviews consist of a series of questions to elicit the respondents' views on the list of questions. Interviews are different from questionnaire in that the results are more direct and it can gain in-depth information; however, it consumes time (Rubin, 1995).

Interview sessions can be divided into unstructured, structured and semi-structured interviews (Gillham, 2005). Unstructured interview is done when the session is exploratory and no framed questions were listed out in advance. Concerning structured interview, the questions were framed out before administering. For semi-structured interview, the lists of questions were framed out but it is more flexible because more questions could be asked from the list. This semi-structure technique is flexible but the cost and time spent on the data are high.

In this study, both semi-structured and structured interviews were employed. Semi-structured interview was used to gain information during the job analysis with the professional tour guides and structured interview was used to investigate the tour guide trainees' reflection towards the test.

Regarding the literature review, the research questions posted in the first chapter were answered by the CMS-TG Test and its rating scales. The instruments were developed based on job analysis of tour guides and the rating scales were modified from McNamara (1996) and Douglas (2000). They include 1.) The language component: fluency, pronunciation, vocabulary and cohesion. 2.) The content

components: content accuracy, content sufficiency and interesting tour presentation styles. 3.) The non-verbal language component: eye-contact, gestures and politeness. The reasons for adopting McNamara (1996) and Douglas (2000) are that firstly, Douglas' models focuses on English for Occupational Purposes which is the main objective of this study. Secondly, McNamara's model emphasizes performance-based test which are appropriate for assessment in EOP. Finally, both models include both linguistic, non-linguistic knowledge and content knowledge.

In terms of communication strategies, Bachman (1996), Oxford (1990) and Dornyei (1995) communication strategies were modified to be used in the study. They include avoidance strategies: message abandonment, topic avoidance; compensatory strategies circumlocution, approximation, nonlinguistic signals, code-switching and time-gaining strategies.

To summary, this chapter reviews related literature in Tour guides, English for Occupational Purposes, Communicative ability and communication strategies, Performance assessment, Diagnostic tests, Simulation tasks and Qualitative research procedures. The next chapter will present the research methodology.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methods and the procedures of the study. Five major areas covered in this chapter are research procedures, population and sample, research instruments, data collection, and data analysis.

3.1 Research procedures

This study employed both qualitative and quantitative methods. There were four main stages were involved. The first stage was conducting the job analysis in the tour guide context for content validity and for selection of appropriate test tasks that reflect the real-life situations of professional tour guides. The techniques of the semi-structured interview with ten experienced tour guides and the audio recording of direct observation in the work setting were employed. Direct observation transcripts yielded information on authentic discourse used in the tour guide profession. In addition, books, journals, research studies and the existing tour guide training courses were studied and analyzed for the content of the test tasks.

The second stage was the development of the instruments to be used in the study: the CMS-TG Test (See Appendix B), CMS-TG rating scales (See Appendix C), a retrospective verbal protocol (See Appendix F), and a structured interview on the test-takers' reflections (See Appendix G). The specifications of the CMS-TG Test was drafted and later consulted with three experts for priori validation purposes. Then, the selected simulation test tasks and the test rubrics were installed into the computer program by a technician. At the same time, the CMS-TG rating scales were

constructed, corresponding to the test tasks. The CMS-TG rating scales were used to diagnose the strengths and weaknesses of the tour guide trainees.

For the three raters in the CMS-TG Test, they had at least two years of experience in teaching English for Tour Guide, earned a General Tour guide (Foreign) Bronze Card type certified by The Tourism Authority of Thailand (TAT) and obtained at least 550 TOEFL scores or at least 75/120 of Chulalongkorn University Test of English Proficiency (CU-TEP) scores. After the rater selection, a rater training session was conducted for the inter-rater reliability. The rater training could ensure that the rating scales and score descriptors were understood on mutual grounds. The documents for the ratings and examples of tour guide trainees' performances were prepared to demonstrate how to rate the test takers according to the given scoring rubrics (See Appendix D). In addition, the retrospective verbal protocol and structured interview were drafted and validated by three experts on its content. After the instruments were developed, there was an instrument moderation before the pilot study.

The third stage was the pilot study of the instruments. Prior to the pilot study, the TOEIC scores of tour guide trainees were used to differentiate their communicative abilities into three levels of high, mid and low communicative abilities. Then, a pilot study was conducted to three high, three mid and three low communicative ability groups.

Finally, the main study was conducted after the instruments had been revised. Ten high, ten mid and ten low communicative abilities groups participated in the study. The CMS-TG Test tasks were rated by the three trained raters and the data were transcribed and analyzed. The scripts of performance data yielded in-depth

information on the test takers' weaknesses and strengths on their communicative abilities. Furthermore, the retrospective verbal protocol was employed to find out the test takers' communicative strategies. Structured interview sessions were conducted to investigate the examinees' reflections on the CMS-TG Test. The table below presents the summary of the stages for this research study.

Table 3.1: Stages of the study

Research Stages	Activities
Stage 1	Job analysis in the tour guide context o Literature review on tour guides o Content analysis of tour guide training programs o Semi-structured interviews with ten experienced certified professional tour guides o 200 hours of work observation in the tour guides setting
Stage 2	CMS-TG Test specifications o Description of the test purposes o Description of test takers o Description of the Task Language Use (TLU) domain o Definition of constructs o Description of the test tasks Drafting the CMS-TG Test prototype version 1 o Text selection o Small piloting o Marking scheme o Moderation of the test by three specialists CMS-TG Rating scale development Raters' selection for the CMS-TG Test

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	Organizing a rater training session Classifying the tour guide trainees into three ability groups based on the TOEIC listening scores
Stage 3	Pilot study of instruments o Administering the test/ conducting the verbal protocol and interview o Analyzing the data o Revising the CMS-TG Test prototype version 1, CMS-TG rating scales and the other instruments
Stage 4	Main study o Administering the test/ conducting the verbal protocol and interviews o Analyzing the data o Reporting the findings

3.2 Population and sample

Population

The population in this study included Thai tour guide trainees in the tour guide training program of Silpakorn University, conducted by the Office of Silpakorn University Academic Services in the academic year 2007-2008 for the purpose of licensing as a General Tour Guide (Foreign), Bronze Card type. The total number of Silpakorn tour guide trainees was 160.

Sample

The sampling method was the stratified random sampling technique. 70 tour guide trainees were classified into three groups (high, mid and low) by the Test of English for International Communication (TOEIC) listening scores. In the pilot study, there were nine participants, three from each communicative ability level. All were

randomly selected to take the test. The main study was conducted with 30 randomly selected participants from the three communicative ability levels (ten in each level). The participants in the pilot study were excluded from the main study.

3.3 Research instruments

The research instruments in this study consisted of the Test of English for International Communication (TOEIC), the Computer-Mediated Simulation Tour Guide Test (CMS-TG Test), CMS-TG Test rating scales, a verbal protocol, and a structured interview for the test-takers' reflections.

3.3.1 Test of English Proficiency for International Communication (TOEIC)

Test of English for International Communication (TOEIC) is an English language proficiency test for people whose native language is not English. It measures the everyday English skills of people working in an international environment. TOEIC test scores indicate how well people can communicate in English with others in the global workplace. The test does not require specialized knowledge or vocabulary; it measures only the kind of English used in everyday work activities (Chauncey, 1998).

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According to the manual, the TOEIC test is a two-hour, paper-and-pencil, multiple choice test that consists of 200 questions divided into 100 questions each for listening comprehension and reading comprehension. Each candidate receives independent scores for written and oral comprehension on a scale from 5 to 495 points. The total score adds up to a scale from 10 to 990 points. There are two sections in the test.

Section I: Listening Test

This section consists of 100 questions and has an audio-component. The test section is divided into four parts. Test takers listen to a variety of statements, questions, conversations, and talks recorded in English and then answer questions based on the listening segments. The Listening section takes approximately 45 minutes.

Part I: **Photographs** – 10 questions

Part II: **Question–Response** – 30 questions

Part III: **Conversations** – 30 questions; 10 conversations with 3 questions

Part IV: **Talks** – 30 questions; 10 talks with 3 questions each

Section II: Reading Test

This section consists of 100 questions presented in a written format in the test booklet. Test takers read a variety of materials and respond to questions based on the item content. The Reading section takes 75 minutes. There are three parts in this section.

Part V: **Incomplete Sentences** – 40 questions

Part VI: **Text Completion** – 12 questions

Part VII: **Single Passages** – 28 questions

Double Passages – 20 questions

(Chauncey, 1998)

In classifying the tour guide trainee sample into three communicative abilities, only the TOEIC listening comprehension scores were employed to represent their speaking skills or communication skills as previous studies had claimed a high correlation between receptive and productive skills of TOEIC particularly from

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listening to speaking skills (Woodford, 1982; Chauncey,1998). Therefore, the CMS-TG Test used only TOEIC listening scores to infer the tour guide trainees' communicative ability. Table 3.2 illustrates the tour guide trainees' TOEIC listening scores.

Table 3.2: The TOEIC listening scores of tour guide trainees in the pilot and the main studies

No. (Pilot)	TOEIC Listening (495)	No. (Main)	TOEIC Listening (495)
1	495	1	495
2	490	2	490
3	445	3	485
4	435	4	475
5	435	5	475
6	430	6	470
7	405	7	470
8	395	8	460
9	390	9	440
10	380	10	435
11	365	11	430
12	360	12	425
13	355	13	425
14	355	14	405
15	350	15	390
16	340	16	390
17	335	17	380
18	325	18	365
19	320	19	335

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20	305
21	305
22	300
23	300
24	280
25	275
26	255
27	255
28	240
29	130
30	130

20	335
21	330
22	325
23	320
24	310
25	305
26	300
27	290
28	275
29	270
30	270
31	265
32	235
33	220
34	225
35	210
36	200
37	180
38	180
39	165
40	145

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According to the TOEIC Listening Score Descriptors (Educational Testing Service, 2010) 400 is equivalent to the high ability, 300 to the mid ability and 200 to the low ability. The tour guide trainees were classified into three groups using these criteria. In each level, strengths and weaknesses of the test takers' abilities were described. Table 3.3 provides details for each level.

Table 3.3: TOEIC Listening Score Descriptors

LEVEL	Strengths	Weaknesses
400 (High)	400 Test takers who score around 400 *typically* have the following strengths: ◦ They can infer the central idea, purpose, and basic context of *short* spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict. ◦ They can infer the central idea, purpose, and basic context of *extended* spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text. ◦ They can understand details in *short* spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.	Test takers who receive a score at this level *typically* have weaknesses only when uncommon grammar or vocabulary is used.

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	◦ They can understand details in *extended* spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.	
300 (Mid)	300 Test takers who score around 300 *typically* have the following strengths: ◦ They can sometimes infer the central idea, purpose, and basic context of *short* spoken exchanges, especially when the vocabulary is not difficult. ◦ They can understand the central idea, purpose, and basic context of *extended* spoken texts when this information is supported by repetition or paraphrase. ◦ They can understand details in *short* spoken exchanges when easy or medium-level vocabulary is used. ◦ They can understand details in *extended* spoken texts when the	Test takers who score around 300 *typically* have the following weaknesses: ◦ They have difficulty understanding the central idea, purpose, and basic context of *short* spoken exchanges when conversational responses are indirect or difficult to predict or when the vocabulary is difficult. ◦ They do not understand the central idea, purpose, and basic context of *extended* spoken texts when it is necessary to connect information within the text or when difficult vocabulary is used. ◦ They do not understand details in

	information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. They can understand details when the information is slightly paraphrased.	*short* spoken exchanges when language is syntactically complex or when difficult vocabulary is used. They do not usually understand details that include negative constructions. ◦ They do not understand details in *extended* spoken texts when it is necessary to connect information across the text or when the information is not supported by repetition. They do not understand most paraphrased information or difficult grammatical constructions.
200 (Low)	200 Test takers who score around 200 *typically* have the following strengths: ◦ They can understand *short* (single-sentence) descriptions of the central idea of a photograph. ◦ They can sometimes understand the central idea, purpose, and basic context of *extended* spoken texts when this information is supported by a lot of	Test takers who score around 200 *typically* have the following weaknesses: ◦ They do not understand the central idea, purpose, or basic context of *short* spoken exchanges, even when the language is direct and no unexpected information is present. ◦ They do not understand the central idea, purpose, and basic context of

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	repetition and easy vocabulary. ◦ They can understand details in *short* spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood. ◦ They can understand details in *extended* spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.	*extended* spoken texts when it is necessary to connect information across the text or when the vocabulary is somewhat difficult. ◦ They do not understand details in *short* spoken exchanges when somewhat difficult vocabulary is used or when the language is syntactically complex. They do not understand details that include negative constructions. ◦ They do not understand details in *extended* spoken texts when the requested information is heard in the middle of the text. They do not understand paraphrased information or difficult grammatical constructions.

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3.3.2 The Computer-Mediated Simulation Tour Guide Test (CMS-TG Test)

The CMS-TG Test is a semi-direct, computerized multi-media assisted test for tour guide trainees (See Appendix B). The test was developed under the theoretical framework of performance assessment (McNamara, 1996) and English for Specific Purposes (ESP) particularly in English for Occupational Purposes (EOP) (Douglas,

2000) of which this notion lies within the model of communicative competence (Douglas, 2000). Prior to the CMS-TG test specifications, job analysis of the tour guide in one-day Bangkok city tour had been conducted to gain test tasks and test content that are authentically representative of the target language use (TLU). The figure below illustrates the model of the CMS-TG Test design.

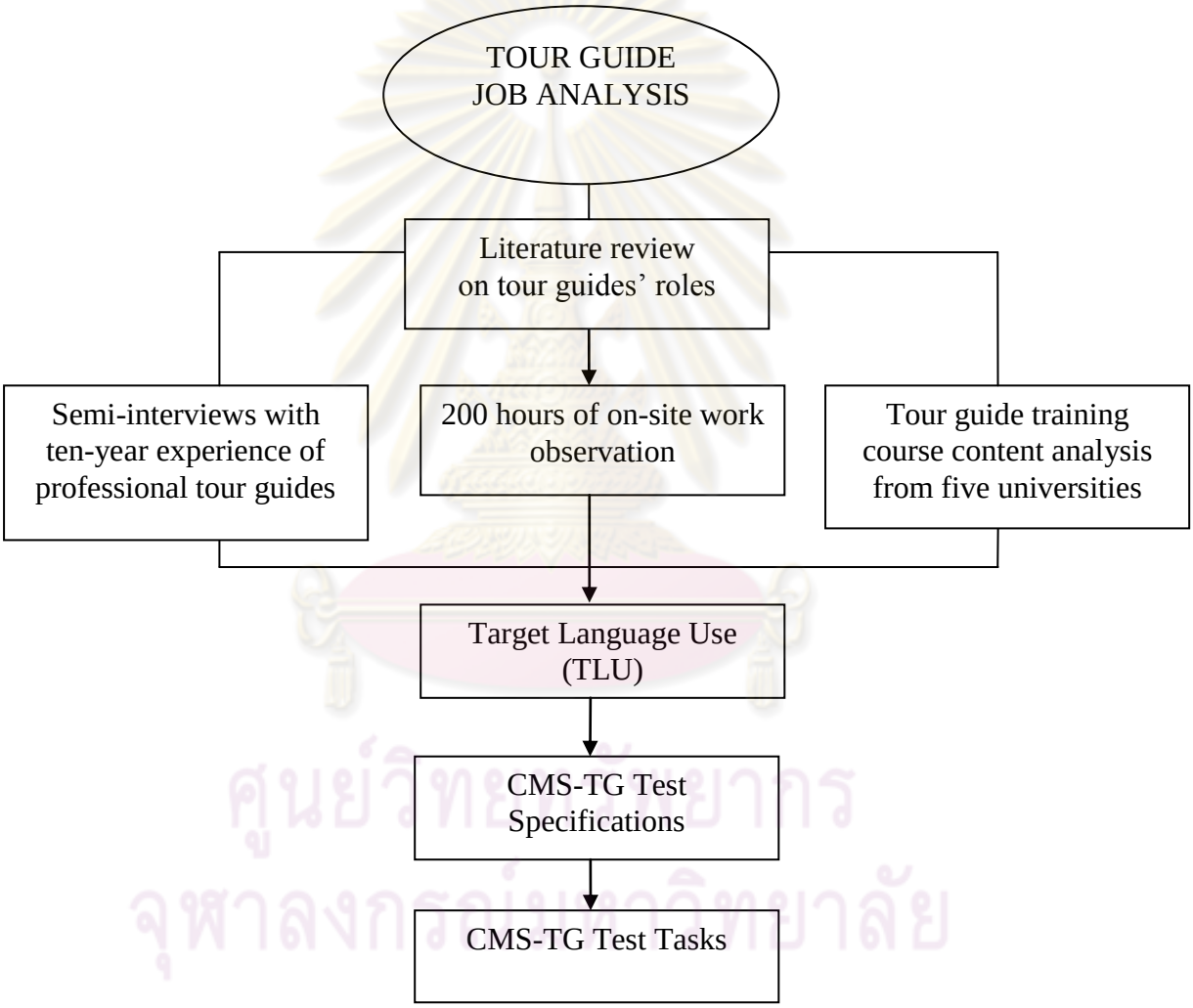

Figure 3.1 Model of CMS-TG Test design

The steps of tour guide job analysis included the literature review on tour guides' roles and functions, semi-structure interviews with ten professional tour guides that had at least ten years of experiences in the field, 200 hours of on-site work

observation and content analysis from tour guide training courses at five universities (Silpakorn University, Thammasat University, Chulalongkorn University, Srinakarin Wirot University, and Assumption University). The table below shows the constructs and content from the job analysis.

Table 3.4: The constructs and from tour guide job analysis

Sources	Constructs and contents
1. Literature review on tour guides	Tour guides should be able to: - give information and communicate well - organize the tour programs as scheduled - provide good customer service and give out good customer relationship - be a good caretaker and provide services
2. Interview with ten experienced professional tour guide	Tour guides should be able to: - use a foreign language at the communicative level (the more proficient the better) - describe, explain about Thai history, religion, culture and tradition, festivals, beliefs, food, weather, currency and etc. - present an interesting tour presentation - respond to informative questions - provide information on the tour agendas and programmes - give suggestions and advice on what action should or should not be taken - use polite words and gestures to show service mind

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3.) Direct work observation (The one-day Bangkok city tour typically includes The Grand Palace, The Royal Palace, The Reclining Buddha Temple and Chao Praya River Tour)	Tour guides should be able to: - describe and explain specific Thai objects, traditions and values such as Thai architecture, Thai paintings, Thai Buddha positions and Thai lifestyles. - conduct an interesting tour presentation, able to respond to questions from the visitors, - give suggestions and advice on what action should or should not be taken - use polite words and gestures to show service mind - possess the ability to communicate well and be knowledgeable on the tourist attractions.
4. Tour Guide Training course content analysis	Tour guides should be able to: - describe and explain tourist attractions, tour programs, agendas, events, festivals, people, objects, buildings, values, traditions, cultures, etc., - give instructions, directions, precautions, remind, and confirm, do's & don'ts - answer and ask informative questions, - interact appropriately and courteously in social situations, - deal with complaints.

In conclusion, from the tour guide job analysis, the skills that a tour guide should be able to do are 1.) provide information on tour programs, 2.) communicate well and able to respond to questions 3.) describe and explain well on tourist attractions, tour programs, agendas, events, festivals, people, objects, buildings, values, traditions, cultures, etc., and 4.) have service-mind and be polite. The direct work observation yielded information on the tour guide situations in a one-day Bangkok city tour. The typical tourist attractions were the Grand Palace and the

Temple of the Emerald Buddha and The Reclining Buddha Temple. Therefore, tour guides were expected to have sufficient content knowledge on these commonly visited places. The data from the job analysis provided the TLU situations applied to develop the CMS-TG test tasks. As for the CMS-TG Test specifications, the details consisted of the purpose of the test, the TLU situations and TLU tasks, characteristics of the test takers, characteristics of the TLU situations, characteristics of the TLU tasks, definition of the construct to be measured, scoring criteria and time allotment as given below.

CMS-TG Test Specification

a) **The purpose of the test**: It was designed to be an EOP test to diagnose the communicative ability of tour guide trainees.

b) **The TLU situations and TLU tasks:** They were derived from the job analysis obtained from the literature review, semi-structure interviews with ten professional tour guides, 200 hours of on-site work observation and tour guide training for courses content analysis. The situations occurred in a one-day Bangkok city tour. The tasks were face-to-face talks in various tourist settings.

c) **Characteristics of the test takers:** The test-takers were tour guide trainees from Silpakorn University in the academic year 2007-2008. All of them had completed the tour guide training before taking the test.

d) **Characteristics of the TLU situations:** There were various situations concerning the frequent places that tourists were brought to in a one-day Bangkok City Tour such as The Grand Palace, the Temple of the Emerald Buddha and The Reclining Buddha Temple.

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e) **Characteristics of the TLU tasks:** The tasks required the tour guide trainees to conduct a one day tour and they responded to questions and situations given.

f) **Definition of the constructs to be measured:**

Language knowledge: Grammar, Pronunciation, Vocabulary, Fluency

Textual knowledge: Cohesion

Sociolinguistic knowledge: Politeness, eye-contact and gestures

Background knowledge: Content accuracy and content sufficiency in the tour guide context

g) **Scoring criteria**

Both holistic and analytical methods were used in scoring the CMS-TG test tasks. The scores in the rating scales were used for diagnostic purposes, i.e. each score could tell the tour guide trainee's specific ability to obtain valid and reliable results three selected raters were trained to use the CMS-TG rating scales (See section 3.3.3).

h) **Time allotment**

The test time was 60 minutes. There was no timing of questions in each task and subtask; however, the test took no longer than 60 minutes. It was a computer-mediated video simulation test that consists of five main tasks and 23 sub-tasks. The table below shows the details of the CMS-TG test tasks.

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Table 3.5: Details of the CMS-TG Test Tasks

Tasks	Sub-tasks	Abilities assessed
Task1: At Suvarnnabhumi Airport	1.1: Greeting, introducing oneself, explaining tour programs 1.2: Describing and explaining Thai currency 1.3: Describing and explaining Thai climate	1. Able to introduce oneself properly. 2. Able to describe and explain on the given subjects 3. Able to interact appropriately and courteously in social situations
Task2: At the Novotel Hotel	2.1: Explaining tour programs, giving instructions and precautions	1. Able to give information of the hotel 2. Able to explain tour programs and agendas 3. Able to give precautions, remind of what to do and not to do 4. Able to interact appropriately and courteously in social situations
Task3: At the Grand Palace and the Temple of the Emerald Buddha	3.1: Describing Thailand in brief 3.2 Describing the Hermit of Medicine 3.3 Describing The Temple of The Emerald Buddha main chapel 3.4 Describing Thai gables 3.5 Giving Do's and Don'ts in the Ordination Halls	1. Able to describe and explain about the tourist attractions 2. Able to give precautions, remind of what to do and not to do 3. Able to answer informative questions 4. Able to interact appropriately with courteously in social

	3.6 Describing The Emerald Buddha 3.7 Describing the mural painting 3.8 Describing the Golden Stupa 3.9 Describing Thai pillars 3.10 Describing the Chakri Maha Prasart Throne Hall	situations
Task4: At the Reclining Buddha Temple	4.1: Describing The Reclining Buddha 4.2: Explaining about Thai massage and asking informative questions 4.3: Describing and explaining about Chedis and answering informative questions	1. Able to describe and explain about the tourist attractions 2. Able to answer informative questions 3. Able to interact appropriately and courteously in social situations
Task5: Chao Praya Boat Tour	5.1: Suggesting and recommendir Thai dishes 5.2: Describing and explaining the importance of the Chao Praya River 5.3: Answering informative questions 5.4: Introducing and explaining about Thai festivals 5.5: Describing and explaining about the Temple of Dawn	1. Able to describe and explain about the Thai culture and tradition 2. Able to answer informative questions 3. Able to interact appropriately and courteously in social situations

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	5.6: Express feelings and farewell	

For the test validation process, it was evaluated by three content experts. The experts were experienced professional tour guides with more than ten years of experience. They reviewed the CMS-TG draft using the contents, constructs and Item Objective Congruence validation sheet (See Appendix A). 26 sub-tasks were initially given to the three experts and three sub-tasks were discarded because of the experts' comments from the Item Objective Congruence (IOC) Sheet (Brown,1996). Below the table shows the experts IOC results.

Table 3.6: Item Objective Congruence (IOC) results

Response	**Expert1**	**Expert2**	**Expert3**	**∑R**	**IOC**	**Results**
1.1	+1	+1	+1	+3	+1	accepted
1.2	+1	0	+1	+2	+0.7	accepted
1.3	+1	+1	0	+2	+0.7	accepted
1.4	0	-1	0	-1	-0.3	rejected
2.1	+1	+1	+1	+3	+1	accepted
3.1	+1	0	+1	+2	+0.7	accepted
3.2	+1	+1	+1	+3	+1	accepted
3.3	+1	0	+1	+2	+0.7	accepted
3.4	+1	0	+1	+2	+1	accepted
3.5	+1	+1	+1	+3	+1	accepted
3.6	+1	+1	0	+2	+0.7	accepted
3.7	0	-1	0	-1	-0.3	rejected
3.8	0	+1	+1	+2	+0.7	accepted
3.9	+1	+0	+1	+2	+0.7	accepted
3.10	+1	+1	+0	+2	+0.7	accepted

3.11	+0	+1	+1	+2	+0.7	accepted
4.1	+0	+1	+1	+2	+0.7	accepted
4.2	+1	+1	+1	+3	+1	accepted
4.3	+1	+1	+1	+3	+1	accepted
5.1	+1	+1	+1	+3	+1	accepted
5.2	+1	+1	+1	+3	+1	accepted
5.3	+1	+1	+1	+3	+1	accepted
5.4	-1	-1	0	-2	-0.7	rejected
5.5	+1	+1	+1	+3	+1	accepted
5.6	+1	+0	+1	+2	+0.7	accepted
5.7	+1	+1	+0	+2	+0.7	accepted

After the test revision, the CMS-TG Test was tried out in the pilot study. In the pilot study, positive feedback was received from the tour guide trainees concerning the test contents. So, the test contents were not changed. However, there were some problems related to the computer server in recording data. Moreover, it was found that the test demonstration was extremely necessary. This is because the examinees needed practice in controlling the recording buttons and in getting acquainted with the new method of testing. Moreover, more samples and demonstration had to be included in the main study to help them understand the procedures. Finally, during the pilot study the examinees were anxious about the webcam video-recording and tended to look away from the camera. So, it was necessary to explain clearly that they should try to interact and make eye contact with the webcam as if they were conducting a real tour with tourists.

In the main study, The CMS-TG Test was delivered through a computer multi-media program with a set of equipment: a webcam, a microphone and a headset. The examinees' performance was audio-recorded and video-recorded via the headset and

webcam respectively. The performances were stored in the database program and rated after the test administration by three trained raters. This CMS-TG Test was administered in an equipped computer room and the test lasted approximately 40 minutes. There was no time control both for their preparation time and for their responses to each task. However, the test would automatically shut down in 60 minutes.

3.3.3 Computer-mediated Simulation Tour guide Rating Scales

In the CMS-TG Test scoring procedure, the analytical and holistic rating scales were developed according to the tour guide simulation test tasks (See Appendix C). The language scales were based on the model of Douglas (2000) and also on the concept of tour guide characteristics. They include 1.) The language component: fluency, pronunciation, vocabulary and cohesion, 2.) The content components: content accuracy, content sufficiency and interesting tour presentation styles, 3.) The non-verbal language component: eye-contact, gestures and politeness, and 4.) The overall communication ability which is an holistic scale. Regarding content knowledge, the tour guide should be able to explain the tourist attractions accurately and sufficiently in an interesting way. They should also possess adequate language knowledge in using appropriate grammatical structures and suitable vocabulary. Their pronunciation should be also comprehensible. Finally, they should communicate fluently in the tour guide context. As for non-verbal language, they should be polite, maintain eye contact with the tourists and make appropriate gestures to communicate effectively and efficiently.

Furthermore, before employing the rating scales the main consideration taken into account was the rater selection and the rater training. The raters were experienced language instructors, earned a General Tour Guide license as a Bronze Card type and

their English proficiency scores were at least 550 TOEFL or at least 75/120 of Chulalongkorn University Test of English Proficiency (CU-TEP) scores. The rater consistency was obtained from the pilot study, (N=9) using Spearman Rank Order. The table below shows the correlation coefficients of the three raters in the pilot study.

Table 3.7 Inter- Rater Consistency using Spearman Rank order Correlation

Pilot Group (N=9)	Rater_1	Rater_2	Rater_3
Rater_1	1	0.999	0.999
Rater_2	0.999	1	0.998
Rater_3	0.999	0.998	1

3.3.4 Verbal Protocols

This verbal report was used to find out the examinees' test taking strategies (See Appendix F). The verbal protocol was administered after the test and the report were conducted in Thai to facilitate the tour guide trainees from all levels of communicative ability and to help them give out as much spoken information as they could and not to confront with language barriers. Before taking the test, the examiners were told that after the test they would go through an interview that required them to describe and explain their thoughts while taking the test. During the interview, the examinees' video-clips of the CMS-TG Test responses were played to help them recall their thoughts and the strategies they used. All participants in the pilot study and main study took the verbal protocol session and their verbal reports were audio-recorded for analyses.

3.3.5 Structured Interviews

In order to obtain in-depth information on the test takers' reflections towards the CMS-TG Test, a structured interview was used (Gillham, 2005). The structured interview questions were validated by three experts for the content and construct validity.

3.4 Data collection

The following steps were performed in the data collection. An essential consideration in developing an English for Occupational Purposes test is to select test tasks that could represent the target language use domain (Douglas, 2000). Therefore, job analysis in the tour guide work setting was used. Interview sessions were conducted with ten professional tour guides. The data collected from them provided guidance and information in developing instruments. In addition, content analysis of the tour guide training courses and test methods from five tour guide training institutes (Silpakorn University, Thammasat University, Chulalongkorn University, Srinakarin Wirot University, and Assumption University) were conducted. Moreover, 200 hours of direct work observation by audio recording the tour guides helped to plan and formulate the tour guide routine tasks and language discourse.

After the job analysis process, the test specifications of the CMS-TG Test were drafted and submitted for the experts' validation (See Appendix G). The CMS-TG Test was designed based on the authentic nature of the tour guide work setting in conducting a one-day city tour in Bangkok. After the experts had validated the test contents, minor revisions were made. Later, a video production team consisting of one professional tour guide, two European tourists and a camera man was set up. The set scenes were at Suvarnabhumi Airport, the Novotel Hotel, the Grand Palace, the Temple of the Reclining Bhudda and the Chao Praya boat tour. The next step was to

transfer the role-play video scenes of the one-day city tour into the computer program, along with the test demonstration and instructions by a programmer. At the same time, the structured interview questions sheet and the verbal protocol sheet were drafted and validated by three experts.

After the CMS-TG Test was ready, the CMS-TG rating scales were prepared. The CMS-TG rating scales were used by three raters to assess the tour guide trainees' communicative ability. The raters were selected from their expertise in the field of tour guide and English teaching. They also had at least two years of teaching experiences, obtained a tour guide license from the Tourism Authority of Thailand and gained at least 550 TOEFL score or at least 75/120 of Chulalongkorn University Test of English Proficiency (CU-TEP) scores. Later, the selected raters were trained to use the rating scales for inter-rating consistency. The rater training was conducted in one week.

Preceding the pilot study, the 70 tour guide trainees were categorized into three subgroups; high, mid and low communicative abilities based on their Test of English for International Communication (TOEIC) listening scores. For data collection in the pilot study, three tour guide trainees from each group were randomly selected to take the CMS-TG Test. As for the main study, 10 participants were randomly selected from each group (See Table 3.2). Therefore, the total number was 30.

The test takers' performances were stored in the computer hard disk program for later analysis. The test responses were rated according to the CMS-TG Test rating scales by three trained raters. The rating scales were used to identify the strengths and weaknesses of each tour guide trainee in particular abilities. Moreover, content

analysis was used for in-depth investigation on the tour guides' strengths and weaknesses. Also, the retrospective verbal protocol was employed to find out the test-takers' strategies and the structured interview session was carried out to investigate the test-takers' reflections towards the test.

Table 3.8: Summary of research instruments experts and the validation

Instruments	Number and qualifications of experts
1. Semi-structured interview for ten professional tour guides	The questions were reviewed by three language instructors who have taught English and research methodology in EFL.
2. Verbal Protocol for test-taking strategies	
3. Structured interview questions for test reflections	
4. The CMS-TG Test A. Test Tasks B. Rating scales	Three professional guides were asked to validate the constructs and contents of the test tasks and the rating scales. They had at least ten years of experience in the tour guide career.

3.5 Data analysis

The first research question of this study was to find out whether the CMS-TG Test could diagnose the tour guide trainees' communicative ability. This was answered by analyzing the CMS-TG Test scores of the tour guide trainees. To establish the validity evidence of the test, a priori validation and a posteriori validation were performed. The priori validation could be carried out by using content and construct validity while the posteriori validation could be conducted by

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examining scoring validity, consequential validity and criterion-related validity (Weir, 2005).

In this study, the CMS-TG Test was evaluated by three professional tour guides to seek for their agreement on the CMS-TG Test tasks. Regarding the construct validity, it was approved by the same set of expert in the CMS-TG Test tasks. The scoring reliability was obtained by observing the inter-rater reliability using Pearson Product Moment Correlation. To ensure the reliability among raters, a training session was organized for the selected raters. The raters were selected from the language instructors with tour guide training license. Later, the responses of the 30 test takers were rated by the three trained raters using the rating scales corresponding to the test tasks. Descriptive statistics were carried out to determine the means, and standard deviations. Test transcriptions were used to clarify the test-takers' communicative ability.

To answer the second research question regarding the strengths and weaknesses of the tour guide trainees, their performances were analyzed. The researcher used the transcriptions of the test tasks to analyze every component in the rating scales to obtain more information about the tour guide trainees' strengths and weaknesses, using the aforementioned scales and descriptors of the communicative ability.

To answer the third research question with regard to strategies employed by the tour guide trainees in taking the CMS-TG Test, content analysis was conducted using the data from the retrospective verbal protocol administered to the test takers after taking the CMS-TG Test.

As for the final research question, “What are the reflections of the tour guide trainees towards the CMS-TG Test?”, this was answered by analyzing their responses from the structured interview using the retrospective verbal protocol to gather in-depth thoughts and information towards the new computerized developed test.

To sum up, Chapter Three covers five major areas including research procedures, population and sample, research instruments, data collection, and data analysis. The research results will be presented in the next chapter.

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CHAPTER IV

RESULTS

This chapter presents the results of the research entitled "Computer-Mediated Simulation Test as a Diagnostic Tool in Assessing Communicative Ability of Tour Guide Trainees".

4.1 Results of Research Question 1

Research Question 1: Can the computer-mediated simulation tour guide test tasks (CMS-TG Test) diagnose communicative ability of tour guide trainees?

This question was answered by employing the CMS-TG Test rating scales to rate and diagnose the three groups of tour guide trainees' communicative ability. The three ability groups of high, mid and low were classified according to their TOEIC listening scores. In the CMS-TG Test the tour guide trainees were rated by three selected raters in the scale of one to five based on the content accuracy, content sufficiency, content presentation style, pronunciation, fluency, grammar, vocabulary, cohesion, eye-contact and gestures, politeness and overall communication ability at the scale from one to five by three selected raters.

Table 4.1 below shows that the means of the high group are as follows: content accuracy at 4.6, content sufficiency at 4.8, content presentation style at 4.6, pronunciation at 4.8, fluency at 4.7, grammar at 4.5, vocabulary at 4.6, cohesion at 4.9, eye-contact & gestures at 4.6, politeness at 4.7, and overall communication ability at 4.8. The average mean of the total score of this group is 51.7 from 55 or 94%.

Table 4.1: The means, standard deviation and percentages of the sub-skills of contents and knowledge.

Ability Groups (High Group=H) (Medium Group=M) (Low Group=L)	Content Accuracy	Content Sufficiency	Content Presentation	Pronunciation	Fluency	Grammar	Vocabulary	Cohesion	Eye-contact, gestures	Politeness	**Total (Analytical)**	Overall Communication Ability	**Total (Holistic)**	**Total**
H: mean	4.6	4.8	4.6	4.8	4.7	4.5	4.6	4.9	4.6	4.7	4.68	4.8	4.8	51.7
H: Std.	.49	.43	.50	.38	.45	.51	.49	.35	.50	.45	.45	.41	.41	2.87
H: %	92%	96%	92%	96%	94%	90%	92%	98%	92%	94%	**93.6%**	96%	**96%**	**94%**
M: Mean	4.0	3.4	3.4	3.6	3.4	3.3	3.5	3.5	3.9	3.9	3.59	3.3	3.3	39.1
M: Std.	.76	.77	1.07	1.10	1.30	.71	.78	.86	.94	.71	.9	.99	.99	8.51
M: %	80%	68%	68%	72%	68%	66%	70%	70%	78%	78%	**71.8%**	66%	**66%**	**71.09%**
L: Mean	3.1	2.3	2.4	2.7	2.7	2.6	2.8	2.9	2.8	3.3	2.76	2.7	2.7	30.2
L: Std.	.78	1.00	.53	.71	.50	.53	.44	.78	.67	.71	.66	.50	.50	5.76
L: %	62%	46%	48%	54%	54%	52%	56%	58%	56%	66%	**55.2%**	54%	**54%**	**51.91%**

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Table 4.1 illustrates the means of the medium group as follows: content accuracy at 4, content sufficiency at 3.4, content presentation style at 3.4, pronunciation at 3.6, fluency at 3.4, grammar at 3.3, vocabulary at 3.5, cohesion at 3.5, eye-contact & gestures at 3.9, politeness at 3.9, and overall communication ability at 3.3. The average mean of the medium group total score is 39.1 from 55 or 71.09%.

For the low group, their content accuracy was at 3.1, content sufficiency at 2.3, content presentation style at 2.4, pronunciation at 2.7, fluency at 2.7, grammar at 2.6, vocabulary at 2.8, cohesion at 2.9, eye-contact & gestures at 2.8, politeness at 3.3, and overall communication ability at 2.7. The average mean of the low group total score is 30.2 from 55 or 54.91%.

The result showed that the CMS-TG Test scores of the high group was higher than that of the medium group and the medium group score was higher than those of the low group in every component: content accuracy, content sufficiency, content presentation style, pronunciation, fluency, grammar, vocabulary, cohesion, eye-contact & gestures, politeness, and overall communication ability. This shows that the CMS-TG Test has the ability to differentiate the communicative ability of the tour guide trainees.

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From the ability descriptors, it could be concluded that the high group had the ability in their content accuracy at 4.6 which means that they can provide accurate information to visitors with minimal errors. For content sufficiency the mean is 4.8 which indicates that they can provide sufficient information to visitors to understand the situation with no important information left out. Their presentation style was rated at 4.6 meaning that they can conduct an interesting tour presentation with humor, interesting tone of voice, good story telling techniques without many errors. The

pronunciation was rated at 4.8 meaning that it was easily understood; stress and intonation were appropriate and without errors, while fluency rated at 4.7 shows that they could respond smoothly and without few pauses and hesitations. For grammar, it was rated at 4.5 showing that they could use a wide range of accurate grammatical structures. For vocabulary they were rated at 4.6 showing that they could use a wide range of general and specific tour guide vocabulary accurately with minimal errors. For cohesion, they were rated at 4.9 showing that they could use a wide range of explicit devices which were accurate, and the relationships between sentences were clear and with no errors. For eye-contact & gestures the mean at 4.6 indicates that they maintained eye-contact and made gestures to keep the tour presentation lively. Politeness was rated at 4.7 and this means that they showed a wide range of explicit good manners and human relationship. Their overall communication ability was at 4.8 indicating that the high tour guide group could produce effective communication skills by using appropriate verbal and non-verbal language in conducting a tour presentation with accurate tour content.

For the medium group, it could be concluded that they have the ability content accuracy at 4, meaning that they could generally provide accurate information to visitors, produced few errors but they did not cause major misunderstanding on the information. For content sufficiency, it was rated at 3.4 showing that they could somewhat provide sufficient information but sometimes the information was not enough for the tourists to be aware of the whole situation. For content presentation style, it was rated at 3.4, meaning that they sometimes could conduct an interesting tour presentation style by using humor, tone of voice or good story telling but could sometimes be dull and may be less interesting. The pronunciation was rated at 3.6,

showing that they could generally produce easily understood words and sentences and were capable of using stress and intonation appropriately with few errors. For fluency it was rated at 3.4 showing that they tended to produce longer pauses and hesitations, which could cause difficulty in understanding. For grammar it was rated at 3.3, showing that they normally used structures accurately but occasionally created errors leading to confusions and misunderstanding. Their vocabulary was rated at 3.5 showing that they generally used a wide range of accurate words or phrases in general and specific tour guide vocabulary. They produced few errors which did not lead to misunderstanding. For cohesion, the mean was 3.5 showing that they used a wide range of explicit devices accurately and the relationships between sentences were generally clear. Few errors in cohesion were found but they did not lead to any confusion. For eye-contact and gestures they were rated at 3.9, showing that they could frequently make eye-contact and gestures to make the tour presentation lively. Politeness was rated at 3.9, showing that they generally showed good manners and human relationship. The mean of overall communication ability of the medium group was 3.3, and this suggests that they could somewhat communicate verbally and non-verbally but might frequently produce communication breakdowns in conducting a tour presentation.

Finally, for the low group it can be concluded that the ability in content accuracy at 3.1 meaning that the test takers were comprehensible but could also start to create inaccurate information leading to misunderstanding. The mean of the content sufficiency at 2.3 implies that they could frequently provide insufficient information leading to less understanding of the tour presentation. The content presentation style at 2.4 shows that their tour presentations were frequently dull and boring. The

pronunciation at 2.7 denotes that they were comprehensible but the pronunciation errors could cause some difficulty in understanding. The mean of fluency at 2.7 reveals that they produced longer pauses and hesitations, which might cause difficulty in understanding. The rating of grammar at 2.6 means that they used some structures accurately but also produced errors that occasionally led to misunderstanding. For the mean of vocabulary at 2.8, it shows that they could use some words or phrases accurately with a sufficient range of vocabulary to complete the task although they produced errors that sometimes led to misunderstanding. The mean of cohesion at 2.9, shows that they could use some explicit devices to connect ideas; the relationships between sentences were somewhat clear but there were errors. For eye-contact & gestures at 2.8 shows that they sometimes made eye-contact and gestures but sometimes seemed to avoid eye contact and made no movements. The mean of politeness at 3.3 means that they sometimes showed an explicit range of good manners and human relationship. Finally, their overall communication ability was rated at 2.7 showing that the low communicative ability could somewhat communicate verbally and non-verbally but produced communication breakdowns while conducting a tour presentation.

When looking at the overall rating, the total analytical scale shows that the percentages of the high, mid, and low groups are 93.6%, 71.8%, and 55.2% respectively. These results agree with the overall rating using the holistic scale revealing 96%, 66% and 54% of the three groups. This means that the use of either type of rating could differentiate the tour guide trainees into three ability groups.

The inter-rater coefficients of the three selected raters were at a high level as given in the table below:

Table 4.2 Coefficients of inter-rater consistency

Components	Rater 1: Rater 2	Rater 1: Rater 3	Rater 2: Rater 3
1. Content accuracy	.091	.926	.928
2. Content sufficiency	.902	.953	.911
3. Presentation style	.901	.910	.904
4. Pronunciation	.840	.864	.858
5. Fluency	.934	.955	.934
6.Grammar	.840	.850	.857
7. Vocabulary	.910	.878	.935
8. Cohesion	.893	.951	.935
9. Eye-contact& gestures	.877	.873	.813
10. Politeness	.860	.927	.837
11. Overall Communication ability	.925	.987	.914

To sum up on Research Question 1, the CMS-TG Test could diagnose the communicative ability of the tour guide trainees. It was also found that tour guide trainees in the high group could conduct an effective tour, while the trainees in the medium and low groups were capable of conducting a tour but they produced some language errors that could affect the communication.

4.2 Results of Research Question 2

Research Question 2: What are the strengths and weaknesses of the tour guide trainees? Content analysis from the test transcriptions and use of the scales and descriptors gives the information about the strengths and weaknesses of the tour guide trainees.

The tour guide trainees' communicative abilities were assessed in three major aspects 1.) language 2.) content and 3.) nonverbal language which consisted of these following components: pronunciation, fluency, grammar, vocabulary, cohesion,

content-accuracy, content-sufficiency, content- tour presentation, eye contact and gestures, politeness, and overall communication ability. The following section will elaborate the strengths and weaknesses of the tour guide trainees' communicative abilities categorized by the components.

Pronunciation

Below are the tour guide trainees' common mistakes in pronunciation as identified by using the CMS-TG Test. The tour guide trainees' errors in pronunciation are indicated in parentheses.

Ordain [or-dan]	Food [foot]
Ridge [rid]	Trip [tib]
Monarchy [mo-na-chee]	Fruit [foot]
Gable [ga-bell]	Grand [gand]
Relics [li-rik]	Door [doll]
Sacred [se-cret]	Brief [beef]
Mythical [mis-ti-cal]	Western [westen]
Democracy [de-mo-cra-cee]	O'clock [o'cock]
Reign [rine]	Plain [plan]
Tier [tar]	Flip flop [fib-fop]
Throne [tone]	Hands [hand]
Thirty [tir-tee]	Pants [pant]
three [tee]	Shorts [short]
weather [whe-ser]	Shoes [shoe]
both [bod]	Sleeves [sleeve]
Foot [food]	Stubborn [stub-burn]

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place [pade]	Occasion [oc-cas-sion]
Inside [in-sise]	Normally [nor-ma-lies]
Side [sais]	Kilometer [kilo-made]
Pressure [pre-sure]	Centimeter [cen-ti-made]
Pleasure [plea-sure]	Episode [epi-sord]
Against [a- gant]	Hotel [ho-ten]
Arrange [a-rank]	Capital [ca-pi-torn]
Discover [dis-co-ver]	Biggest [bik-kest]
Candle [can-den]	statue [sta-too]
Occur [O-cur]	welcome [well-come]

From the words listed above, it shows the aspects of the tour guide trainees' weaknesses in pronunciation use. However, there are some different types of pronunciation mistakes in each ability group. The high group mistakes found were in unfamiliar specific terms such as ordain [or-dan], ridge [rid], mythical [mis-ti-cal], monarchy [mo-nar-chee]. The [s] plural omission was often found in the words: [pant] [tang top] [shoe]; and some produce overly [s] sound in the word "later" and "normally".

For the medium and low groups, pronunciation mistakes were frequently found in 1.) [th] sound missing like in throne hall, width, length, depth 2.) [s] omission in subject verb agreement 3.) [t] sound pronounced as [d] 4.) [r] omission in words like trip, fruit, grand 5.) centimeters [cen-ti-made], kilometer [ki-lo-made] were the most common wrong pronunciation made by these two groups.

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Fluency

The high group produced the language smoothly and effortlessly, and few pauses and hesitations were found. The speech rate was found at 124 words/minute. Following is an example of speech produced by the high group in one minute. Below are some excerpts from the test transcription by the high group in one minute.

Trainee (high group): "Well, the temple area was surrounded by the gallery, and inside the gallery, there are mural painting which depict the story of Ramakian, the Thai version of Indian Ramayana. Ah have you heard, have you ever heard about Indian Ramayana before? It's very famous in Asian country, not only in Thailand. Well, short story is about the conflict between man and demon. The king of demon, Tosakan, he kidnapped wife of the King Rama, the king of the man. And then, yeah, that's the beginning of the war. In the battle that follows, Tosakan, he ask his friends and his numerous relatives to join the war, where King Rama, he has the man and his monkey warrior to join him. Finally, Tosakan is defeat, and King Rama's got his wife back to the capital. So it's the story about the war that's very famous in Thailand. We have a lot of ah inspiration from this story…"

The medium group produced long pauses and hesitations, which sometimes caused difficulty in understanding. The average speech rate for this group was found at 78 words/minute. Below is an excerpt from the test transcription of the medium group showing their speech rate in one minute:

Trainee (medium group): " the mural painting (4s) around this is base on the story of RamaKhien in India Ramaya in India, the same name Ramayana in India RamaKhien in Thai. The story of recarnation of Vishnu. The story is about the battle of good (4s) and bad evil, just good side have Pra-Ram and have monkey solider and bad is we call Tosakarn (5s) the King of the bad side……"

Finally, the low group produced longer pauses, more hesitations and used many fillers. This leads to some difficulty in understanding. The speech rate for this group was found at 62 words/minute. Below is the a sample from the low group:

> Trainee (low group): "This is the mural painting. Ah, it depict Ramakian, India, Indian epic. Ah, the story is about urr the good side battle with the bad side. (3s) The leader of the good side is a human name King Ram, and he has ah the monkey army…"

Vocabulary

The high group could use the specific terms accurately. When the medium and the low group could use the specific terms to a limited ability and sometimes mispronounced them. The following are the frequent tour guide words used in the one-day Bangkok city tour:

gable	mural paintings	mythical being	throne hall
pavilions	ordain	ordination hall	chapel
stupa	Pagoda	mosaics	tiles
porcelain	Chinas	compound	marble slabs
robe	ornaments	Thai wisdom	indented corners
lotus bud	preach	sermon	reclining position
demon	commemorate	ashes	relics
sacred	holy	worship	respect
meditation	epic	dynasty	democracy
reign	cast	craved	metal
bronze	plaster	jade	precious stone
cruise	banknotes	coins	humid
tropical	monsoon	mortar	grind

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tooth ridge	curve ridge	finial	side finial
incarnation	mother-in-lay	auspicious	copper
house (verb)	royal barge	procession	lunar month
joss stick	garland	flight	journey
trip	clockwise	gallery	lemon grass
kaffir lime	morning glory	establish	lord Buddha
garuda	Naga	serpent	statue
hornlike	phaeton	defeat	destroy
ruin	posture	position	representing
symbolize	Buddhist lent	canal	float
height	length	width	depth
dawn	resin	ceramics	architecture
tradition	ritual	hermit	pillar
column	consort	royal family	shrimp
prawn	nirvana	enlightenment	authority
rule	govern	tasty	sour
bitter	sweet		

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Moreover, trainees overcome their limited ability to use the specific terms by using communication strategies to help them. Approximation or use of all words techniques are frequently found to help overcome the limited vocabularies.

Grammar

As for grammar, the following mistakes were observed from all groups. The table below shows the grammatical errors produced by the subjects.

Table 4.3: Ungrammatical points found in the CMS-TG Test

Grammar points	Examples of Grammatical Errors
Article	- The Bangkok, The Nakornsawarn - And the shoes must be cover the toe - After a fall of Ayutthaya - This is ordination hall - its must be only one building in the temple - because it's Royal Temple - the crown prince only or Royal family - this is a very important sample - the Buddha/ try to show the demon by become the big figure - that is the very good too
Present tense	- However summer start from March to April - rainy season start until October November - mostly Garuda win - this also represent lotus okay
Present progressive	- Now we standing in the compound of/ the Temple of the Emerald Buddha - They fighting each other all the time
Past tense	- that's why we have to do/ or made medicine from herb - this is the thing we made medicine at that time - Tosakan kidnap his wife - and the battle last long - He order the gold mosaic from Italy - …also in the center keep the Buddha

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	image/ and the ashes of the pass Kings.
Auxiliary verb	- And the shoes must be cover the toe - how could we knew that
Plurality	- no short no under shirt or tank top or flip flop - because we have so many fight - At the end of the gable on both side - These are the pictures of different costume - you can see from the picture because there are 178 scene - this one is the twelve indented corner
Gerund	- after check in you have one hour - the Buddha/ try to show the demon by become the big figure - so you can relax by massage
Preposition	- human and demon fighting to each other - at the end on the feet
Questions	- you have any question? - but you can tell the masseuse how would you like
Reference noun missing	- You may call winter time then - that's why Thai people call emerald - There is someone or security working for the temple gonna take care of your shoes
Verb missing	However Thonburi just about fifteen years
Verb to be	- Thonburi is not be a capital very long - drink a lot of water because it's

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	dehydrate if you skip water - People very happy - Ayutthaya capital is about four hundred and seventeen years - if you sick - this also the symbol of Royal Temple - and it made of precious stone - I will glad to be your guide again
Part of speech	- Thai massage is the optional for you - because it's real Thai traditional - ..for transportation living and water consumer

Grammar is considered one of the main weaknesses in all groups. However, the grammar mistakes ranged from acceptable mistakes which have less effect to the whole communication to unacceptable mistakes that distorts the meaning and comprehensiveness of the message (Brumfit, 1984; Housen and Kuiken, 2009).

Cohesion

These are common cohesion markers found in the CMS-TG Test:

as you can see	as I mentioned earlier		You will see that
and then	then	so	however
and	but	even though	although
after that	next	as	that's why
in addition	for example	such as	moreover
especially	because	because of	also
anyway	I mean	meaning that	

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Trainees from all groups used simple transition or cohesion markers. Even the high group did not use any formal transitions. However, some of the low group did not make any use of cohesion. Following are examples of using cohesion:

Trainee (high group): "So, actually even we divide the seasons to be three seasons, but the temperature in Thailand is more or less the same. That's why some people said we have three seasons: hot, hotter and hottest. So, now we are in November, it's a bit cooler…"

Trainee (medium group): "So, at least you need to wear short sleeve cover your shoulder. And ah the man, anyway well. I mean normally if the women, if you wear skirt, it regards more formal. So, skirt cover knees okay, no problem. But then you are the man, anyway you are gonna wear pants..."

Trainee (medium group): "So, we made the building in westerner, urr western style, however on the top you gonna see Thai architecture roof and also behind the story is we gonna be on the top of westerner anyway no matter how they try to be over us, ok. And yes this building we use it for reception purposes…"

Content Accuracy

The high group provided accurate and error free information to visitors as shown in the examples below:

Trainee (high group): "…let me tell you about the history of The Buddha image in brief. The Emerald Buddha was first found in 1434 in Chiang Rai province, the abbot who found that he found the crack on the nose and inside showing the green jade so the abbot take all the plaster off and and discovered that it crave from the semi precious stone and he thought that it is the emerald. Actually it's crave form the piece of the green jade. This Buddha image was very famous at that time so many Kings and many temples want it to place in their temples or in their town. But the King of Chiang Mai at that time he sent the elephant to Chiang Rai to take the emerald Buddha to Chiang Mai but the Emerald Buddha ran to Lampang so the emerald Buddha placed to Lampang about 32

> years and after that moved to Chaing Mai. And when the King of Chaing Mai pass away, his son in law who is the Laotian King, he moved back to Lung Pra Bang so he took the emerald Buddha back with him and also when he move to Vientiane he took the emerald Buddha to Vientiane too. So the emerald was placed in Laos about 200 years and when Chao Praya Chakri or who became later King Rama I captured Vientiane, so he brought the emerald Buddha back and placed the Emerald Buddha at the temple of the dawn or in Thai we call Wat Arun on the opposite side of the river. When he establish Bangkok and he built this temple so he moved the Emerald Buddha place in here ever since"

The medium group generally provided accurate information to visitors. There were few lapses produced, but these did not cause major misunderstanding.

> Trainee (medium group): "…This is the Emerald Buddha image which is carving from the great green jade. It is first found in Chiang Rai province in Thailand. And then the King of Thailand is moved to the Chiangmai and some King of the Loas bring back the Emerald Buddha back to Vientien, Loas. After that in the period of King Rama the first when he have the war against the Loas people and then he bring back the Emerald Buddha image back to show in the Emerald Buddha"

In contrast, the low group tended to provide inaccurate information which could create a misunderstanding. For example, one of them said,

> Trainee (low group): "The Emerald Buddha was built, the Emerald Buddha made from green jade and emerald. Measuring sixty meter high and around fifty centimeters wide"

This message could confuse the visitors since inaccurate information were given about the Emerald Buddha, particularly its material and its measurement unit used.

Content Sufficiency

Regarding content sufficiency, the high group provided sufficient information to visitors and no important information was left out. From the same example given in the content accuracy of the high group, that information delivered is considered sufficient. While the medium group provided sufficient information but not giving a clear view of the whole situation as also shown in the same example given in the content accuracy of the medium group. On the other hand, the low group often provided insufficient information as seen in the example given in the content accuracy of the low group above.

Content- Presentation Style

In the content-presentation style category, the high group conducted an interesting tour presentation style by using humor, appropriate tone of voice, and good story telling techniques. Below is an example of presentation from this group.

Trainee (high group): "This is the statues of the hermit praise or he's like the Saint who know about the um medical prescription. In the old day, we don't have the proper hospital, so that this guy, he's the Saint who use the herbal to, to rescue the people. You see the stone in front of him, that's grinding stone. It's used to pound the herbal. King Rama III, he would like to um commemorate this, so that he ordered to, to have statue of the hermit praised ah in the Grand Palace"

The medium group sometimes delivers an interesting tour presentation style; however, sometimes dull.

Trainee (medium group): "The statue ahead of you is called the hermit. We believe he's teacher of Thai medicine. Actually is one of the Indian God. In the past we believe he taught us how to made the Thai medicine and also he taught us about Thai massage as well. If you wanna be healthy all year and always come here with candles and joss sticks to pray for good health."

Compared to the other groups, the low group frequently presented a dull and boring style of tour presentation.

> Trainee (low group): "Here is the hermit figure we call Cheewakakomaraphat, the hermit figure was make in bronze in the third reign. He a hermit and a doctor. The hermit is the teacher of all doctors in the olden days and now too. It is because he likes to mix new medicine, …there there you can see the mortar to mix medicine. That is why, Thai people respect and give him to be the first Thai doctor."

Non-verbal : Eye-contact and gestures

When examining the non-verbal component, the high group always maintain eye-contact and gestures to make the tour presentation lively. The examples of these could be seen in the high group transcription (See Appendix E).

Similarly, the medium group generally made eye-contact and gestures to make the tour presentation lively.

The low group sometimes made eye-contact and gestures but they sometimes seemed to avoid eye contact and made no movements.

Non-verbal: Politeness

The trainees from the three groups were polite as it was one of the traits they should possessed when working in the service industry. Politeness was shown by using expressions like "thank you", "please" and offering help. Below are some examples.

> Trainee (high group): "Thank you for visiting Thailand. It has been a great pleasure working with you. I hope you enjoy your stay here. It would be my pleasure to serve you again in the future. Sawasdee ka."

> Trainee (medium group): "Please take off your shoes here and please don't disturb others in the main chapel."

Trainee (low group): Are you welcome. I hope to serve you again. see you next time. Sawasdee ka.

Overall Communication

The high group generally created effective communication skills using appropriate verbal and non verbal language in conducting a tour presentation. When the medium group could also communicate verbally and non-verbally but sometimes produced communication difficulties. Regarding the low group, they could somehow communicate verbally and non-verbally but sometimes led to communication breakdown. All of the examples in the overall communication component are shown in Appendix E.

To conclude Research Question 2, the strengths of the trainees were mainly in their non-verbal language. For their weaknesses, it is reflected in the content and language components produced mainly by the medium and low groups.

4.3 Results of Research Question 3

Research Question 3: What strategies do the tour guide trainees employ in taking the CMS-TG Test tasks? A verbal protocol was conducted after the trainees from the three groups took the CMS-TG Test in order to investigate their test taking strategies.

It was found that the three groups used strategic competence before responding to the tour guide test situations (Douglas, 2000: 35). In terms of assessment, they evaluated the test format and each test task carefully. As for, goal setting, they decided on how to respond to the situation. Regarding planning, they decided what elements from language knowledge and background knowledge were

required to reach the established goal, and for control of execution, they organized the appropriate elements of language knowledge to carry out the plan.

From the content analysis, in the first stage of taking the test, it was reported that all the ability groups took their time to understand the test format, test instructions, and how to use the control buttons to proceed in each step as illustrated below.

Trainee (high group): "At first, I had to learn how the test program works, how it is recorded, how many times will the task situations be played for us, how would I be recorded, how much time I had in the preparation and the responding parts. It was quite a hassle at first because I had never experienced this type of test before but thank you for your detailed test demonstration which gave me a chance to get familiar with it"

Trainee (medium group): "Of course, from the beginning it really took time for me to get used to the test format and especially when we have to be both audio and video-recorded and there were so many clicks for us to be certain about before moving to the next tasks"

The next step, on goal setting and planning, it was reported that the high group and the medium groups planned for their overall speech to be coherent and connected with each task. They planned to perform as actual tour guides for the one-day city tour. However, their talks were prepared one at a time following the sequences of the test as some of them mentioned.

Trainee (high group): "I thought to myself that if I want to be successful in the test. I need to believe that I am conducting a real tour for my customers and each of my answer should be linked and related. I must make believe that I'm working on the site and that will make my talk natural and smooth"

Trainee (medium group): "It was quite beneficial for us that there were no time constraints in preparing and responding to each task. So, I had plenty of time to prepare for my talk but

well we not more than 45 minutes to finish the whole test"

Some respondents from the medium and low groups, said that they did not plan or expect to produce efficient talks but would try to respond as much as they could.

Trainee (low group): "When I understood the test format and instructions, I was in shock. It was quite a lot of talk that I had to produce. A whole day tour! I got worried and anxious on the language, content and all but yes, I did try my best on it"

Trainee (medium group): "You know it was the longest English speaking test I have ever had. I was not sure whether I could pass the test and I ended up excited and just tried to survive to the end of test and as you can see that my talks were rather short."

For the language use, the trainees from each group reported differently in both the planning process and during the preparation time.

Trainee (high group): "I must say I start to organize my thoughts in Thai for a few seconds and then start to switch to English preparing for the exact words and sentences that should be used. Well, when I got stuck I'll think back in Thai for a while to manage and figure a way out and then link my thoughts back to English again as soon as I feel ready. But when I'm taking the test, I don't think in Thai anymore. I don't think of how to pronounce words or how I would arrange my words. I think of the big picture starting from the listing the key words in my mind, ordering the situation and how to give out the talk that interests my tourists"

Trainee (medium group): "I quickly listed out in my mind and I think it starts from Thai first then it will be transferred automatically to English and I keep going on thinking and planning for my talk in English until I pause and can't think further. I'll search for help by thinking in Thai for while. I think it's quite interchangeable during my thinking process. And, no I don't worry about the pronunciation and structure while planning. When I take the test, I just spoke what I planned and no more

thoughts in Thai because it lessen my fluency doing that"

Trainee (low group): "I process my thoughts in Thai first and it takes quite a while until I structure my sentences in English. I try to pronounce the whole sentence before my actual response to gain confidence. I am worried about my language when speaking, I don't want to create any mistakes. So, as you see I try not to say much to avoid mistakes"

Trainee (low group): "I think both in Thai and English but sometimes if my English doesn't get stuck I will just continue talking. I don't care whether it's grammatical or perfect. I think its communication as long as the listeners understand what I have to say it is okay for me."

In conclusion, from the analysis, most of the high and medium groups reported that they resorted to code switch Thai and English. They would think roughly in Thai and then switched to English for details in vocabulary and the overall structure. They did not focus on how to pronounce the words or on grammar during the preparation time. They tended to think of the key words, chronological order, specific terms, content and how to deliver their message. On the other hand, some of the low groups reported that they solely processed their thoughts in Thai until they were confident enough to translate those thoughts in English. Their thinking processes were slow and tended to produce short responses. They were mostly worried and anxious in pronunciation and in giving wrong sentences. However, some low ability trainees did not worry and produced whatever came to their mind.

After the planning process, the next step was for the trainees in each group carried out their plans in using communicative strategies to respond to the CMS-TG test tasks. These communication strategies were analyzed from the test transcriptions

and counted on the frequency of their strategies used. The results are shown in the table below.

Table 4.4 Frequency of communication strategies employed in each group

Communication Strategies	High Group (N=10)	Medium Group (N=10)	Low Group (N=10)	Total (N=30)
A. Avoidance Strategy				
1. Message avoidance	2	7	8	17
2. Topic avoidance	1	3	6	10
B. Compensation Strategy				
1. Circumlocution	10	8	3	21
2. Approximation	1	6	7	14
3. Use of all purpose words	4	6	6	16
4. Code-switching	10	10	10	30
5. Time gaining strategies	6	8	7	24

From the data above, the most common communicative strategies employed in taking the CMS-TG Test was code-switching. Code-switching was used largely by the tour guide trainees due to the tour guides' job descriptions in explaining and describing Thai places, objects, traditions, and etc. It is inevitable among the tour guides to switch to Thai terms to facilitate them to explain the meaning of the words. Example of the Thai words used in code-switching were:

Wat Pra Keaw, Wat Prasriratanasasadaram Wat Pho, Chao Praya river, Baht, SukhoThai, Bangkok, Ayutthaya, Thonburi, Krungthep Mahanakorn

Amornratanakosin Mahintara Ayuthaya Mahadilok Popnoparat Rachathanee Bureerom Udomrachaniwes Mahasatan Amornpiman Awatansatit Sakatatiya Visanukamprasit, Ratanakosin, Chakri-Maha-Prasart, Asurintarahu, Loy Kratong, kratong, Prang, Sawaddee ka, Civog Gomarabhat, Ubosot, Pat Thai, Ping, Wang, Yom, Nan, Changrai, Pra-SriRattanaChedi, Chedi Rai, Mai Ped, Wat Arun, RamaKhiean, Tosakan, Viharn Yod, Pra-PoodthaSaiYart, Chedis, Nam Prick Ma Muang, Mae Kon Ka, Hanuman, Pra-Maha ChediSiRatchakarn, Chakri dynasty, Pratheenang ChakriMahaprasart, Keang Khew Wan, Kaw Soi, King Yodfah Chulalok, Namprig Ong, Sai-ou, Lab, Namtok, Kao-yam, or Nambudu, Kang-lueng or Kang-taipla, etc.

However, code-switching was used differently among the three ability groups. The high and medium groups used Thai words and explained the terms clearly while some from the low group trainees just code-switched to create fillers and extended their talk longer as given below.

Trainee (low group): "….Thai people Loy Loy Krathong to ask for apologize from Ma Nam MaeKong Ka river and happens only once a year….."

Trainee (high group): "….We pay respect to Mae Kongka or the goddess of the river to apologize for the year round sins…."

As discussed above, the code-switching strategy of the high group trainees were mainly used to explain further on the Thai concepts to the visitors and it could be associated to circumlocution strategy use. It is reported that all of the high group trainees used circumlocution strategy while the low group utilized this technique minimally.

Trainee (high group): "…..The gable is actually the wall for the roof and then they try to set up in the triangle shape because this one

is use to hold all the architecture of the whole building. So, we decorate the triangle platform nicely you may see that there will be the Vishnu the supreme god in Hinduism holding the Garuda in middle of it…."

Trainee (medium group): "….Loy Kratong festival which is on the last month on the lunar calendar so we gonna float the container we call Kratong. You can make Kratong from banana leaf or kind of the natural product, however a few year later we made from another material that is from like bread you know because when you float the bread you can feed the fish also as a food that's the way you do offering like Thai people…."

Trainee (low group): "…the gable is on top of the many building with Garuda and Naga…"

From table 4.2, the least strategy used by the high group were the avoidance strategies both in message avoidance and topic avoidance while the medium and the low group use this strategy often.

Trainee (medium group): "...the Royal family have the ah ceremony in this chapel. But this we can see the traditional Thai architecture style, or the... (left out here)"

Trainee (medium group): "……During Bangkok 100 years celebration at that time and become the very stunning building over here and because is the... stupa…(left out here)"

Trainee (low group): "...Garuda and Naga is the brother together but different dad something like that. They have convince together and then they… (left out here)"

Approximation is another strategy used less by the high group but is found common in the medium and the low group.

Trainee (medium group): "….the gable was decorated in the concept of garuda holding the naga. It mean these two animals will help to guard that sacred area..." example from the high group trainee. [mythical beings]

Trainee (medium group): "…the King Rama I receive of the relics of the Lord Buddha, after that the king have and put inside in this stupa…" example from the medium group trainee. [enshrined]

Trainee (low group): "….Wat Pho Chedis were built by Thai style but decorated with the brick from the China.." example from the low group trainee. [porcelain]

While approximation was used to simplify the specific terms into simple and general words, another close strategy employed by all groups is the "Use of all purpose words".

Trainee (medium group): "…that's we called Mae-Kongka or the God of river so we will do respect to him or to her for apologize if we do something wrong to the river…" [pay respect]

Trainee (medium group): "….Buddhist people we gonna do meditation so you have to be quite…." [practice meditation]

Trainee (medium group): "….Another story is that to do respect to the footprint of the Lord Buddha, we believe it's in India, ok and it's in the river something like that…." [pay respect]

Finally, time gaining strategies were used in all groups of trainees when they have to deal with mental block or word difficulties. The fillers used were urr, umm, something like that, well, like um, ah as well as repeating words, phrases or sometimes the whole sentence.

Trainee (medium group): "..So ah, only one who can change this robe is our King. You can see ah, this is the ah Emerald Buddha, but he have to change their robe from ah, change from different season…"

Trainee (medium group): "… this river urr we call the Chao Praya rivers. But normally it's very important for our custom. But totally the river is came, came from the north part of Thailand.

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It's urr four lines of rivers and connecting at the urr Nakornsawan province…."

Trainee (low group): "...ah so Thai people or any come here to get ah the, the good thing ah for the hermit, to have a good health something like that. Okay ah for okay please after me…"

To summarize the tour guide trainees' test taking strategies, all the ability groups used the communication strategy in planning for their responses although each group differed in presenting details. All of them paid attention to the test format and instruction to be able to cope with the test. During the preparation time, the high and medium group mentally noted the key words, the content, the sequence of events. They also organized their thoughts in both Thai and English but more was in English. While the low groups took the same process but they mainly processed their thoughts in Thai. For communication strategies, the high group used code-switching and circumlocution to help them explain and communicate. They also used some time-gaining strategies during the talk. On the other hand, avoidance strategies were commonly used among the medium and low groups as well as approximation, use of all purpose word and time gaining strategies.

4.4 Results of Research Question 4

The last research question is "What are the reflections of the tour guide trainees towards the CMS-TG Test tasks?" This was answered by analyzing the trainees' responses from the structured interview.

From the interview, the analysis of reflections on the test revealed that the tour guide trainees' regard the test useful for the tour guides' training courses because it could help them to prepare for the summative examination and to practice conducting

a Bangkok city tour before being actual tour guides. They agreed that the CMS-TG Test content reflected the real tasks that they would encounter and it contained the basic skills that newly-licensed tour guides should be able to perform. One of them said that,

> Trainee (high group): "I am glad to know that you have invented this tour guide tool for the new tour guide comers as they will have chances to practice on the full scale before they get out there, sometimes in classroom you can only practice in some parts but with your program it helps them to have a chance to practice more on their communication skills"

Moreover, they agreed that the demonstration process before the test helped them to get a clear picture of how the test worked and they could try out the program before the actual test started.

> Trainee (medium group): "the trial and your in depth how-to training, we all would be lost on where to go and how the test runs, your explanation on the instructions were clear and easy to follow, I believe most of us had a great experience to take part in this test."

Some reflected on how the test could give an accurate idea of their communicative ability. Some agreed on the elicitation techniques while some pointed out the drawbacks of the test.

> Trainee (medium group): "I think the test can give a clear idea of how well I can communicate as it allows me to produce a full range of language with no time limits or even time constraints in the preparation part and well it's not like when we are taking the summative test when we have a lot of committee to pressure on us. In this test, there's lesser pressure."

> Trainee (medium group): "I think this test is useful for practicing purposes, but I think it is not absolutely authentic yet. You know, in the real work setting of tour guides we need to interact with real people and people can make you less

> anxious when you give tour presentations their interaction makes us more confident and you don't talk alone with the machine like this. At some point, I think it's kind of weird talking and smiling through a camera, well it's not human. When you interact with human, it's another story. But well, I still think it's good for a practice though."

On the part of being video and audio recording, both positive and neutral responses were given but most of them viewed it as a pleasant experience as they were able to see and monitor themselves during the testing process. The following are some comments from the trainees.

> Trainee (low group): "This was the first test that I was video-recorded and audio-recorded at the same time, I felt a little anxious at first but the demonstration trial program made me feel a lot more comfortable with the test. It would be great if I could see myself in the clip with comments and suggestions on how I should improve myself. I think it would also serve as a good self-assessment"

> Trainee (low group): "This webcam thing really made me anxious when I had to look at it and interact with it as human. I find it hard to get familiar with it but well at least it can help me monitor my weaknesses afterwards"

Some trainees strongly commented on the test room while other test-takers' voices disturbed them during the test. They should have been in a private zone or at least in a blocked space where noises did not disturb each other.

> Trainee (high group): "Overall, I love the design of your test, it's very innovative and the video-shots you've got there are so real. I feel that I'm conducting the tour myself. But what I'm not happy about is how the test room is set. The other test-takers' voices just disturb us a lot. We need a quiet area that no voices could interfere".

To summarize the tour guide trainees' view points towards the test, the test was positively viewed as a beneficial tool which it could help them practice the tour

guide communication skills in the one-day city tour context. The test instructions and demonstration were useful and easy for them to follow. Some felt unfamiliar with the test administration having the webcam and headset but they thought it was a great experience to try innovations and it could provide them with chances to monitor themselves. Some mentioned that the test was too long while others viewed that it covered all of the essential parts in conducting a one-day city tour. The examinees were satisfied with the time allotment in the preparation time and test time. They felt there was no pressure on them to produce the language instantly. The mentioned drawbacks of the test were that the test should have been administered in a quiet room and there should have been interactive responses to increase the authenticity of the actual communication process.

This chapter provides the findings related to the four research questions. The discussions of the findings are given in the next chapter.

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CHAPTER V

DISCUSSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, discussions on the findings, and suggestions for further studies.

5.1 Summary of the study

This study aimed to develop an alternative assessment by using computer-mediated simulation test tasks to diagnose the communicative ability of tour guide trainees and to identify their strengths and weaknesses. In addition, it investigated the test takers' reflections and the strategies used in taking the test. The participants in this study included 30 tour guide trainees from Silpakorn University. They were grouped into three ability groups as high, mid and low communicative ability based on their TOEIC scores. The research instruments included the CMS-TG Test, CMS-TG rating scales, verbal protocols and structured interviews. The data were analyzed using both quantitative and qualitative approaches.

The findings from this study provided answers to the following research questions: First, the CMS-TG Test could diagnose the communicative ability of the tour guides trainees in that the high group possessed effective communication skills and used appropriate verbal and non verbal language in conducting a tour presentation. The medium group and the low group showed differences in the way they communicated verbally and non-verbally. However, sometimes their communication breakdowns occurred. Second, concerning the strengths and weaknesses of the tour guide trainees, the high group could use the language at a high level along with appropriate non-verbal language in the tour guide context. Their weaknesses were shown in some areas such as articulation and pronunciation of some

words. For the medium group, their strengths were in their non-verbal language and content accuracy; their weaknesses were found in their language ability. As for the low group, their strengths were in their non-verbal language and their weaknesses were shown in their language ability. However, they were able to communicate with others to a certain extent. Thirdly, the test-taking strategies differed in each ability group. The high group used some compensation strategies such as circumlocution and code-switching to help describe objects and traditions in their tour presentation. The mid and the low group used avoidance strategy to cope with communication breakdown. Finally, the CMS-TG Test was viewed as a useful and appropriate tool to help practice and develop the communicative ability of the tour guide trainees.

5.2 Discussions

Although the medium of administration in this study was computer-mediated, most of the trainees did not have any serious problems in doing the test. This is because there was a pre-training session for the trainees. This agrees with Alderson's DIALANG project (2005) in giving the diagnostic test via the computer. The data from the structured interview also supports this issue because most of the trainees were satisfied with the test.

In the CMS-TG Test, it was found that the high group did well in all components: content, language and non-verbal language. The percentages are above 90% (see Table 4.1). One possible explanation is that the trainees who are good at language tend to use their linguistic knowledge in responding to the given simulations. Another reason is that this group of trainees were confident in themselves so they were not afraid of risk taking in speaking as suggested by Beebe (1983) and Bialystok (1990). On the contrary, the trainees from the low group avoided this

strategy because they did not have sufficient linguistic knowledge. This agrees with Dornyei (1995) study in that avoidance strategies were commonly used in the low ability group.

Regarding code-switching, many studies reported that it was mainly used in the medium and low groups (Cohen, 1998). However, in this study it was found that all trainees in the three groups employed this strategy the most. This may be due to the nature of the tasks. In conducting a tour, it is common for the tour guides to refer to their mother tongue as reference and it will be followed with an English translation after the code-switching.

Another point found in this study is the mispronunciation of the trainees from the medium and low groups. Even some trainees from the high group mispronounced some specific terms. This may be caused by the lack of sufficient pronunciation training in many tour guide training courses. This problem can be solved by including pronunciation practice in the training courses.

In terms of politeness, most trainees were capable to speak politely and used polite gestures which are required for service-minded careers (Zhang and Chow, 2004). This is due to the fact that hotel and hospitality staff are required to be polite in order to make customers satisfied (Holmes and Schnurr, 2005).

Another point is that some trainees complained that the CMS-TG Test was too long. It was perceived to be rather appropriate as a self-learning tool for practice. However, Alderson (2005) mentioned that a proficiency test can be used as a diagnostic test because of the nature the interface between learning and assessment.

Finally, in EOP assessment, especially in the tour guide context, it is very difficult to assess the trainees' real communicative ability as Douglas (2000) and

McNamara (1996) pointed out. However, in this study some communicative abilities of qualified tour guides have been attempted to explore although some characteristics were not covered due to the practicality of test administration.

5.2 Recommendations

1.) The CMS-TG Test can be used as a self-assessment tool for tour guide trainees. Also, it can be used in the pre-training session to diagnose the trainees' strengths and weaknesses, particularly in the linguistic components.

2.) The CMS-TG Test can work effectively in this study because it can differentiate the tour guide trainees into three levels. This can be beneficial to the tour guide trainers to group the trainees into different levels so they can provide appropriate training tasks for each particular level.

3.) For the stakeholders, they can use the CMS-TG Test to recruit suitable personnel to work in their tour agencies more effectively.

4.) The constructs and contents of the CMS-TG Test can be used as the framework for the EOP assessment in the tour guide context. The CMS-TG Test job analysis that were derived from various sources such as literature review, course analysis, interview session, and direct work observation.

5.) Although the computer-mediated simulation tasks are limited in the interactive authenticity, there are practical means to diagnose the tour guide trainees in similar real life situations.

5.4 Recommendations for future research

For future research, several suggestions are given below:

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1.) The test should incorporate more interactiveness into the tour guide test tasks to enhance the authenticity of the test.
2.) The cultural competence should be investigated apart from the communicative ability examined in this study.
3.) The CMS-TG Test should be modified to assess the abilities of tour guide trainees more directly.
4.) The CMS-TG Test can be simplified as a self-assessment tool for tour guide trainees.
5.) The CMS-TG Test should be modified and used with English for Occupational Purposes in other areas to identify the strengths and weaknesses of the trainees.
6.) Other means to observe strategies used while conducting the real tours like observation should be investigated.
7.) Web-based simulation test tasks modified from the CMS-TG Test should be developed to assess the speaking ability in tour guide training and in other ESP/EOP

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APPENDICES

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APPENDIX A

ศูนย์วิทยทรัพยากร
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Appendix A: CMS-TG Test Validation Form

Expert Name: ……

Part A: Construction Validation

Instructions: Please read each of the task objectives and skills to be measured below. Then, look through the CMS-TGS test program to consider whether the tasks are related with the skills. If you have any comments, please provide.

H = high degree of congruence

M = medium degree of congruence

L = low degree of congruence

Task 1: Airport

Objectives	H	M	L	Comments
1. Able to introduce oneself properly.				
2. Able to describe and explain on subjects				
3. Able to Interact appropriately with courteously in social situations				

Task 2: Hotel

Objectives	H	M	L	Comments
1. Able to give information of the hotel				
2. Able to explain tour programs and agendas				
3. Able to give precautions, reminding of what to do and not to do				

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4. Able to interact appropriately with courteously in social situations				

Task 3: The Grand Palace and the Temple of The Emerald Buddha

Objectives	H	M	L	Comments
1. Able to describe and explain about the tourist attractions				
2. Able to give precautions, remind of what to do and not to do				
3. Able to answer informative questions				
4. Able to interact appropriately with courteously in social situations				

Task 4: At The Reclining Buddha Temple

Objectives	H	M	L	Comments
1. Able to describe and explain about the tourist attractions				
2. Able to answer informative questions				
3. Able to interact appropriately with courteously in social situations				

Task 5: Chao Praya Boat Tour

Objectives	H	M	L	Comments
1. Able to describe and explain about the Thai culture and				

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tradition				
2. Able to answer informative questions				
3. Able to interact appropriately with courteously in social situations				

Part B: Content Validation

Instructions: Please put X in front of your selected answer YES or NO and provide comments.

1. The content of CMS-TG Test reflects the objective of the test.

…….. YES ……. NO

Comments: ……..

…….....

2. CMS-TG Test is appropriate to assess and diagnose the communicative ability of the tour guide trainees.

…….. YES ……. NO

Comments: ……..

…….....

3. CMS-TG Test covers various settings and situation found in the one-day Bangkok city tour routine work.

…….. YES ……. NO

Comments: ……..

…….....

4. The specific language used in CMS-TG Test is found in the actual tour guide work of a one-day Bangkok city tour.

…….. YES ……. NO

Comments: …….

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5. The quality of the audio and video-recordings is acceptable and appropriate for CMS-TG Test.

…….. YES ……. NO

Comments: ……..

…….....

6. The video simulation tasks in CMS-TG Test are appropriate.

…….. YES ……. NO

Comments: ……..

…….....

7. The format of the CMS-TG Test is appropriate.

…….. YES ……. NO

Comments: ……..

…….....

8. The time allotment for CMS-TG Test is appropriate.

…….. YES ……. NO

Comments: ……..

…….....

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APPENDIX B

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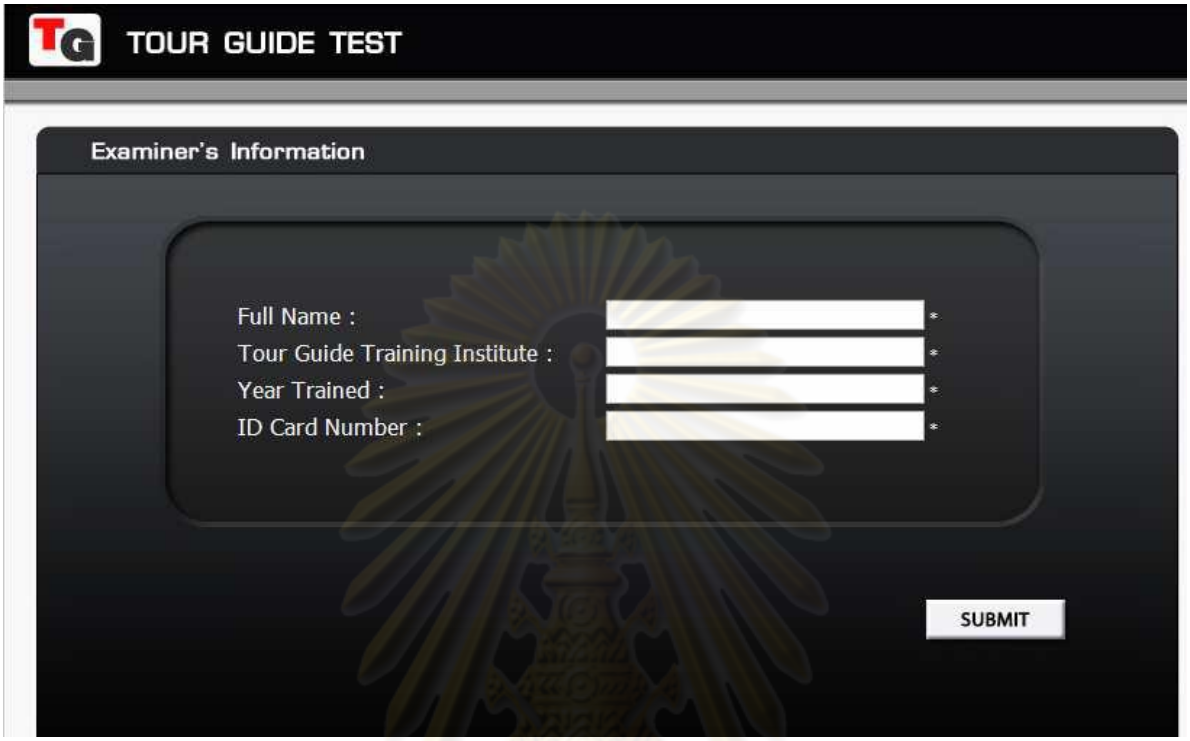
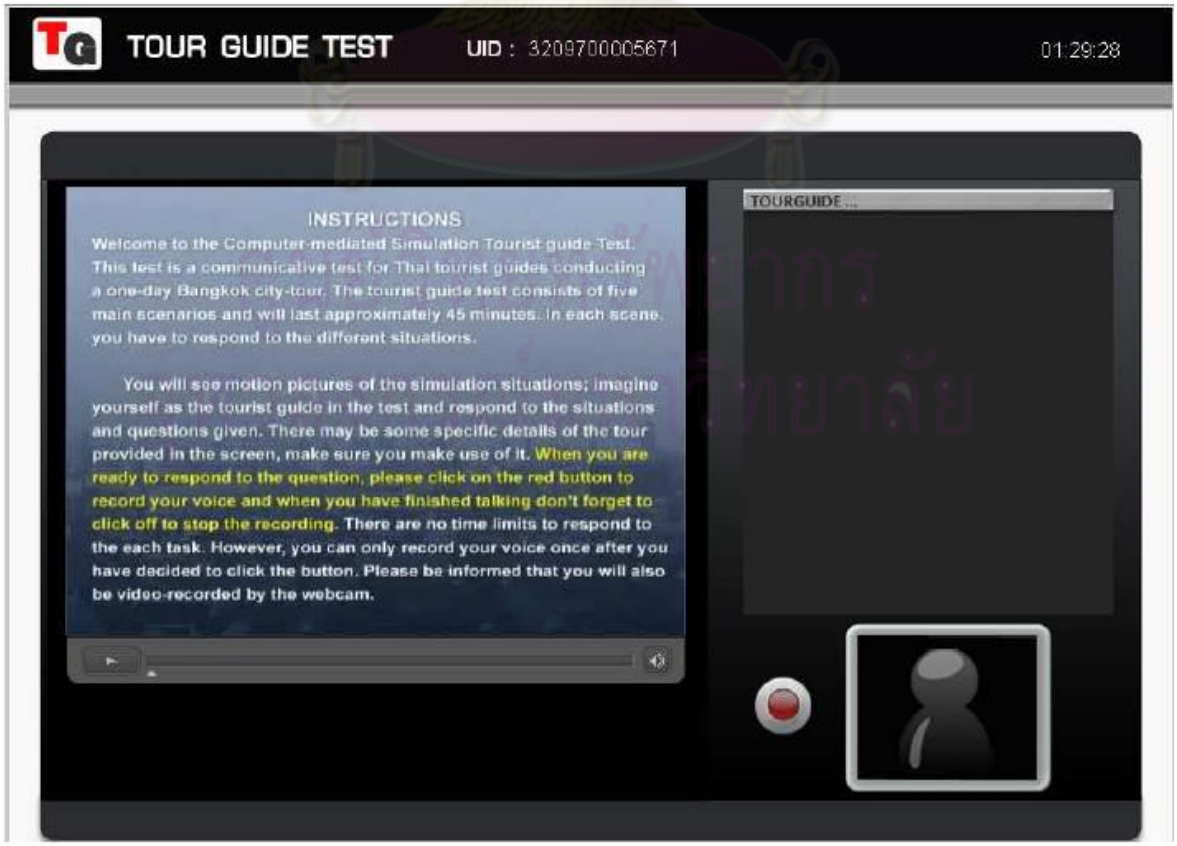
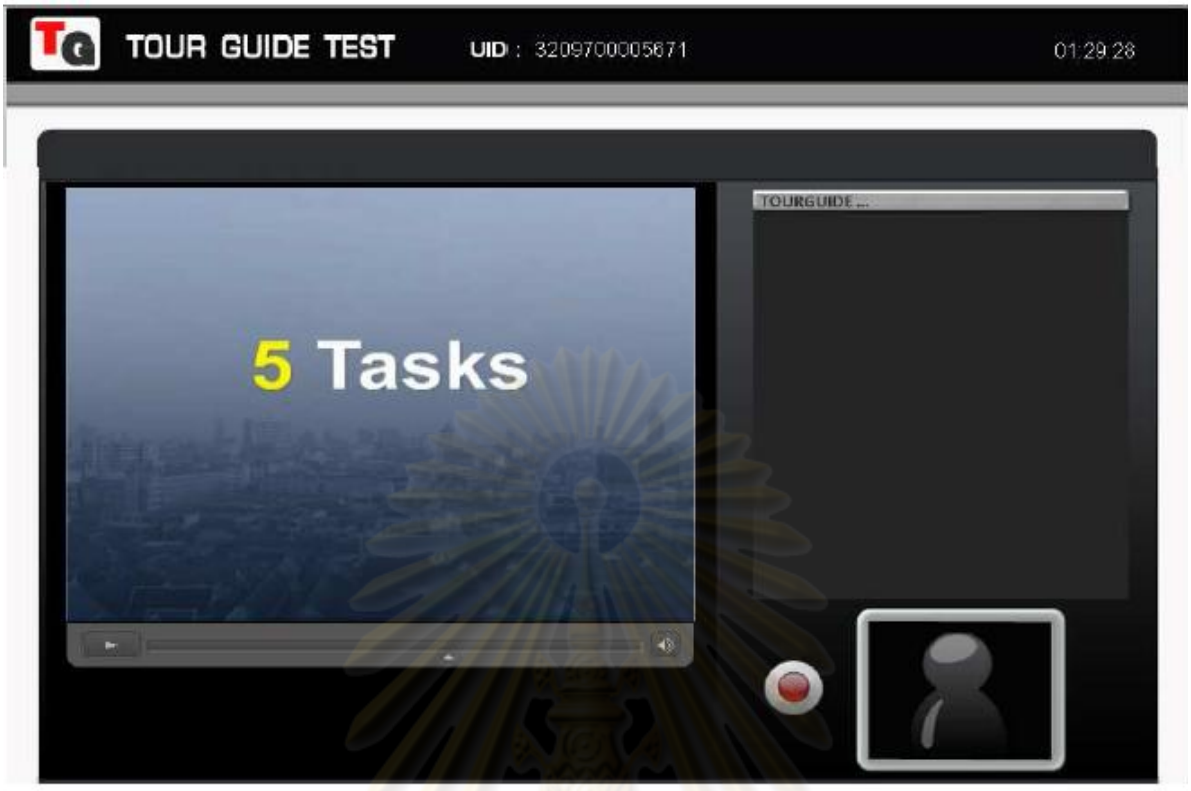
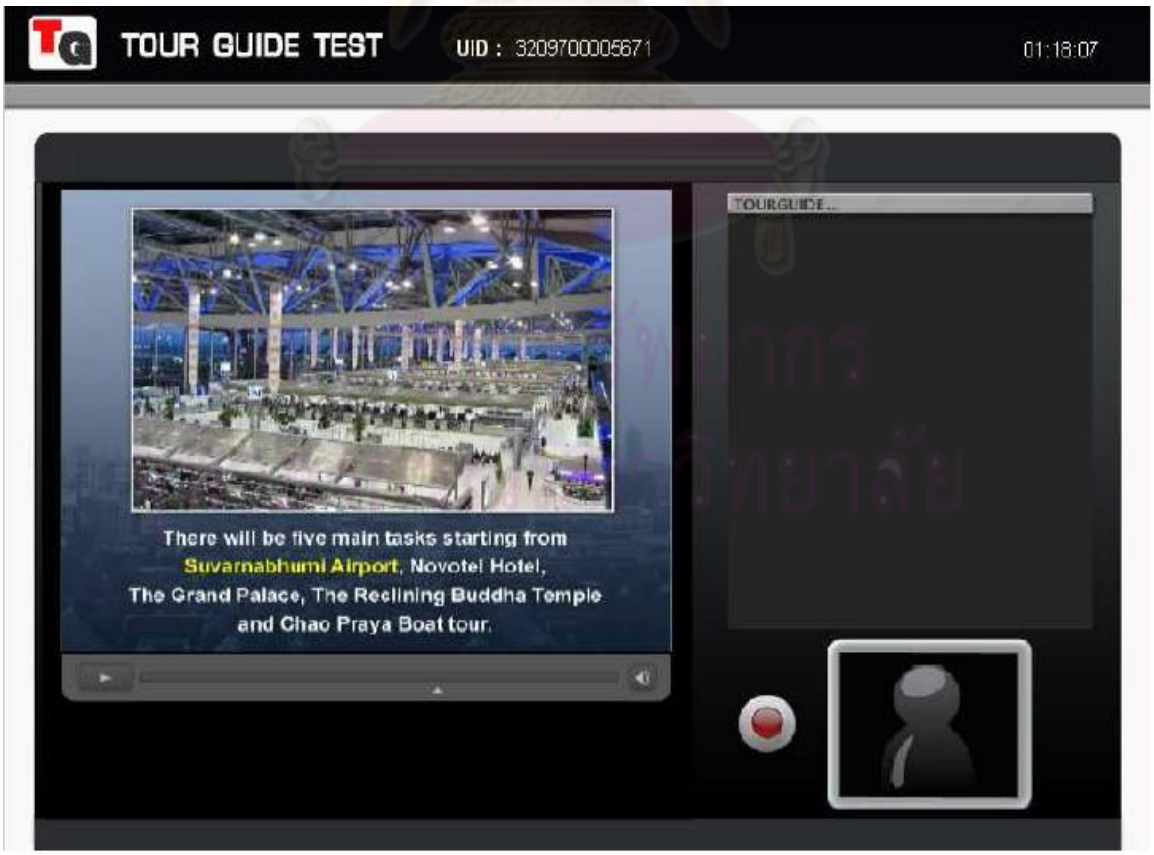
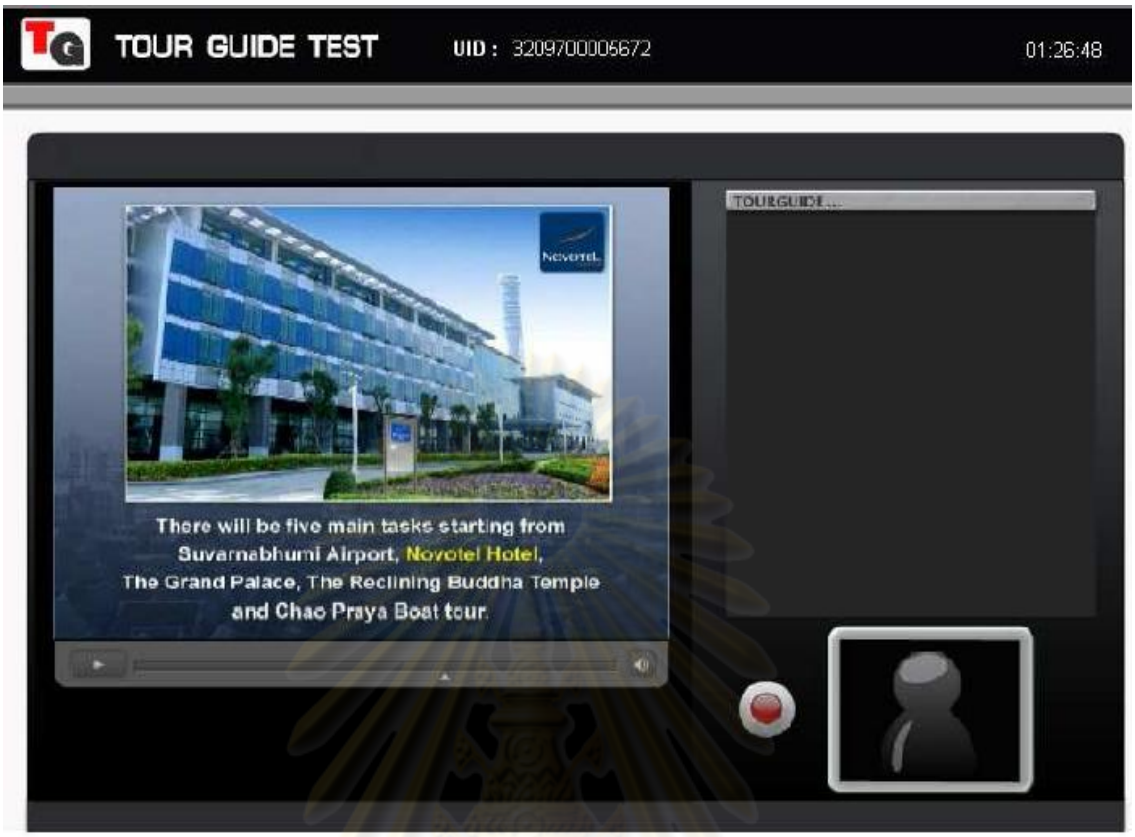
Appendix B: CMS-TG TEST

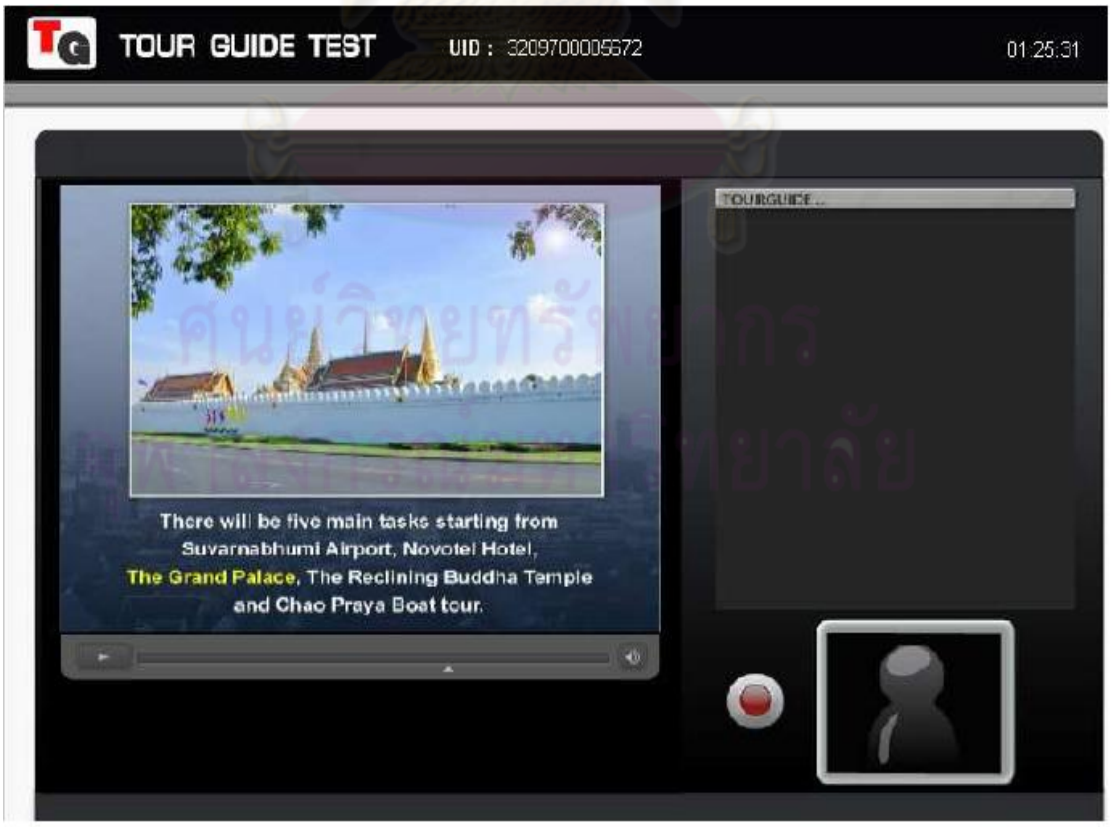


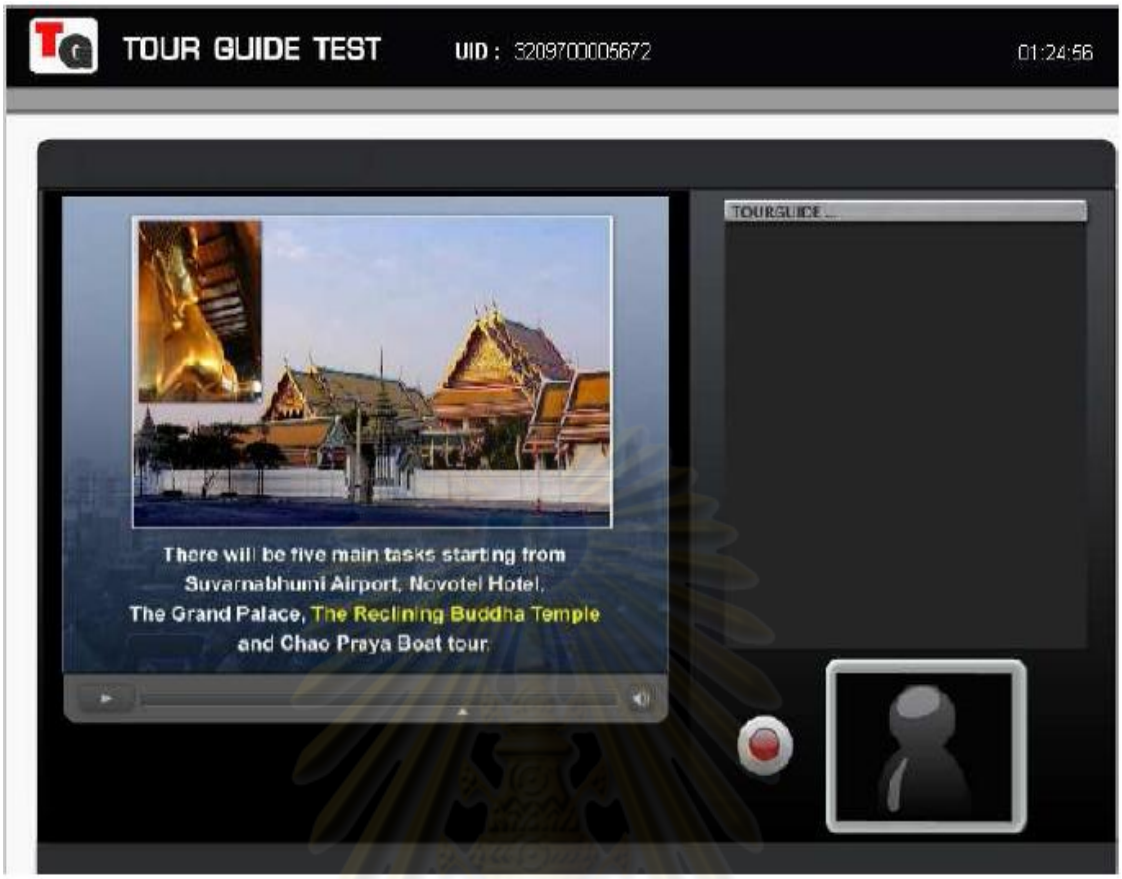


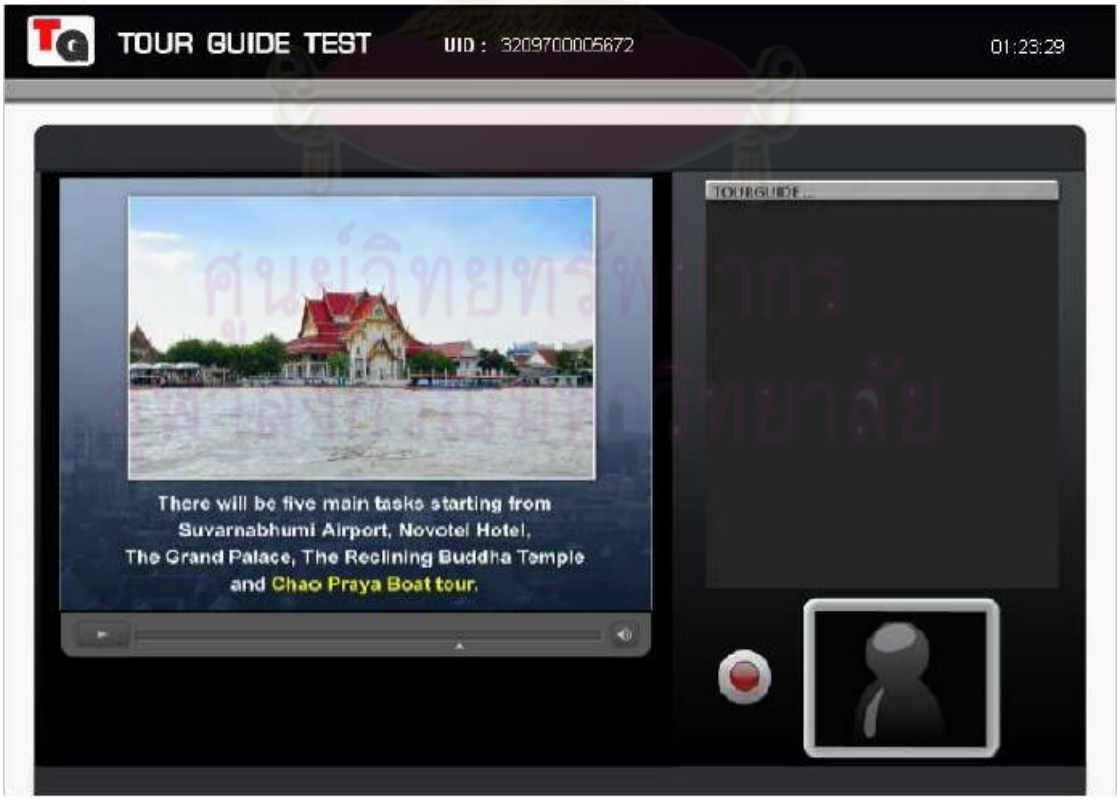

TOUR GUIDE TEST
UID : 3209700005671
01:29:28
5 Tasks
TOURGUIDE ...

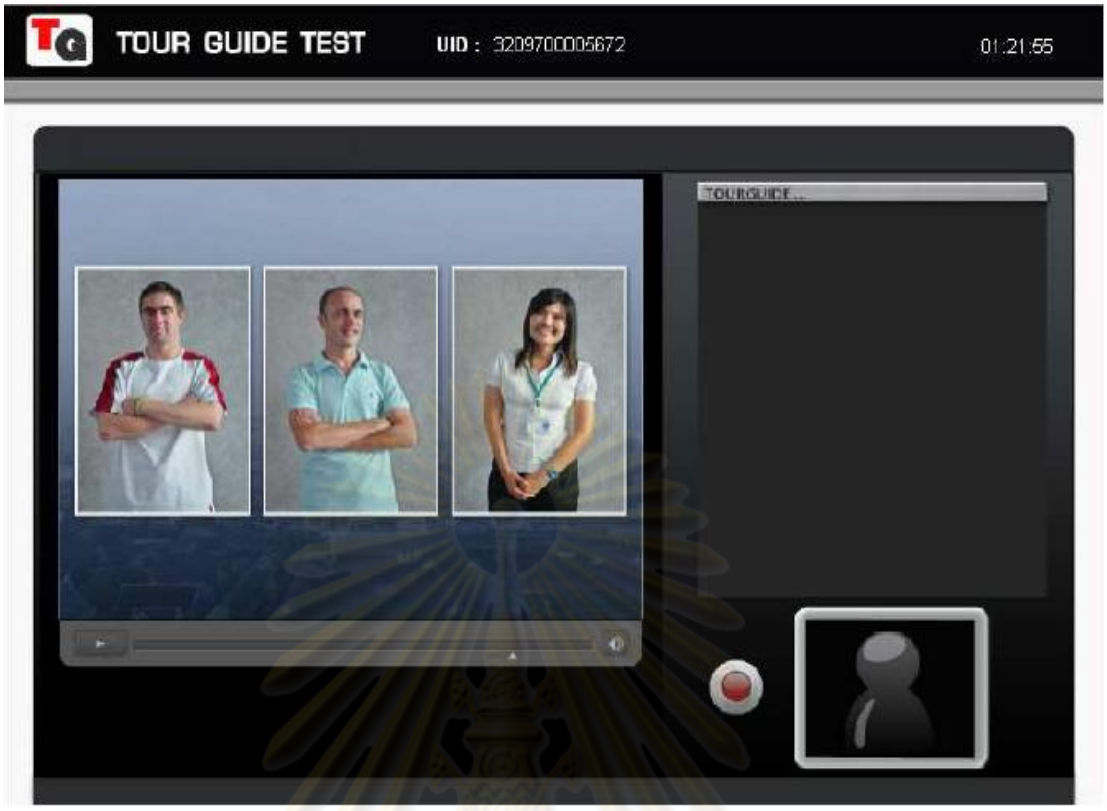

TOUR GUIDE TEST
UID : 3209700005671
01:18:07
There will be five main tasks starting from
Suvarnabhumi Airport, Novotel Hotel,
The Grand Palace, The Reclining Buddha Temple
and Chao Praya Boat tour.
TOURGUIDE ...


TOUR GUIDE TEST
UID : 3209700006672
01:26:48
TOURGUIDE ...
There will be five main tasks starting from
Suvarnabhumi Airport, Novotel Hotel,
The Grand Palace, The Reclining Buddha Temple
and Chao Praya Boat tour.

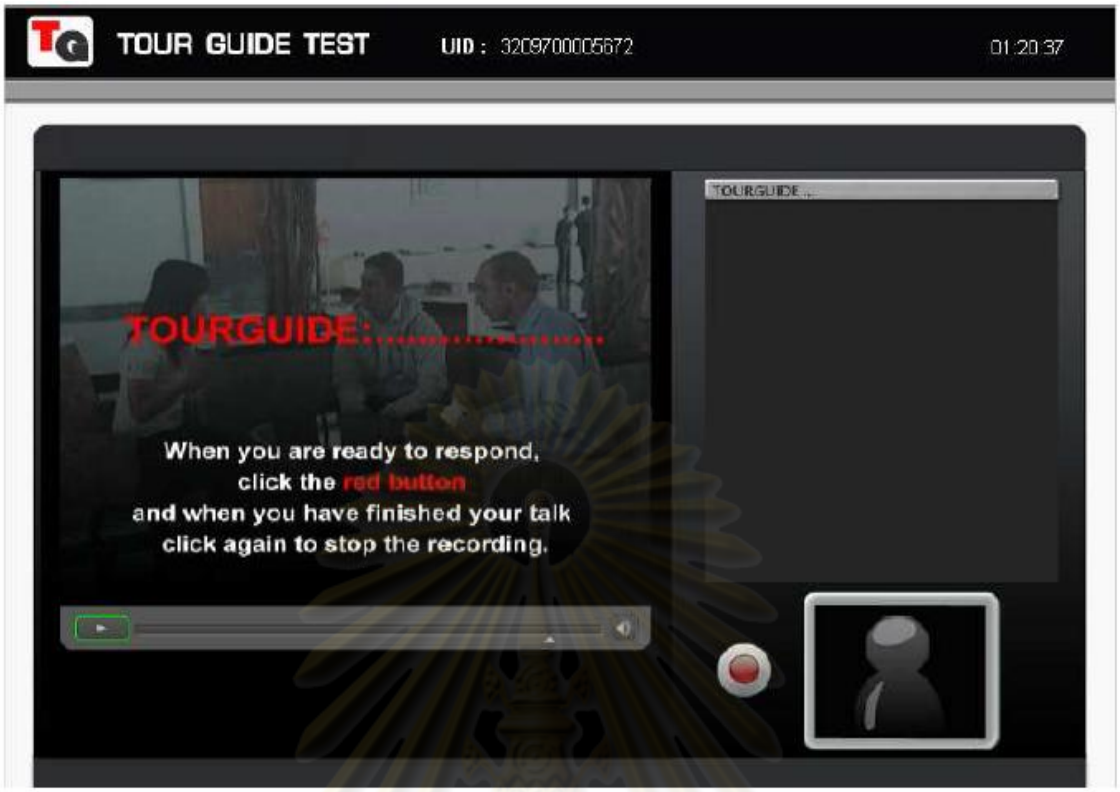

TOUR GUIDE TEST
UID : 3209700005572
01:25:31
TOURGUIDE ...
There will be five main tasks starting from
Suvarnabhumi Airport, Novotel Hotel,
The Grand Palace, The Reclining Buddha Temple
and Chao Praya Boat tour.

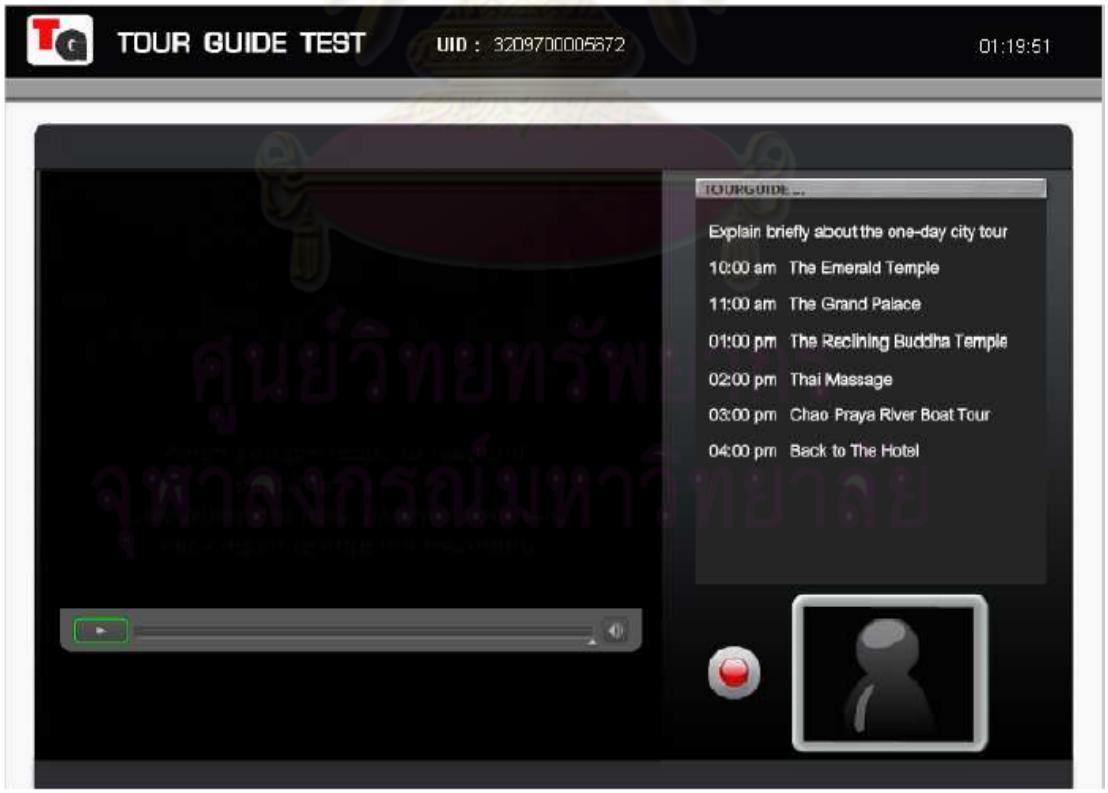

TOUR GUIDE TEST
UID : 3209700005672
01:24:56
TOURGUIDE ...
There will be five main tasks starting from
Suvarnabhumi Airport, Novotel Hotel,
The Grand Palace, The Reclining Buddha Temple
and Chao Praya Boat tour.


TOUR GUIDE TEST
UID : 3209700005672
01:23:29
TOURGUIDE ...
There will be five main tasks starting from
Suvarnabhumi Airport, Novotel Hotel,
The Grand Palace, The Reclining Buddha Temple
and Chao Praya Boat tour.

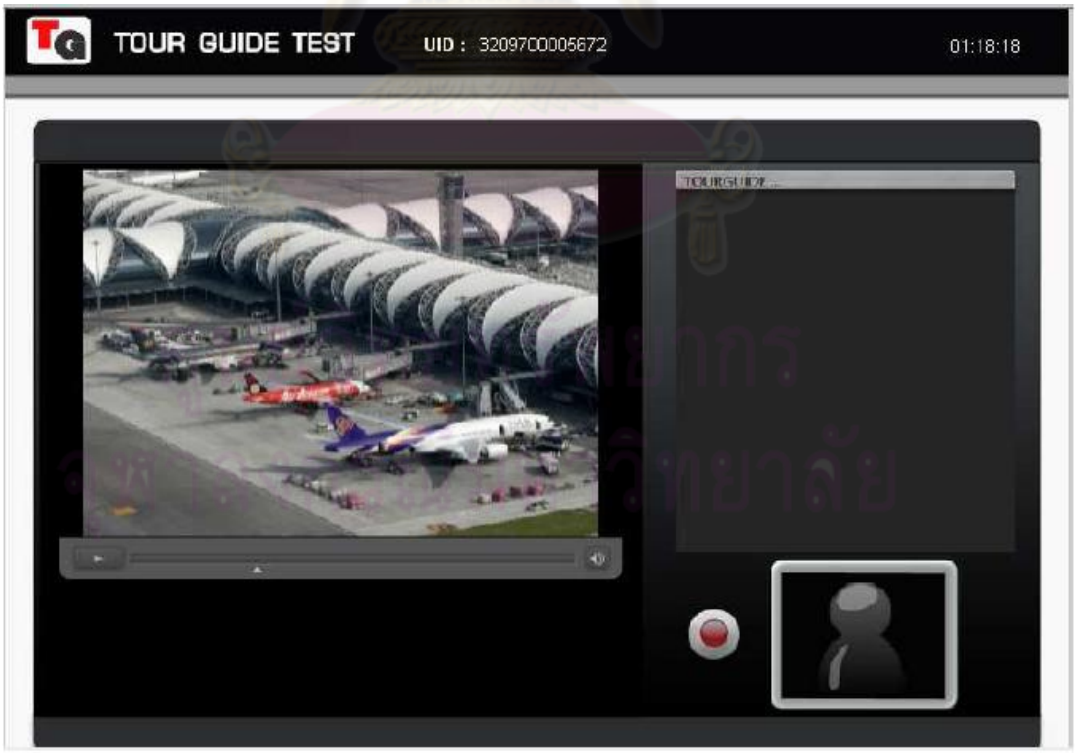

TOUR GUIDE TEST
UID : 3209700005672
01:21:55
TOURGUIDE...

TOUR GUIDE TEST
UID : 3209700005672
01:21:07
TOURGUIDE...

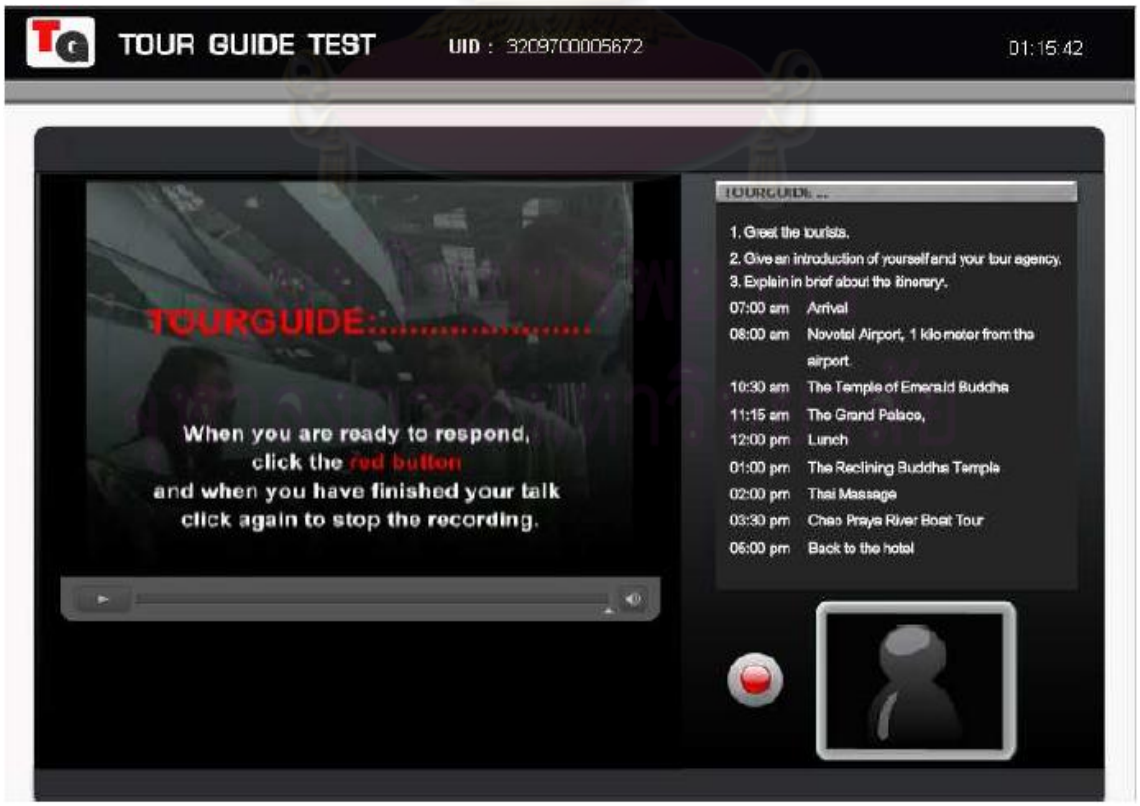

TOUR GUIDE TEST
UID : 3209700005672
01:20:37
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.

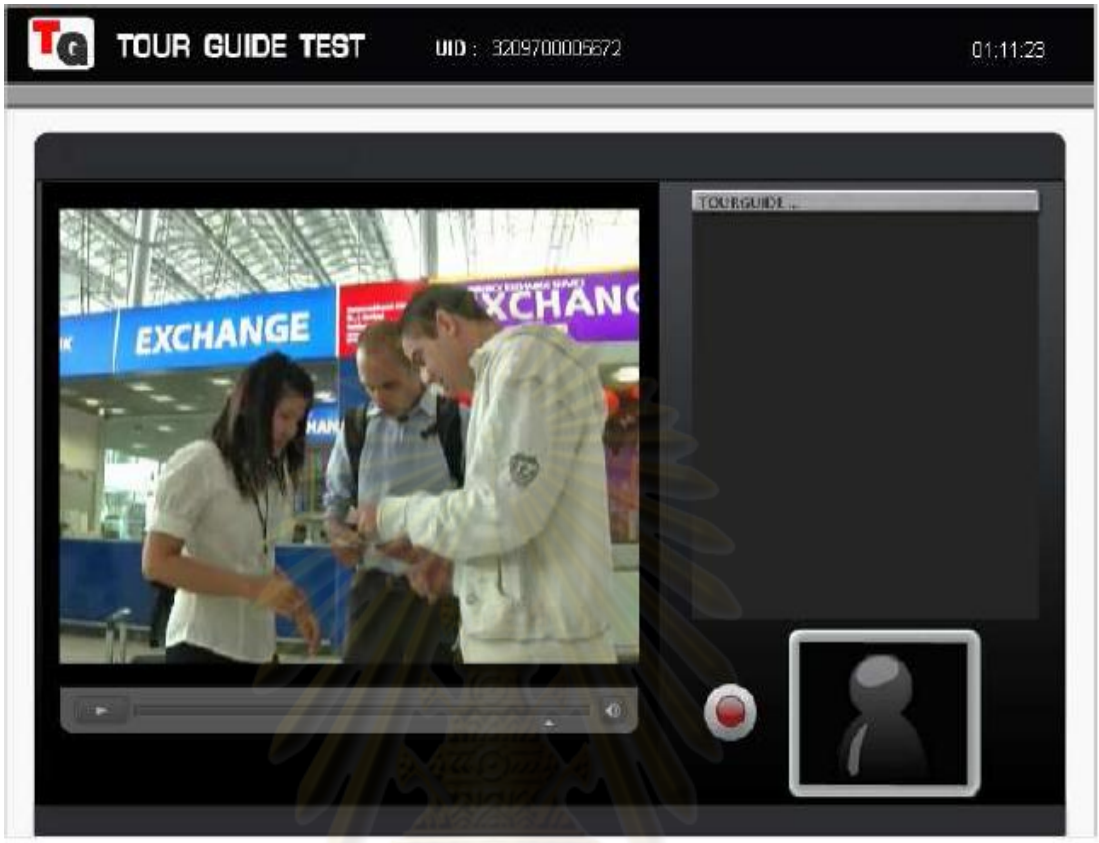

TOUR GUIDE TEST
UID : 3209700005672
01:19:51
Explain briefly about the one-day city tour
10:00 am The Emerald Temple
11:00 am The Grand Palace
01:00 pm The Reclining Buddha Temple
02:00 pm Thai Massage
03:00 pm Chao Praya River Boat Tour
04:00 pm Back to The Hotel

TOUR GUIDE TEST
UID : 3209700005672
01:18:66
Task 1
AT THE AIRPORT


TOUR GUIDE TEST
UID : 3209700005672
01:18:18

TOUR GUIDE TEST
UID : 3209700005672
01:16:20
TOURGUIDE ...


TOUR GUIDE TEST
UID : 3209700005672
01:15:42
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.
TOURGUIDE ...
1. Greet the tourists.
2. Give an introduction of yourself and your tour agency.
3. Explain in brief about the itinerary.
07:00 am Arrival
08:00 am Novotel Airport, 1 kilometer from the airport
10:30 am The Temple of Emerald Buddha
11:15 am The Grand Palace,
12:00 pm Lunch
01:00 pm The Reclining Buddha Temple
02:00 pm Thai Massage
03:30 pm Chao Praya River Boat Tour
06:00 pm Back to the hotel


TOUR GUIDE TEST
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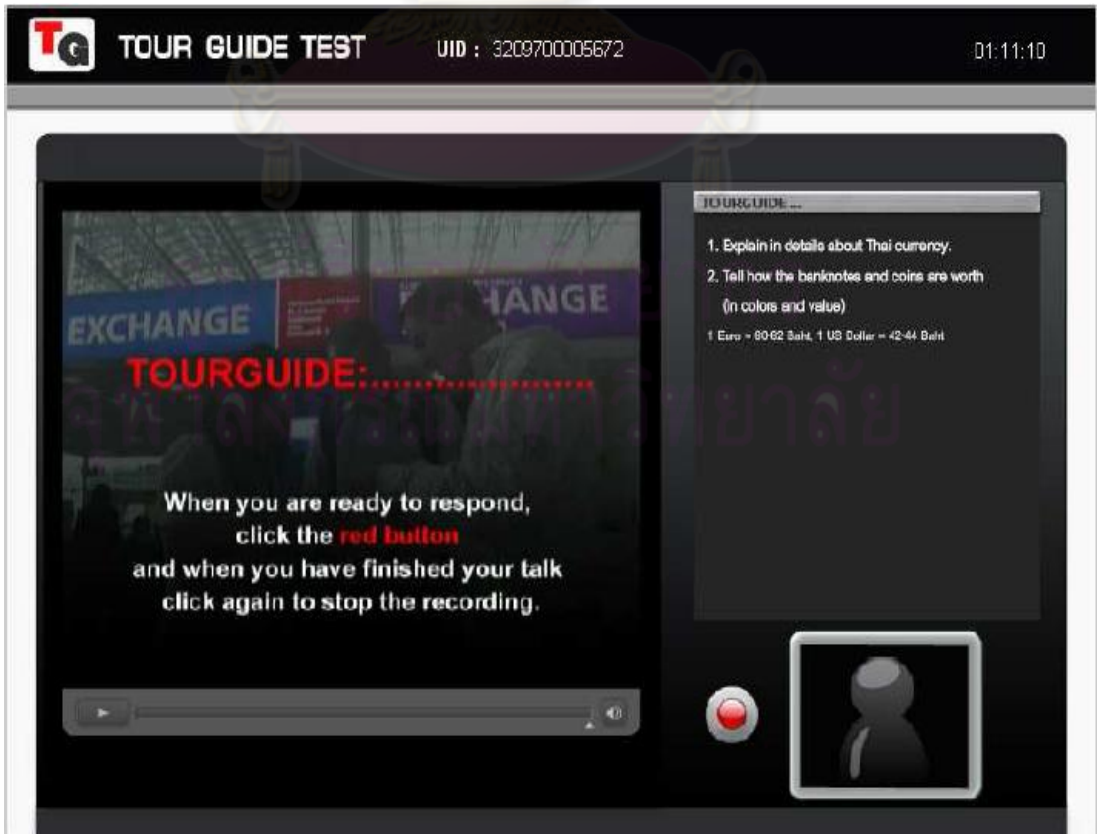
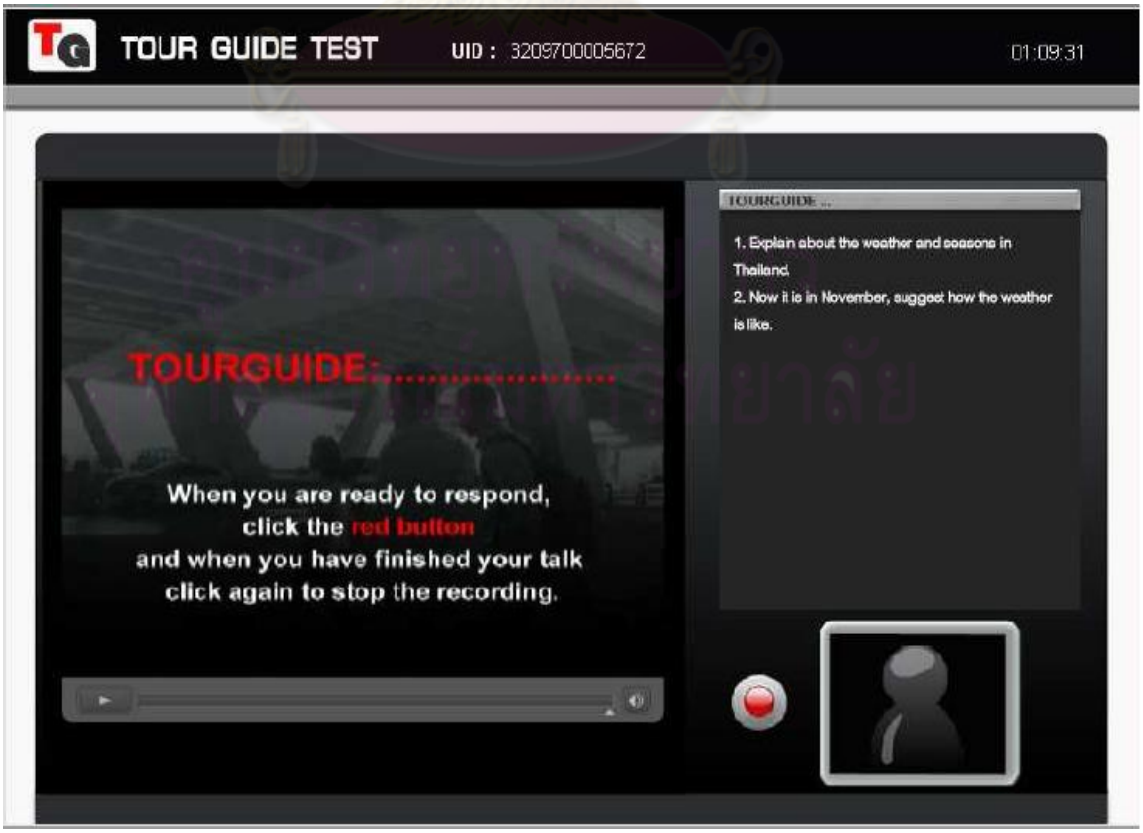
01:11:23
EXCHANGE
TOURGUIDE...

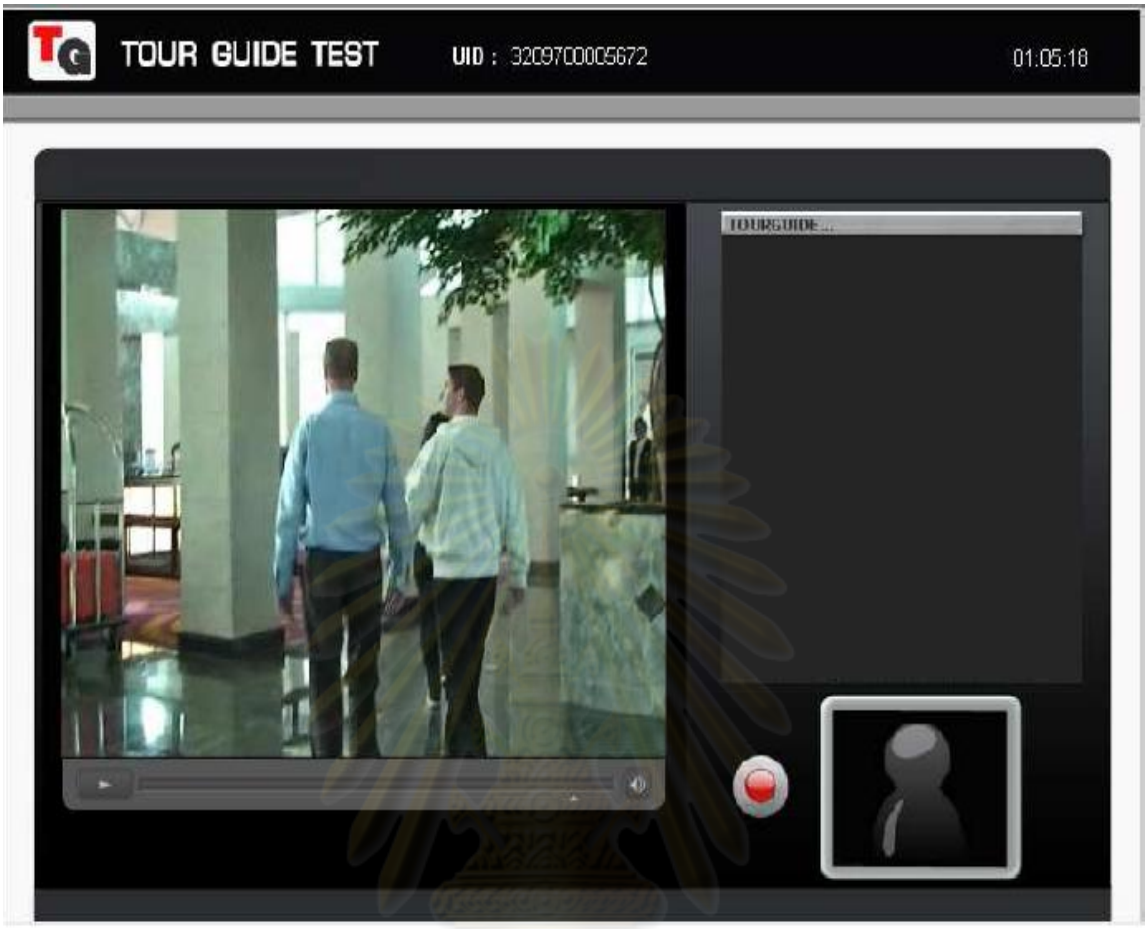

TOUR GUIDE TEST
UID : 3209700005672
01:11:10
EXCHANGE
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.
TOURGUIDE...
1. Explain in details about Thai currency.
2. Tell how the banknotes and coins are worth
(in colors and value)
1 Euro = 60.62 Baht, 1 US Dollar = 42.44 Baht

TOUR GUIDE TEST
UID : 3209700005672
01:10:04
TOURGUIDE ..


TOUR GUIDE TEST
UID : 3209700005672
01:09:31
TOURGUIDE ..
1. Explain about the weather and seasons in Thailand.
2. Now it is in November, suggest how the weather is like.
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.

TOUR GUIDE TEST
UID : 3209700005672
01:08:21
Task 2
AT THE HOTEL

TOUR GUIDE TEST
UID : 3209700005672
01:07:09
NOVOTEL
SUVARNABHUMI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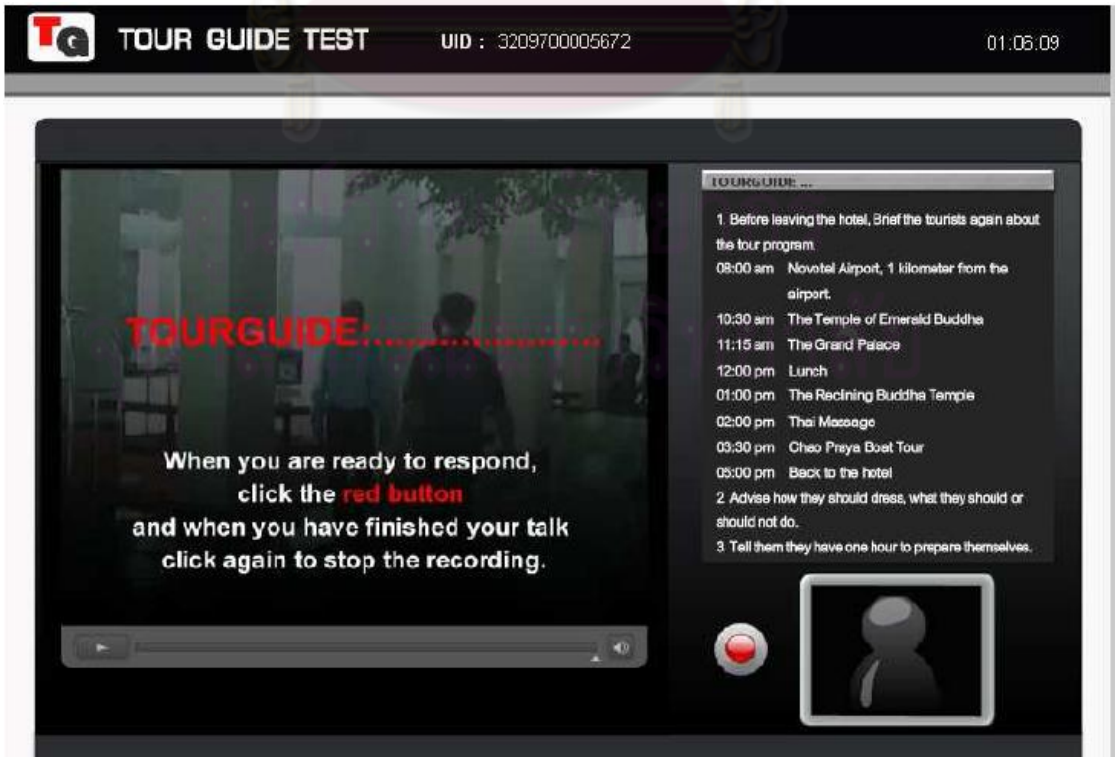
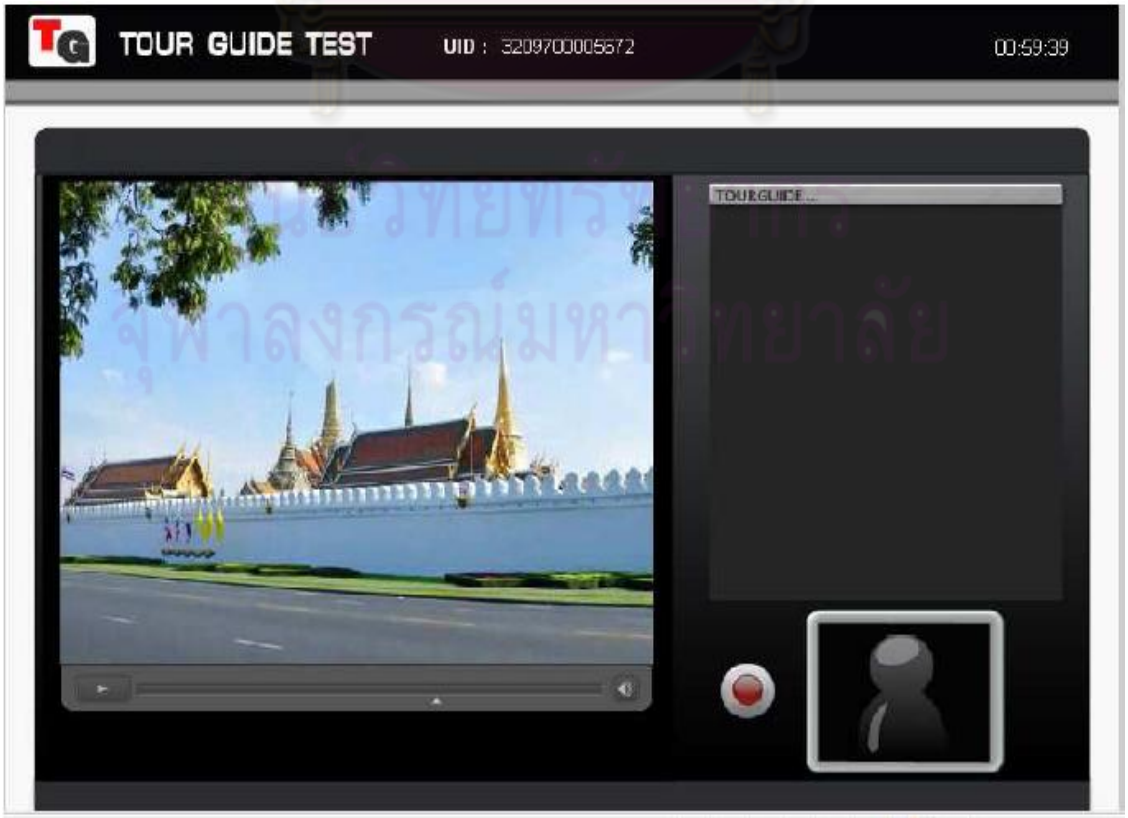
01:05:18
TOURGUIDE ...


TOUR GUIDE TEST
UID : 3209700005672
01:05:09
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.
TOURGUIDE ...
1. Before leaving the hotel, Brief the tourists again about the tour program
08:00 am Novotel Airport, 1 kilometer from the airport.
10:30 am The Temple of Emerald Buddha
11:15 am The Grand Palace
12:00 pm Lunch
01:00 pm The Reclining Buddha Temple
02:00 pm Thai Massage
03:30 pm Chao Praya Boat Tour
05:00 pm Back to the hotel
2. Advise how they should dress, what they should or should not do.
3. Tell them they have one hour to prepare themselves.

TOUR GUIDE TEST
UID : 3209700005672
01:04:36
TOURGUIDE

TOUR GUIDE TEST
UID : 3209700005672
01:01:37
TOURGUIDE

TOUR GUIDE TEST
UID : 3209700005672
01:00:30
TOURGUIDE...
Task 3
AT THE TEMPLE OF EMERALD BUDDHA
AND THE GRAND PALACE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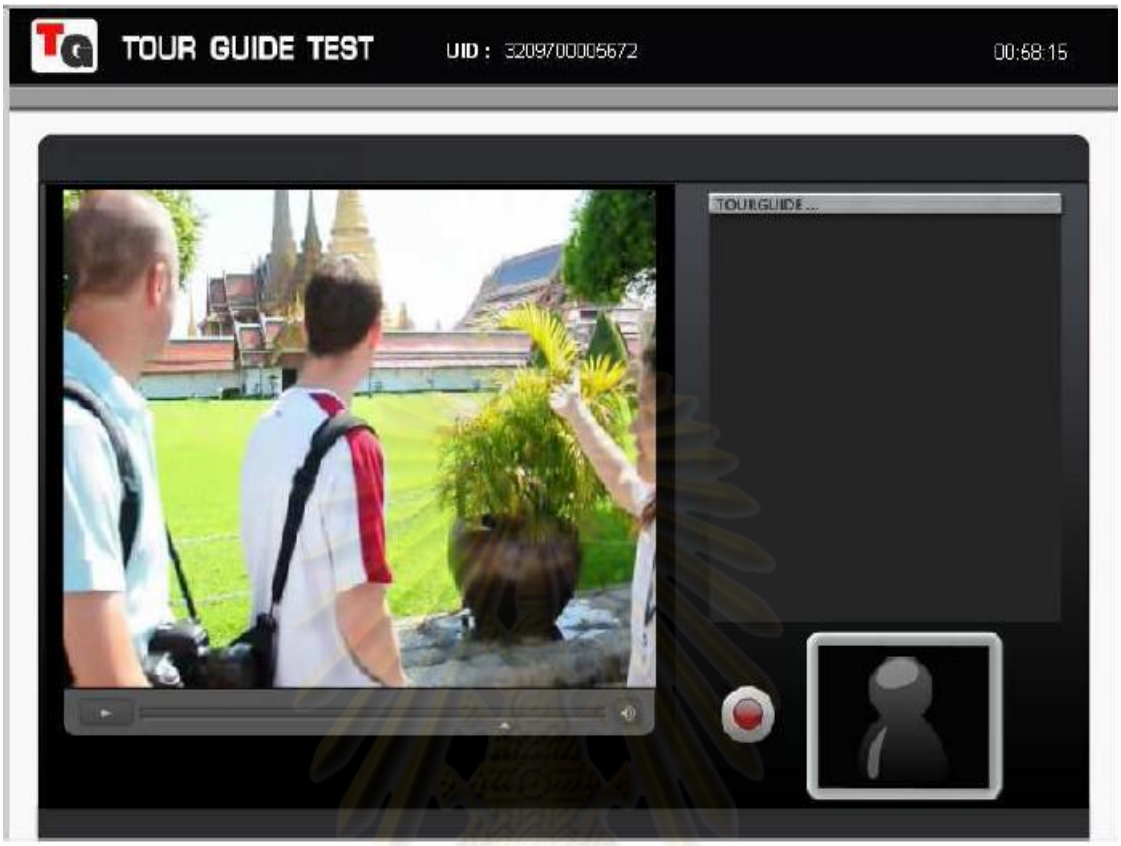
00:59:39
TOURGUIDE...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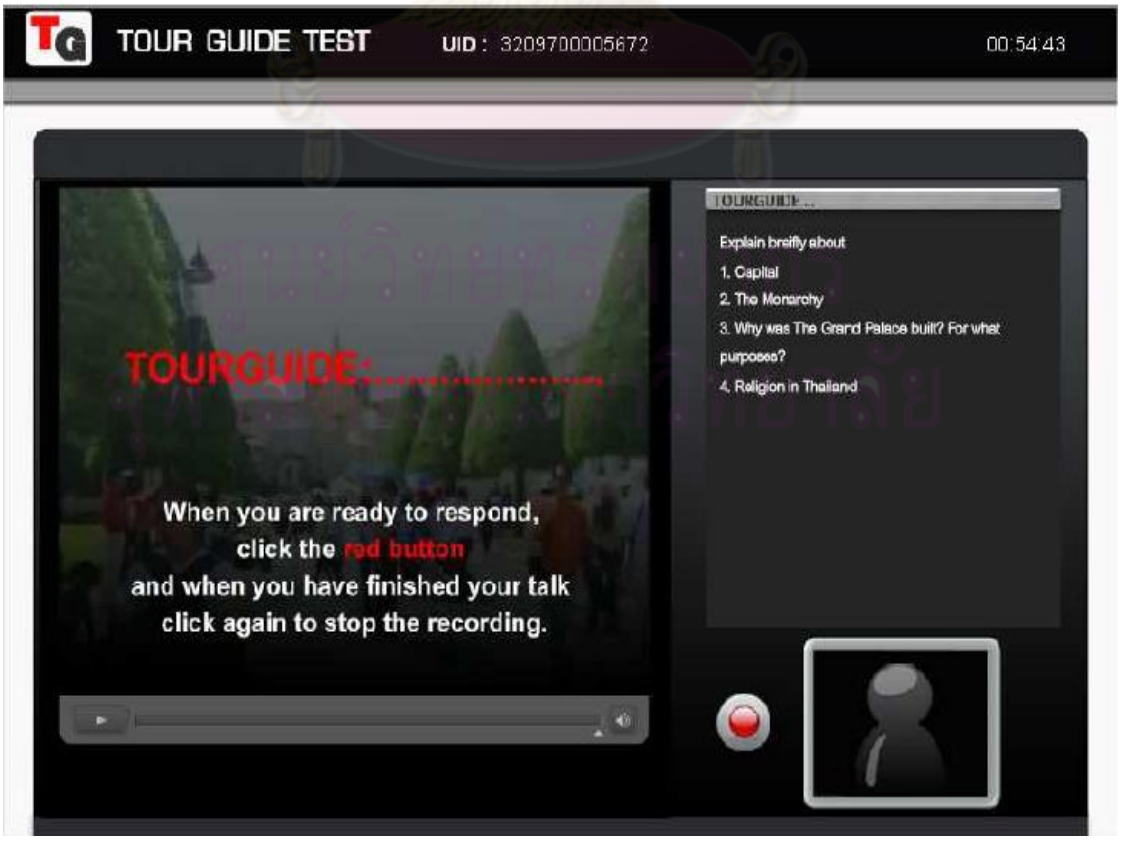
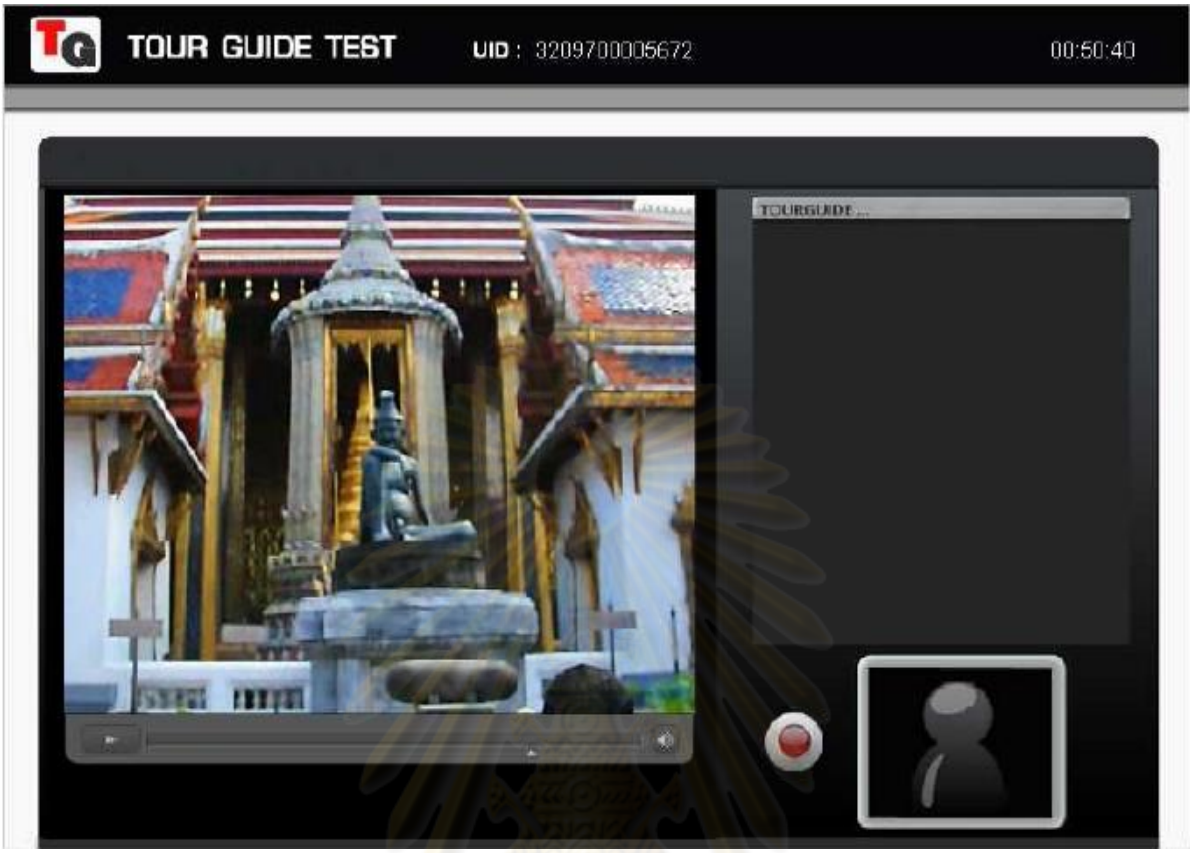
00:58:15
TOURGUIDE ...


TOUR GUIDE TEST
UID : 3209700005672
00:54:43
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.
TOURGUIDE ...
Explain briefly about
1. Capital
2. The Monarchy
3. Why was The Grand Palace built? For what purposes?
4. Religion in Thailand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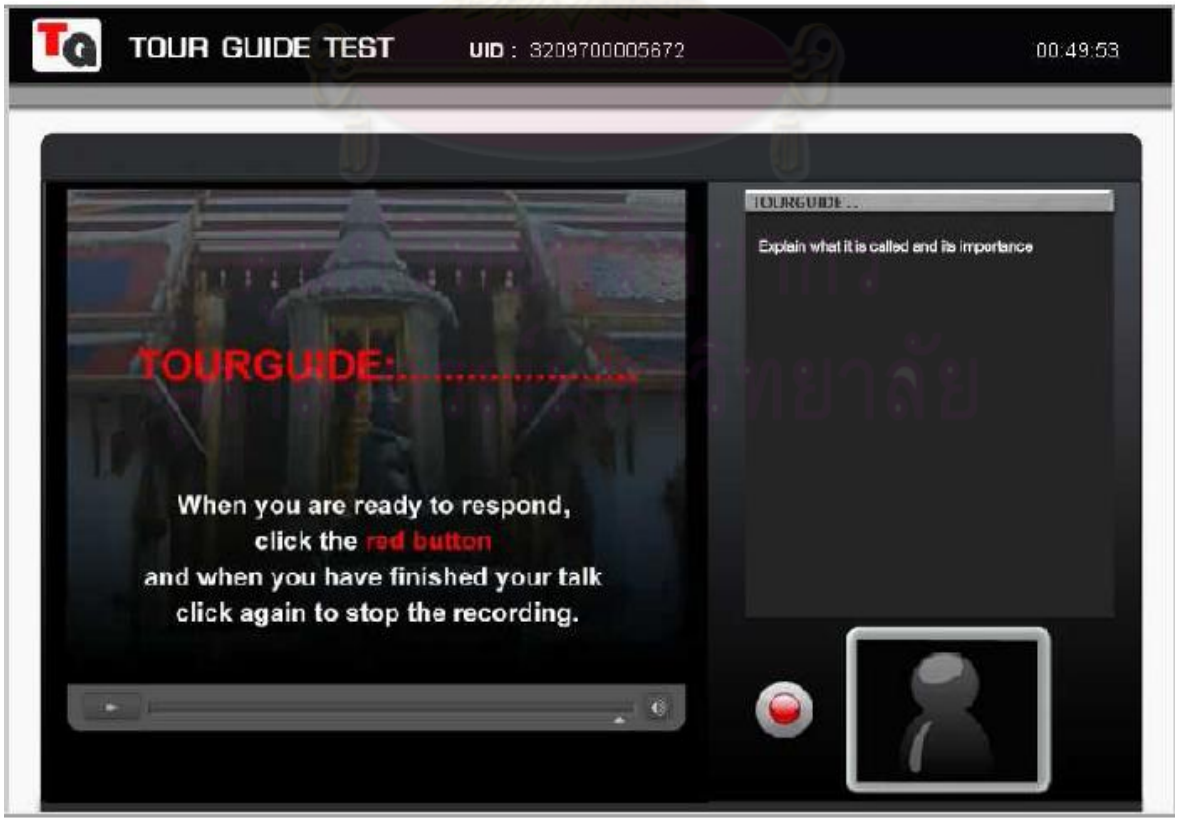
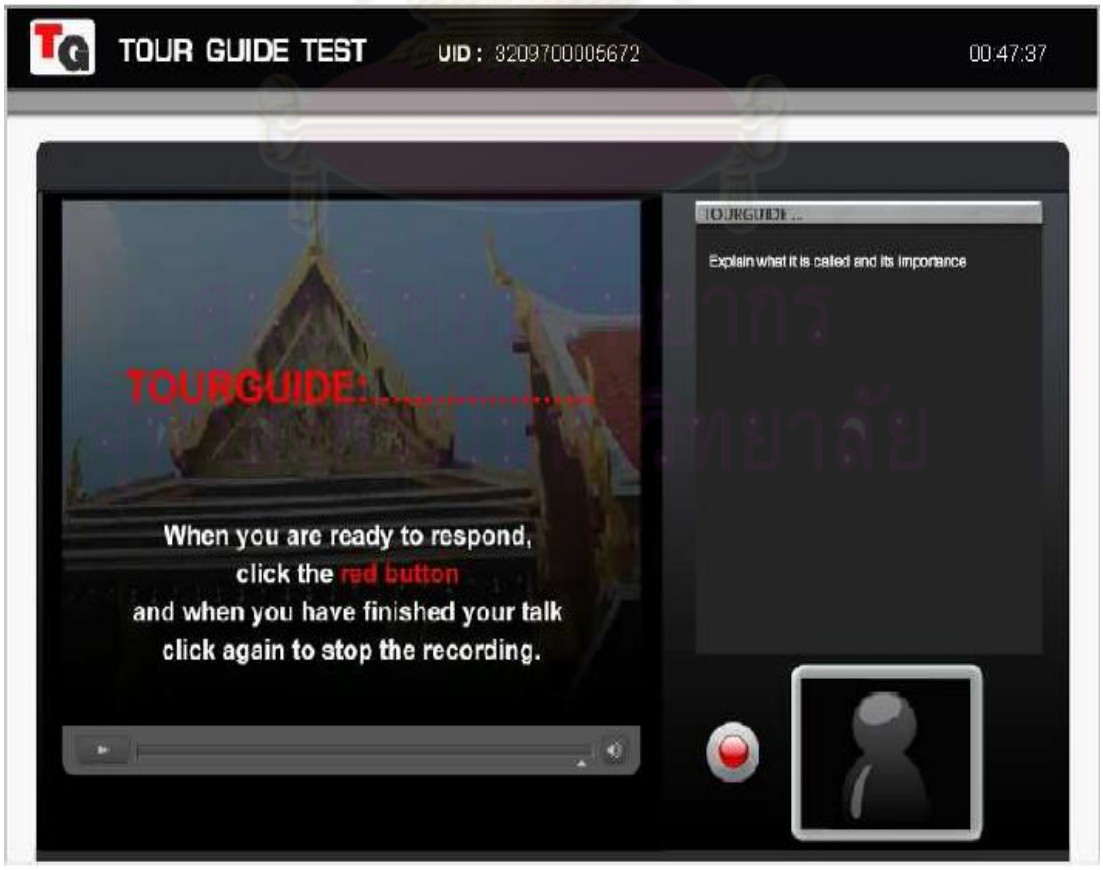
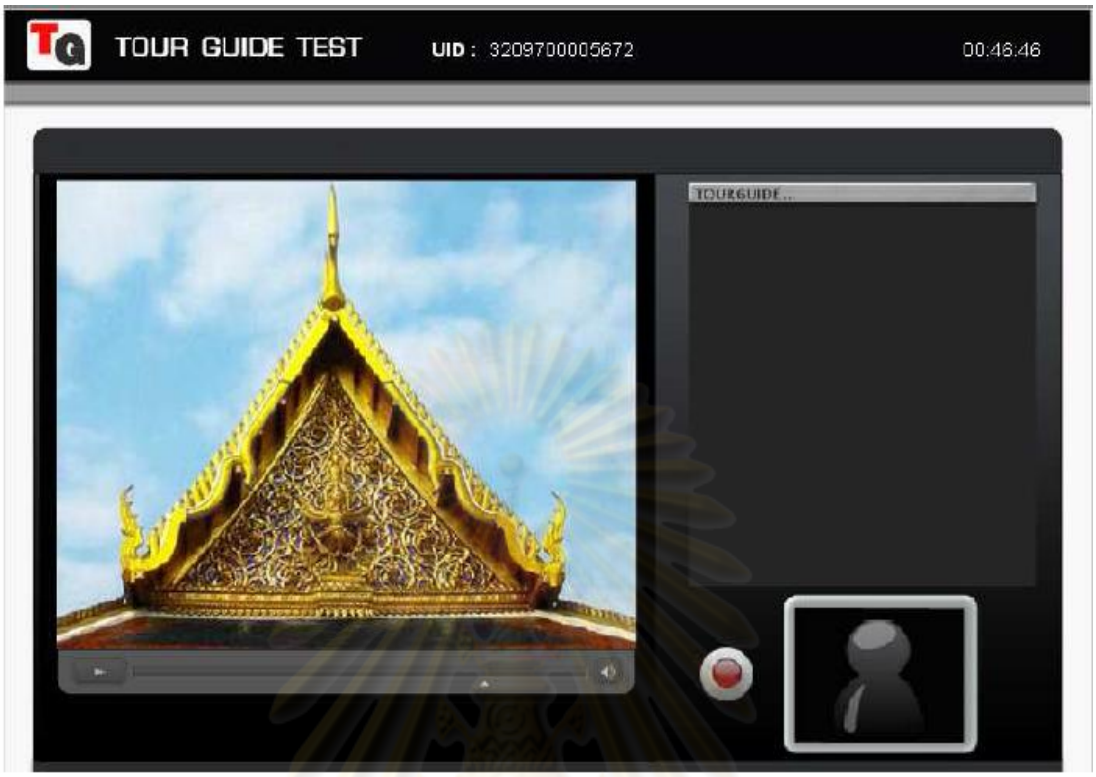
00:50:40
TOURGUIDE ...


TOUR GUIDE TEST
UID : 3209700005672
00:49:53
TOURGUIDE ...
Explain what it is called and its importance
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.

TOUR GUIDE TEST
UID : 3209700005672
00:48:14
TOURGUIDE ...


TOUR GUIDE TEST
UID : 3209700005672
00:47:37
TOURGUIDE ...
Explain what it is called and its importance
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.


TOUR GUIDE TEST
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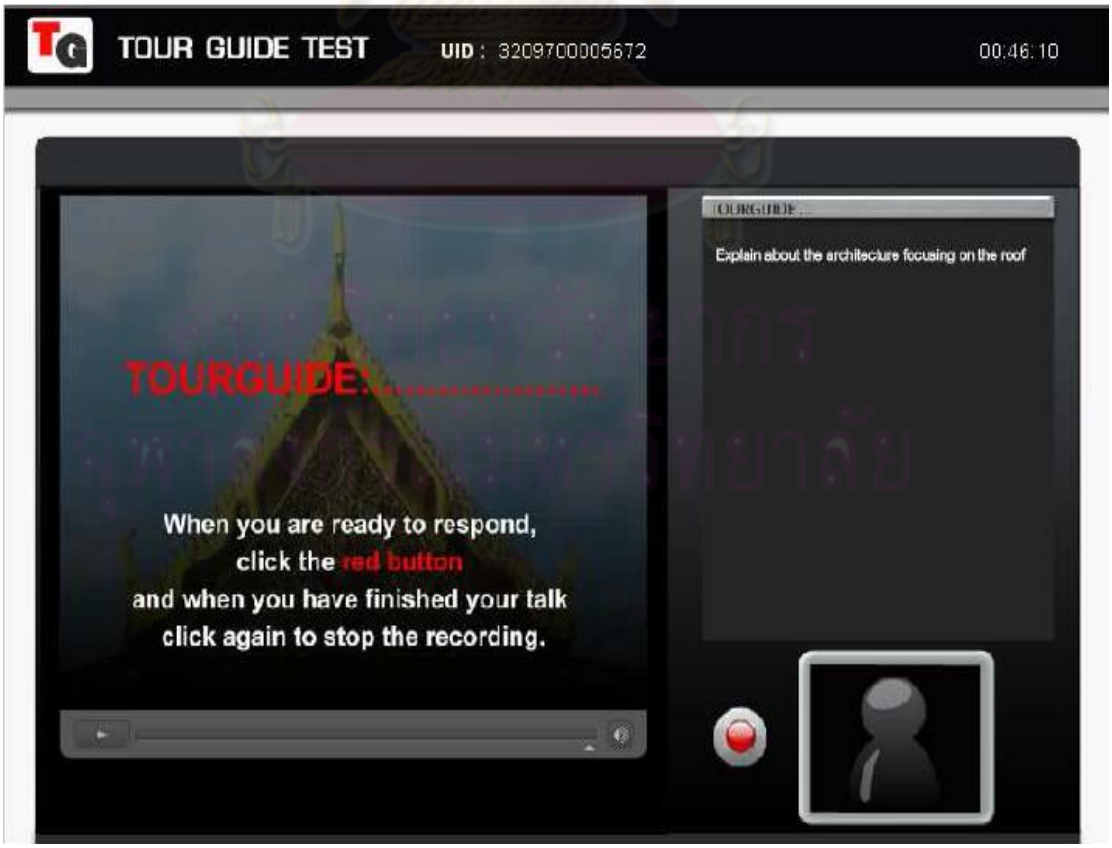
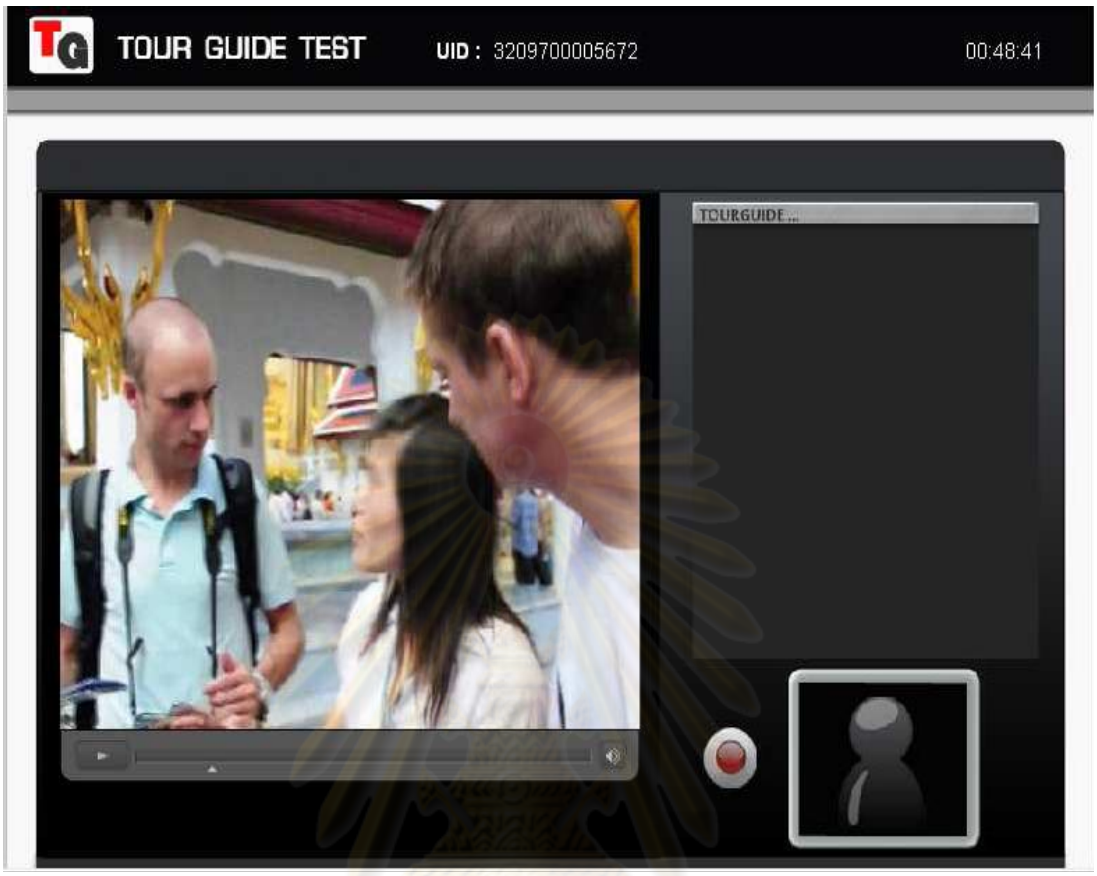
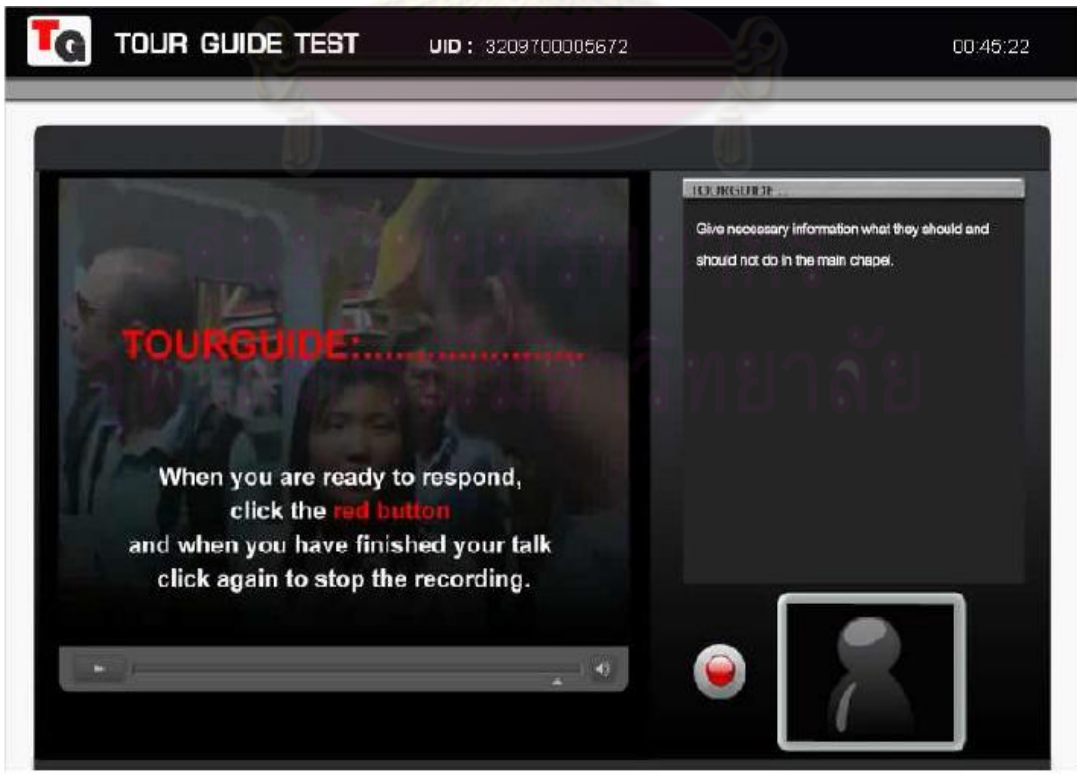
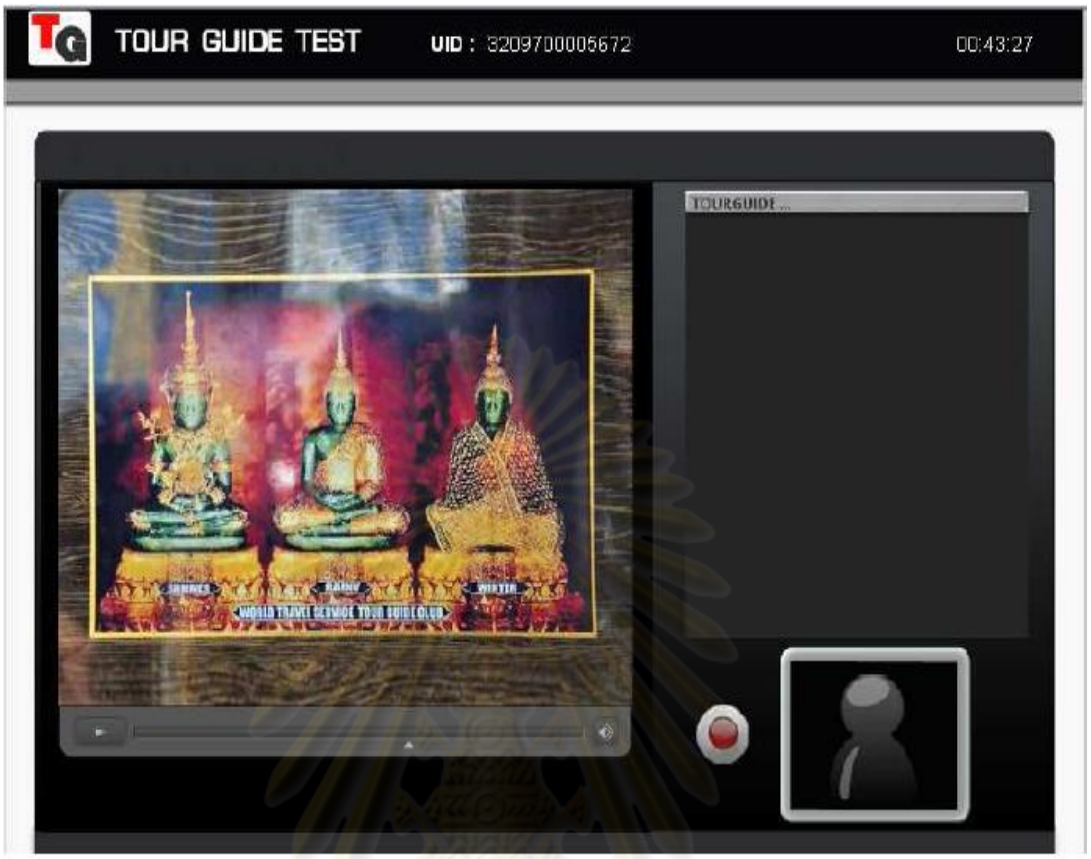
00:46:46
TOURGUIDE...

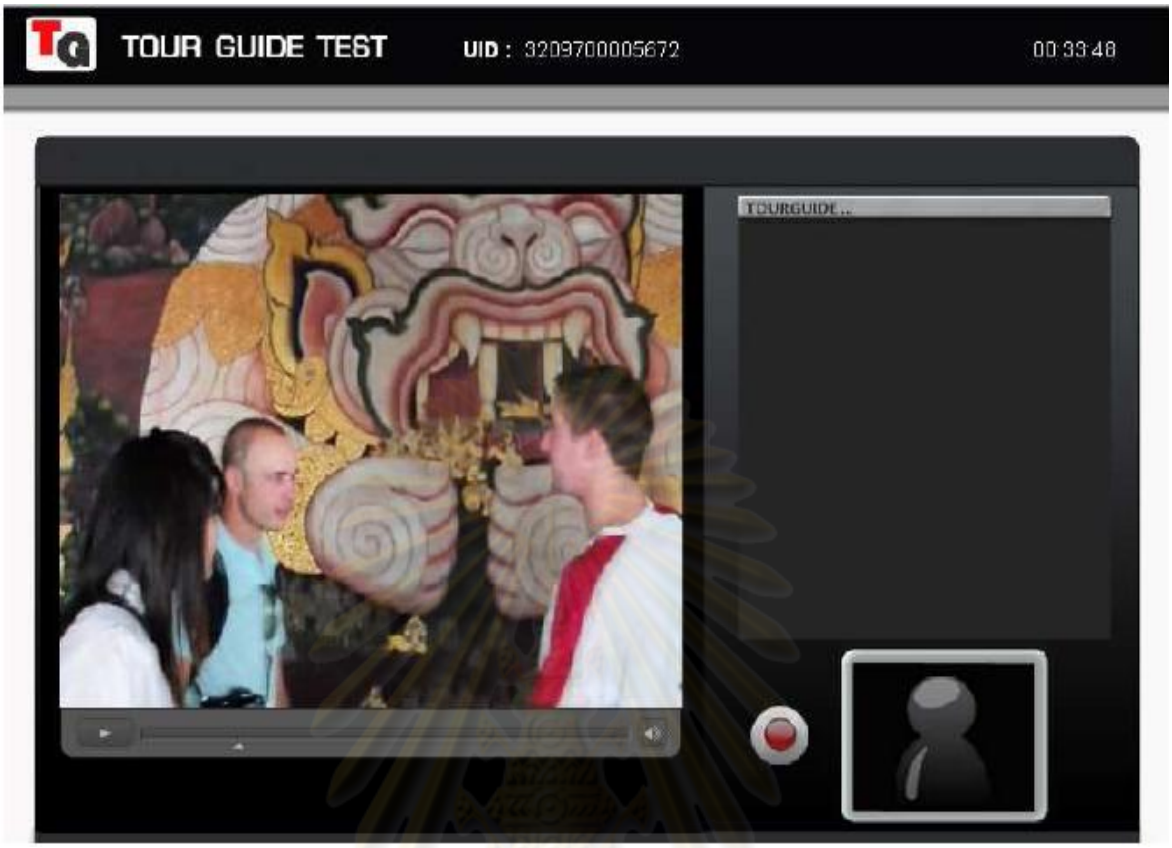

TOUR GUIDE TEST
UID : 3209700005672
00:46:10
TOURGUIDE...
Explain about the architecture focusing on the roof
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.


TOUR GUIDE TEST
UID : 3209700005672
00:48:41
TOURGUIDE...


TOUR GUIDE TEST
UID : 3209700005672
00:45:22
Give necessary information what they should and should not do in the main chapel.
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.


TOUR GUIDE TEST
UID : 3209700005672
00:43:27
TOURGUIDE...

TOUR GUIDE TEST
UID : 3209700005672
00:41:32
TOURGUIDE...
Explain the differences of the three Buddha images.
Tell brief history of the emerald buddha.
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.


TOUR GUIDE TEST
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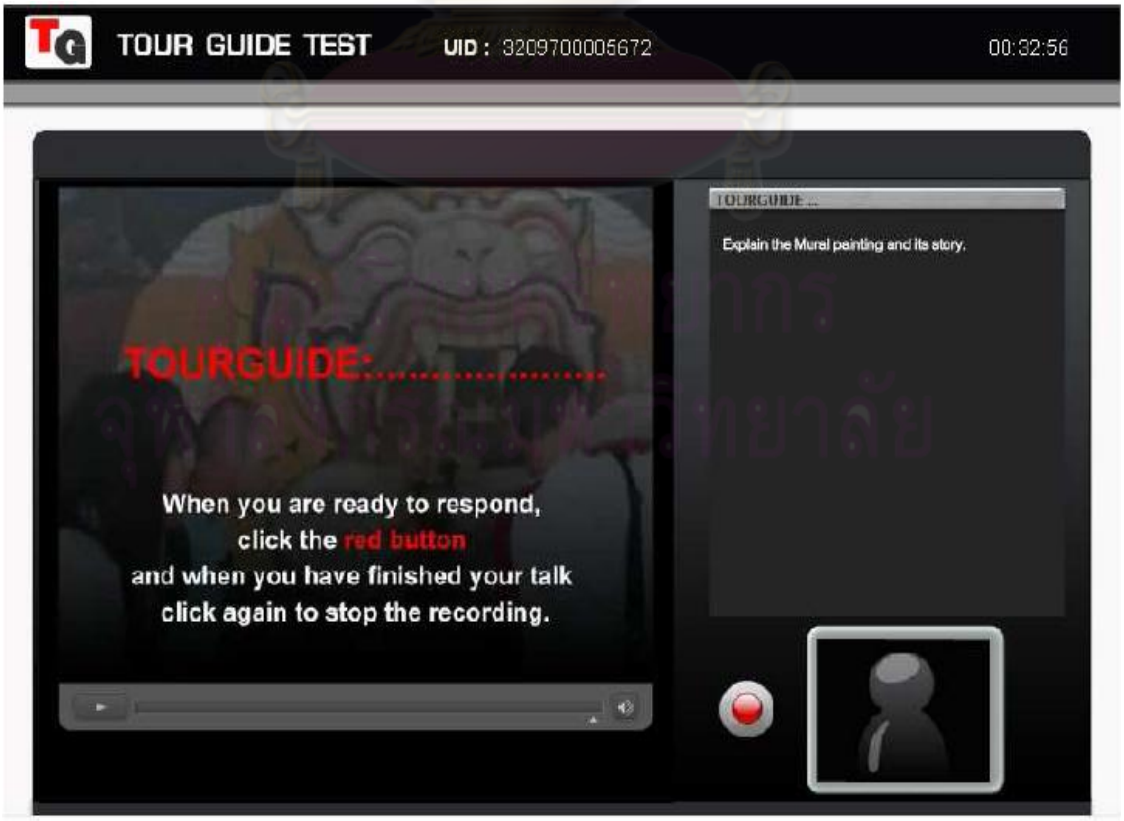
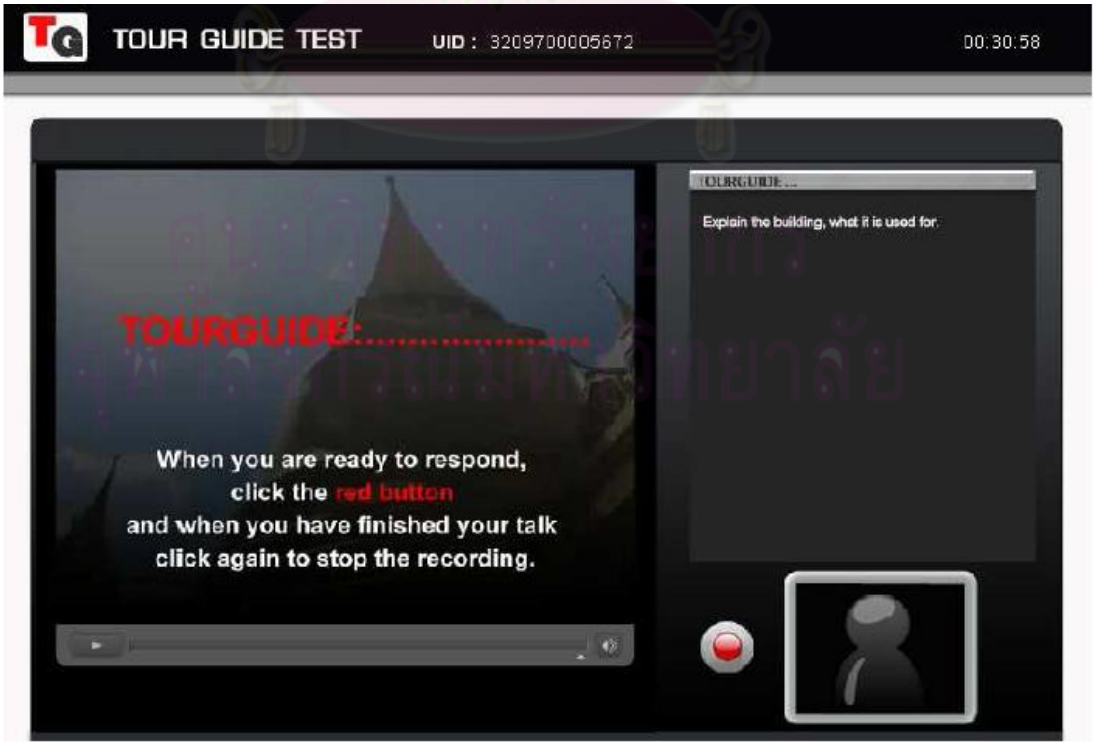
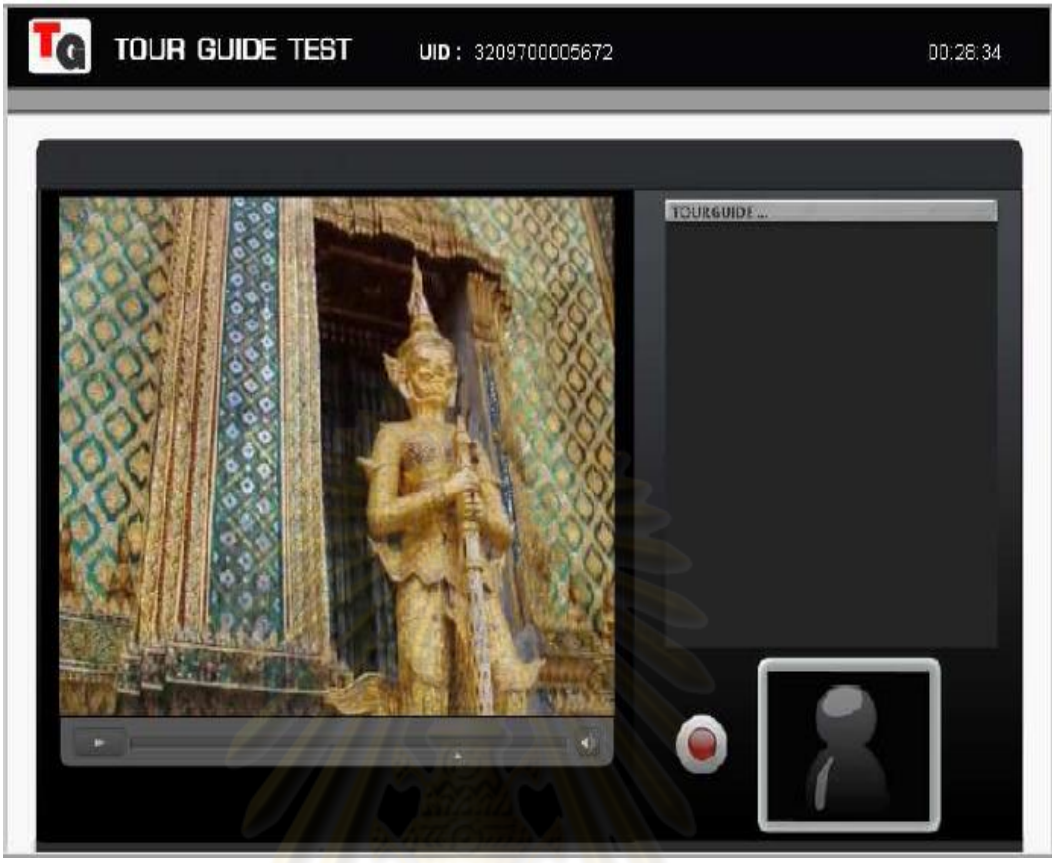
00:33:48
TOURGUIDE...


TOUR GUIDE TEST
UID : 3209700005672
00:32:56
TOURGUIDE...
Explain the Mural painting and its story.
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.

TOUR GUIDE TEST
UID : 1233343555476
01:25:06
TOURGUIDE ...


TOUR GUIDE TEST
UID : 3209700005672
00:30:58
TOURGUIDE ...
Explain the building, what it is used for.
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.


TOUR GUIDE TEST
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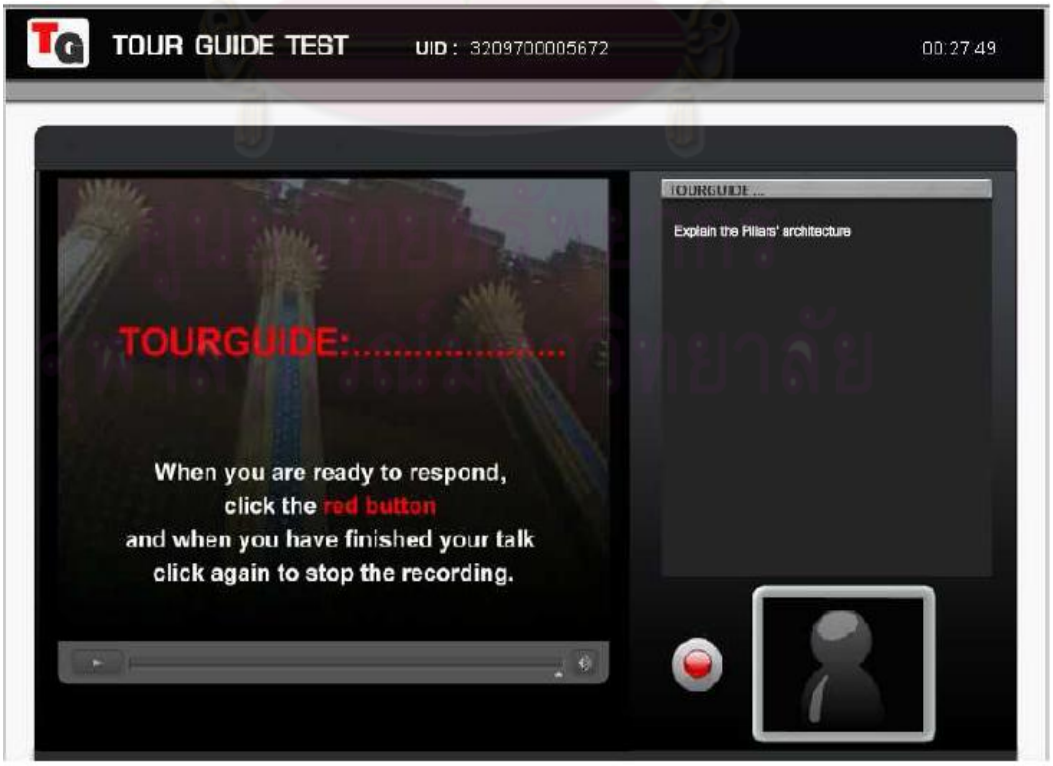
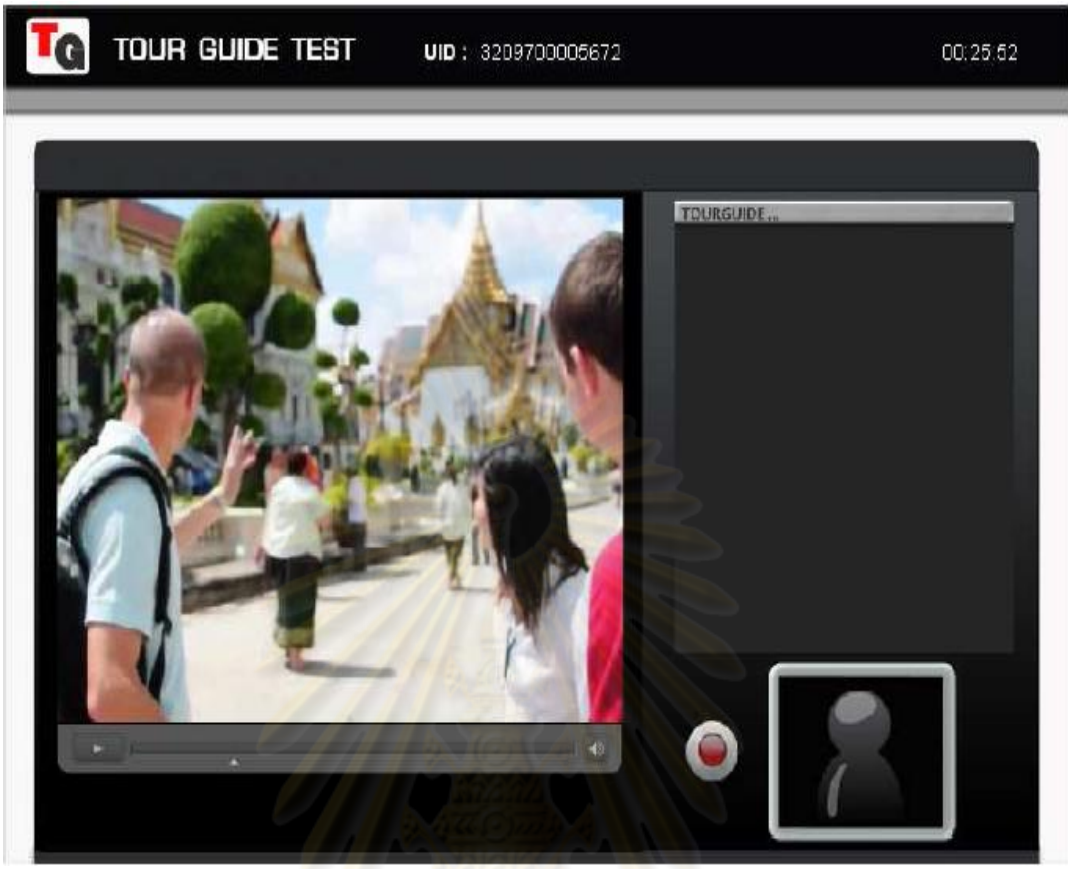
00:26:34
TOURGUIDE ...


TOUR GUIDE TEST
UID : 3209700005672
00:27:49
TOURGUIDE ...
Explain the Pillars' architecture
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.


TOUR GUIDE TEST
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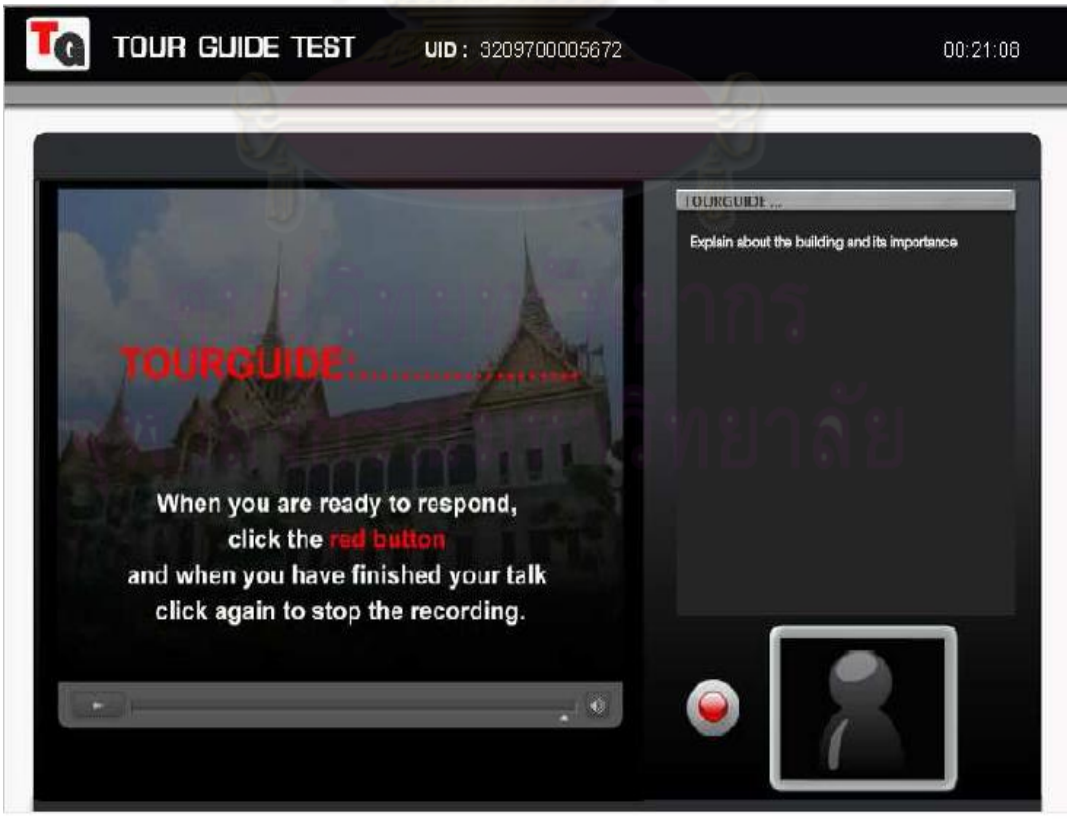
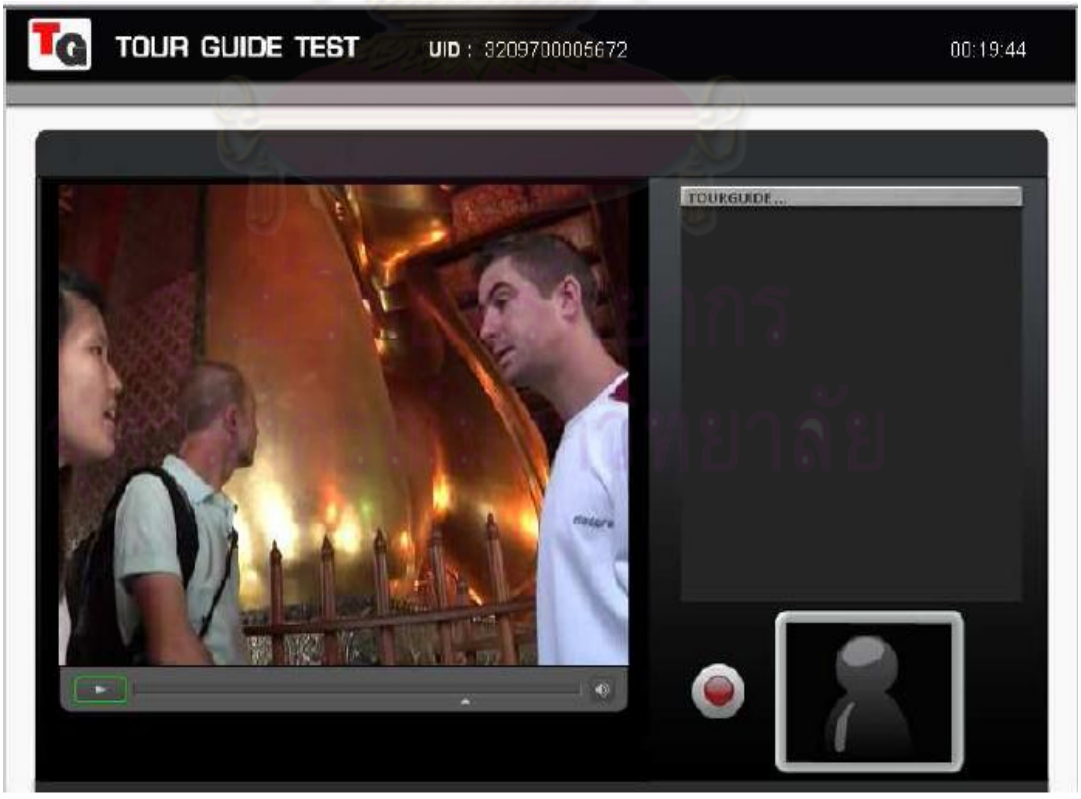
00:25:52
TOURGUIDE ...


TOUR GUIDE TEST
UID : 3209700005672
00:21:08
TOURGUIDE ...
Explain about the building and its importance
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.

TOUR GUIDE TEST
UID : 3209700005672
00:20:17
Task 4
AT WAT PHO
TOURGUIDE ...

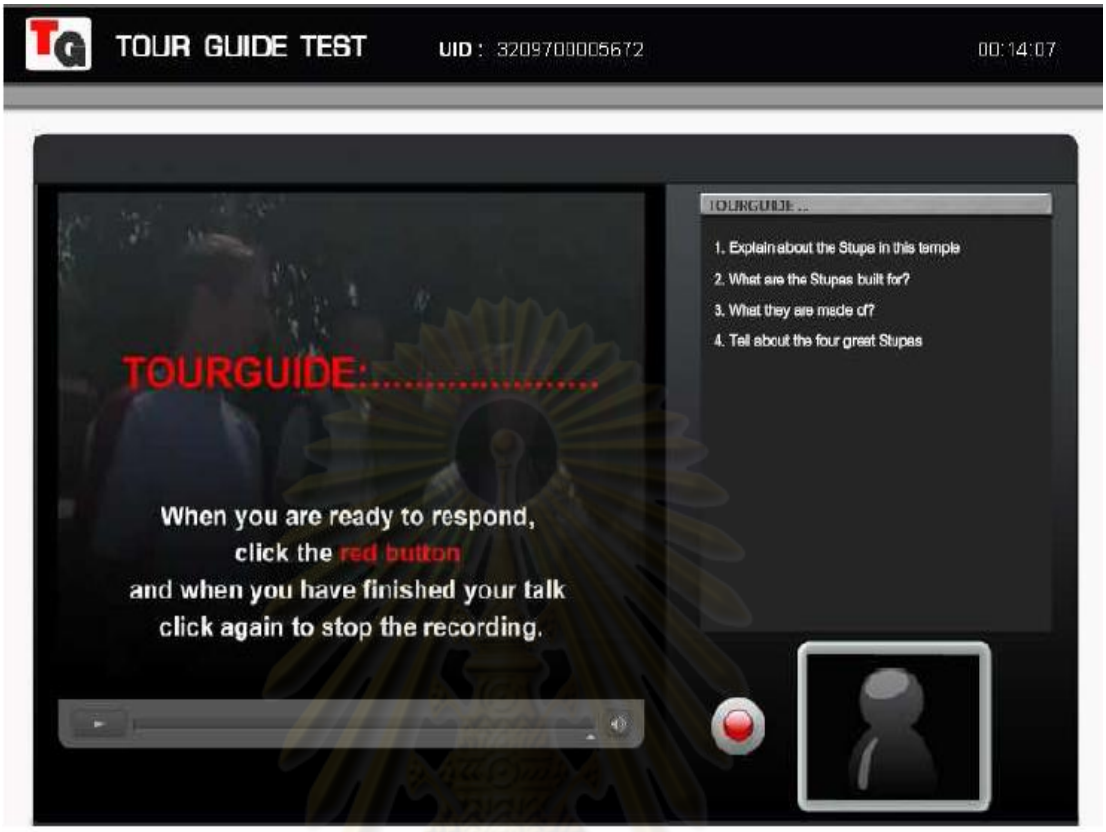

TOUR GUIDE TEST
UID : 3209700005672
00:19:44
TOURGUIDE ...

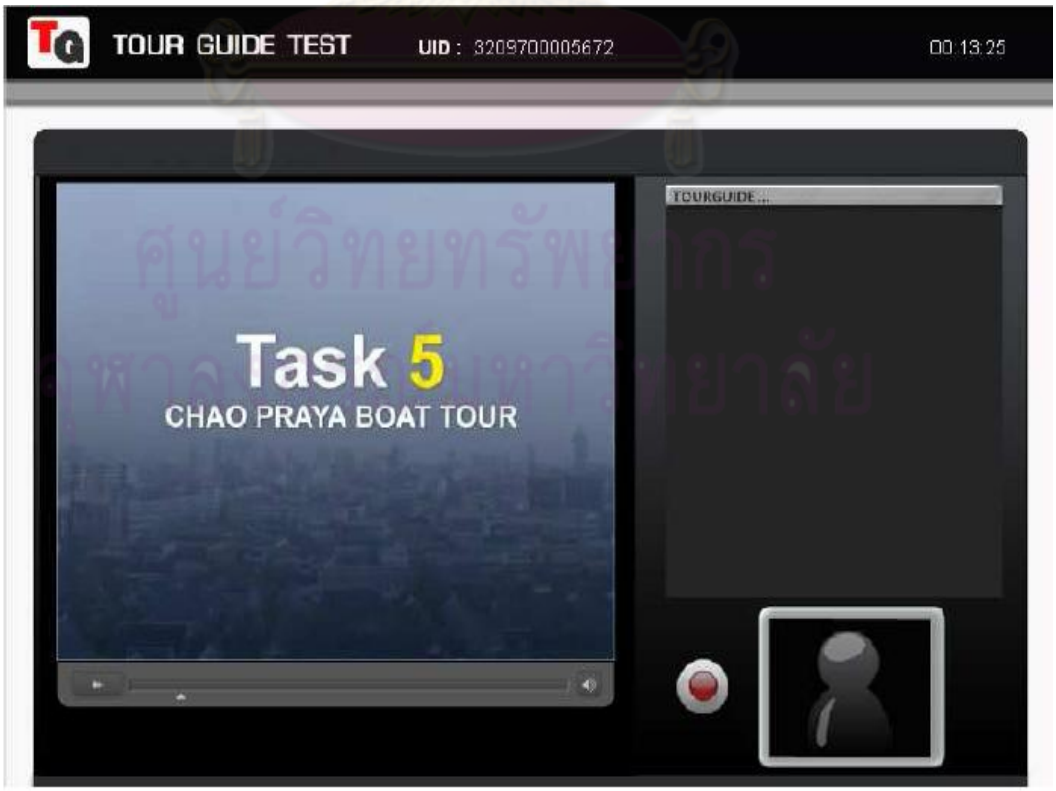
TOUR GUIDE TEST
UID : 3209700005672
00:19:29
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.
1. How large is it?
2. Explain what this Buddha is called
3. Why is the Buddha image in this position?
Does the position signifies anything?

TOUR GUIDE TEST
UID : 3209700005672
00:16:37

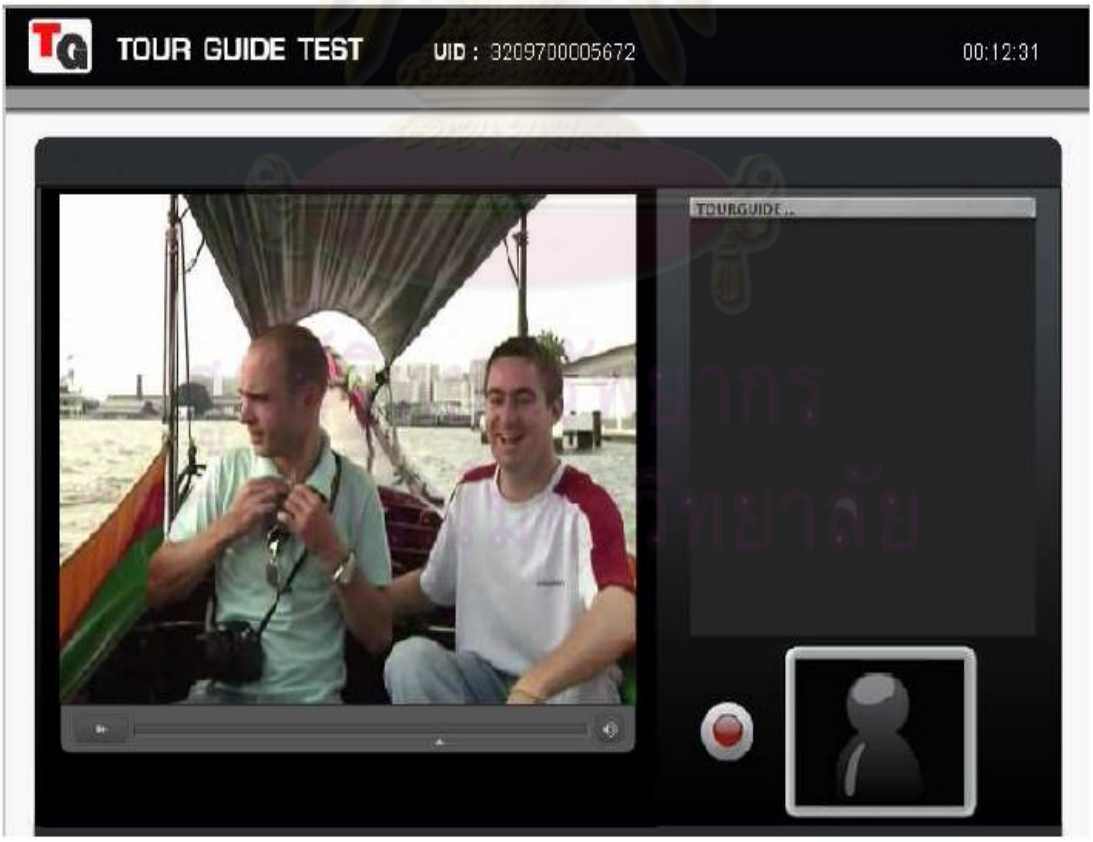
TOUR GUIDE TEST
UID : 3209700005672
00:16:08
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.
TOURGUIDE ...
1. Explain about the Thai massage, why should they try it at Wat Pho.
2. And ask them if they are interested to try a Thai Massage now?

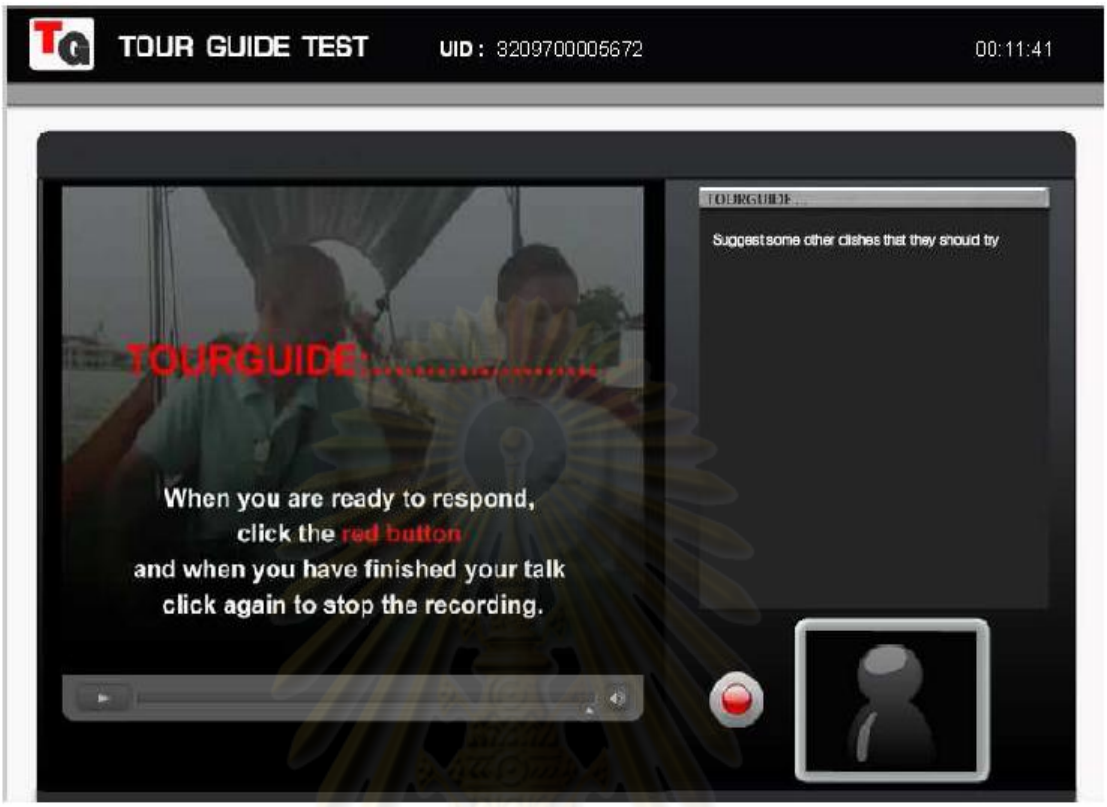
TOUR GUIDE TEST
UID : 3209700005672
00:15:27
TOURGUIDE ...

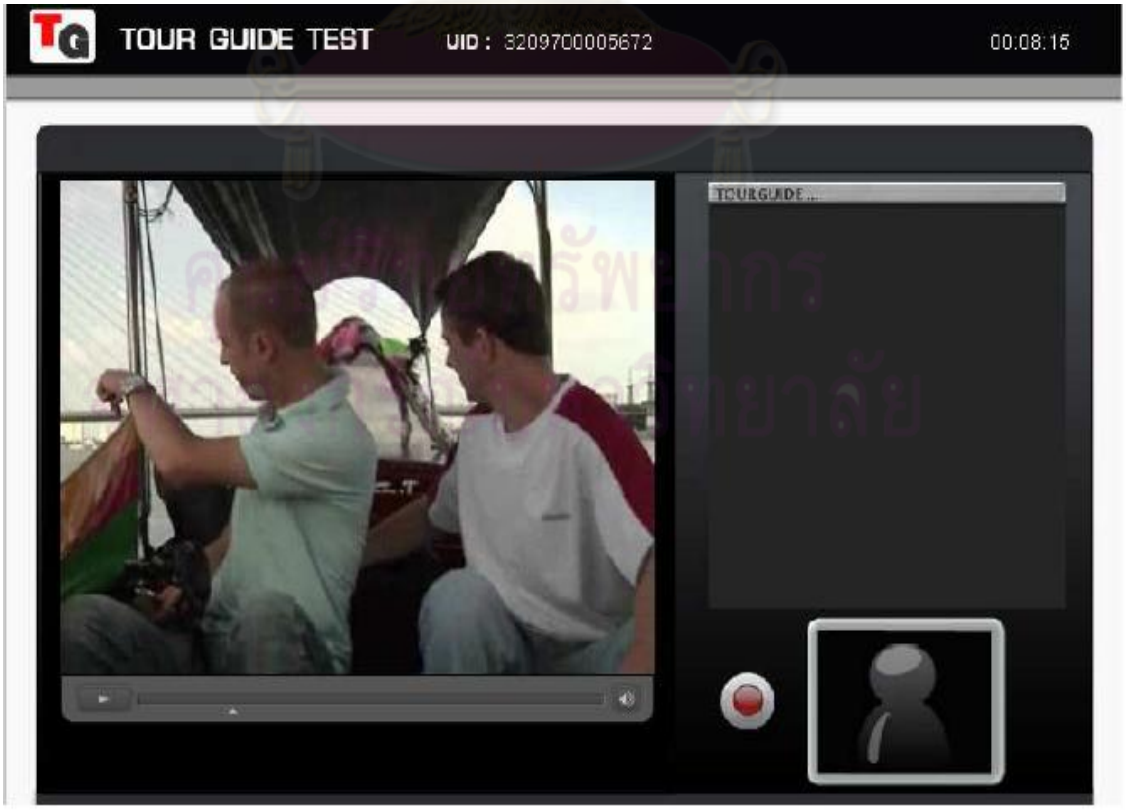

TOUR GUIDE TEST
UID : 3209700005672
00:14:07
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.
TOURGUIDE ...
1. Explain about the Stupa in this temple
2. What are the Stupas built for?
3. What they are made of?
4. Tell about the four great Stupas


TOUR GUIDE TEST
UID : 3209700005672
00:13:25
Task 5
CHAO PRAYA BOAT TOUR
TOURGUIDE ...

TOUR GUIDE TEST
UID : 3209700005672
00:12:59
TOURGUIDE ..


TOUR GUIDE TEST
UID : 3209700005672
00:12:31
TOURGUIDE ..


TOUR GUIDE TEST
UID : 3209700005672
00:11:41
TOURGUIDE :
Suggest some other dishes that they should try
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.


TOUR GUIDE TEST
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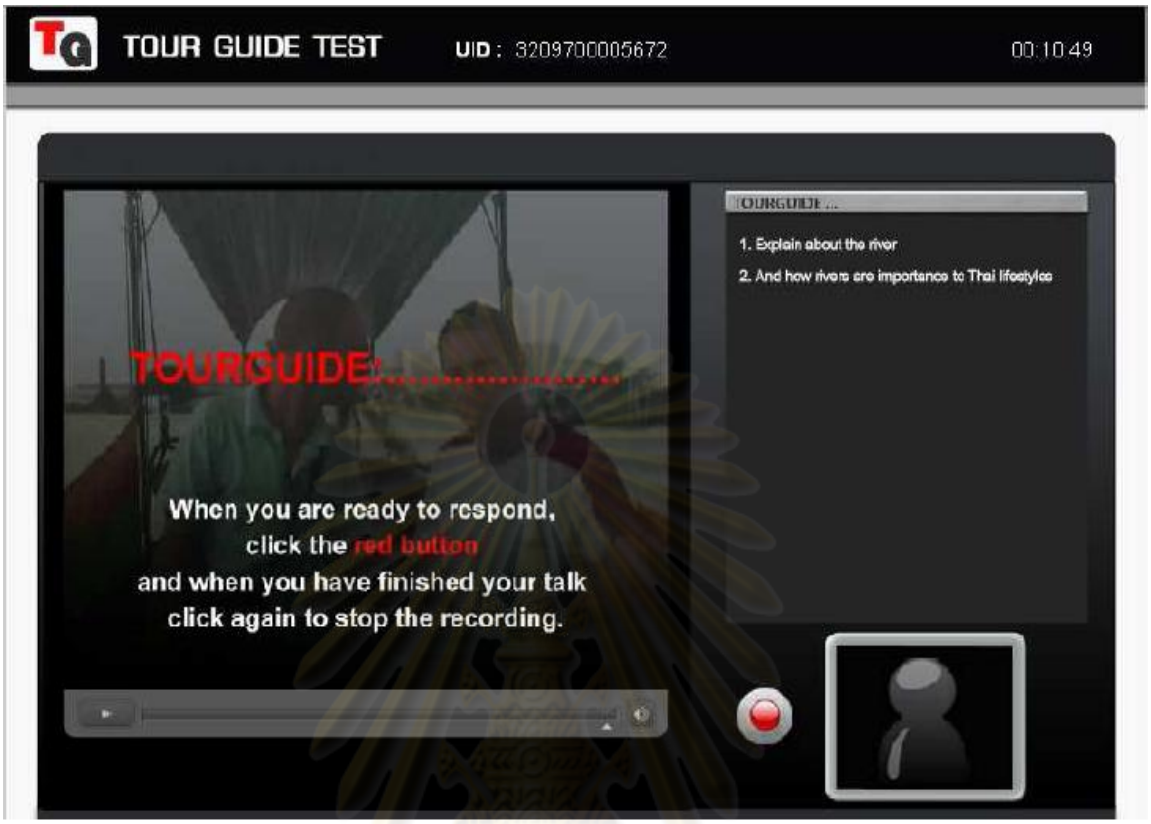
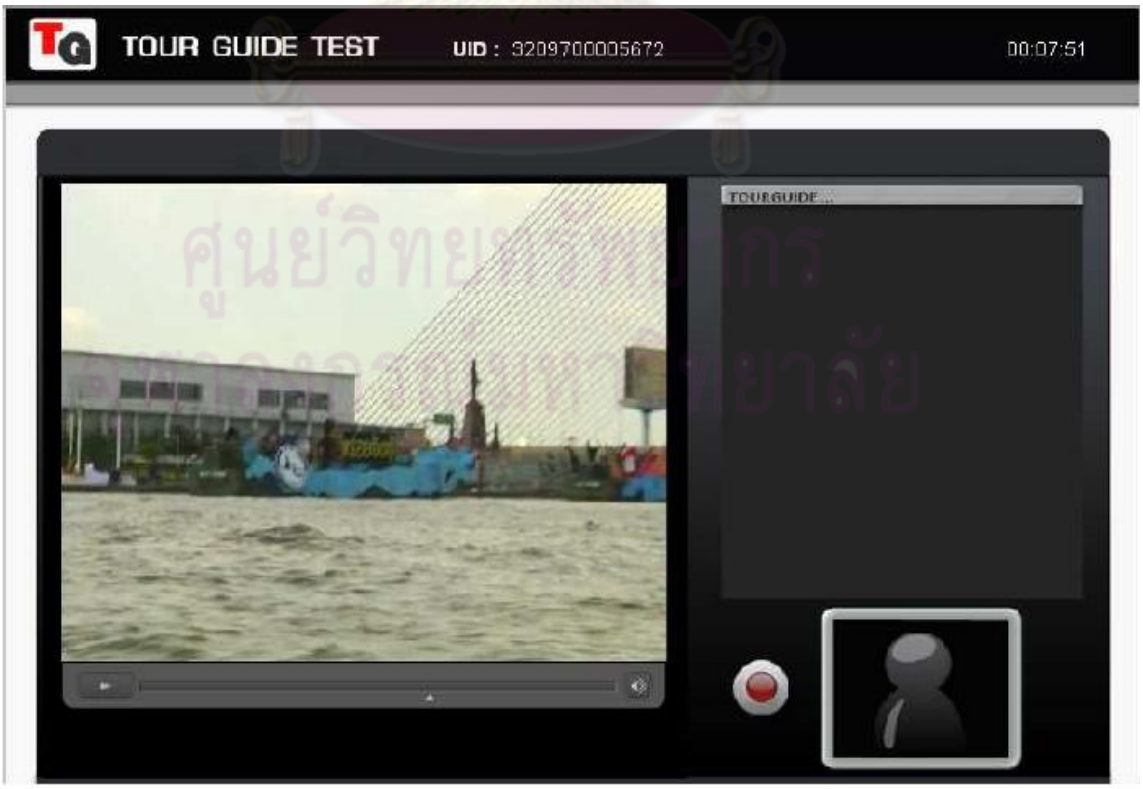
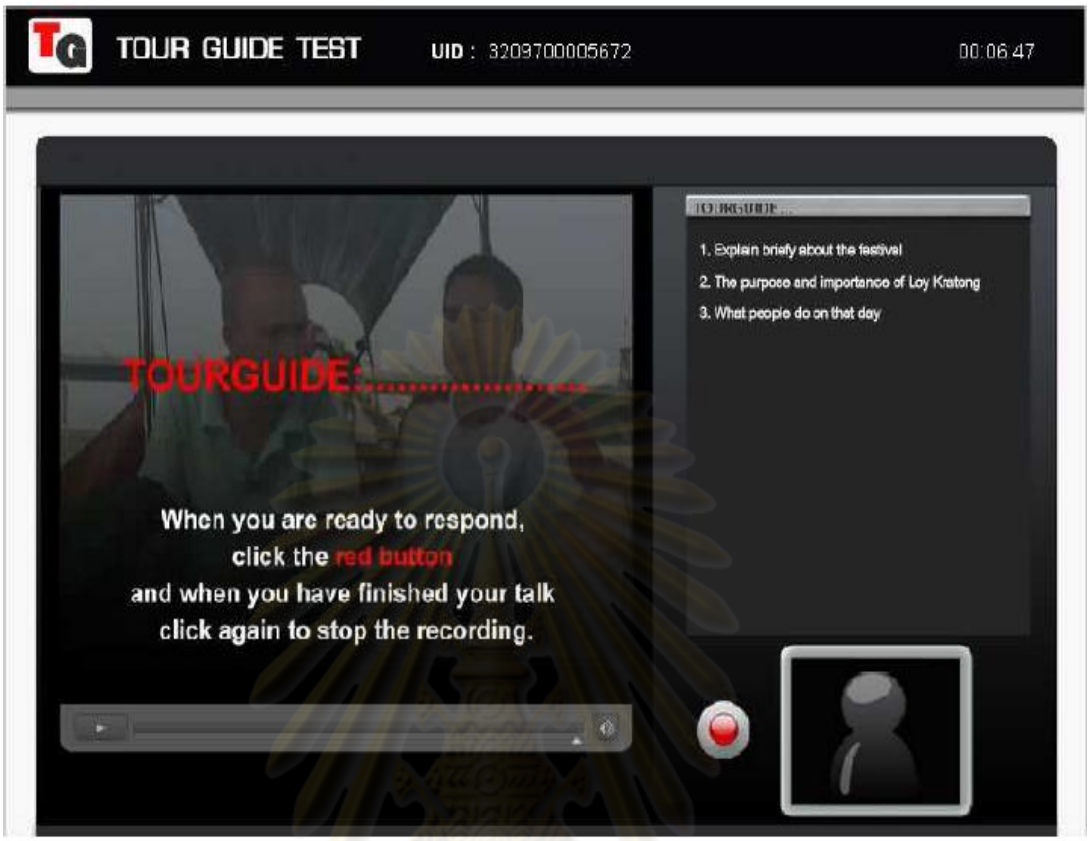
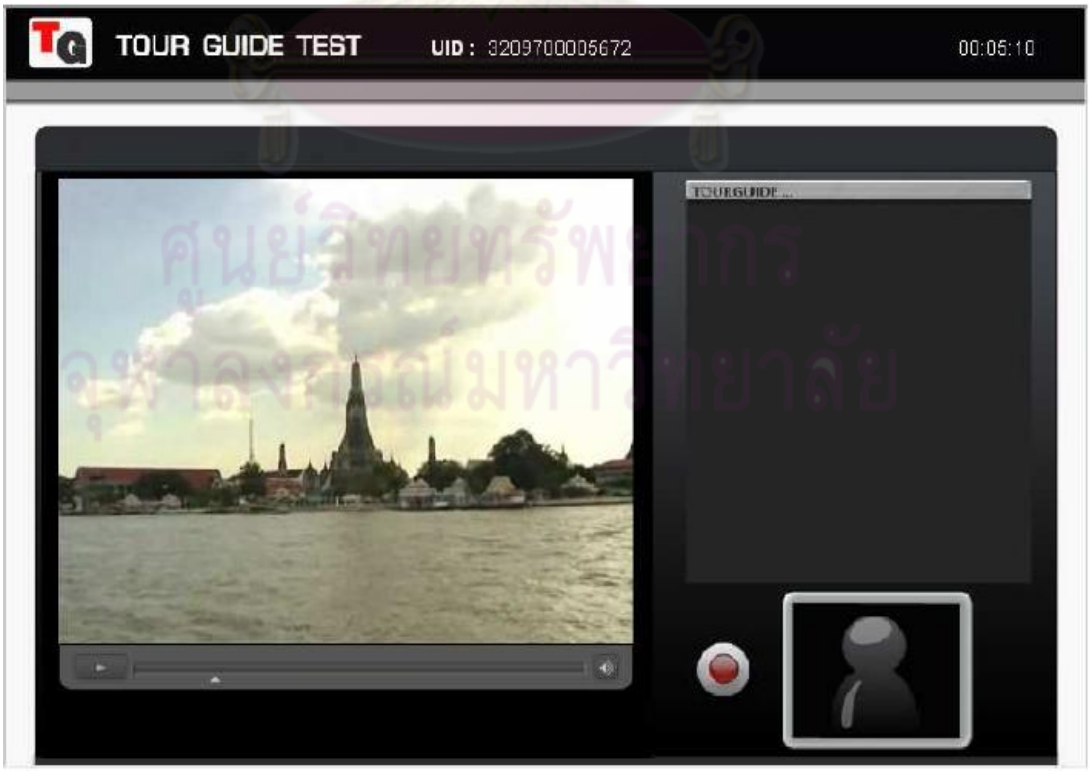
00:08:15
TOURGUIDE :


TOUR GUIDE TEST
UID : 3209700005672
00:10:49
TOURGUIDE...
1. Explain about the river
2. And how rivers are importance to Thai lifestyles
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.


TOUR GUIDE TEST
UID : 3209700005672
00:07:51
TOURGUIDE...


TOUR GUIDE TEST
UID : 3209700005672
00:06:47
TOURGUIDE:.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.
1. Explain briefly about the festival
2. The purpose and importance of Loy Kratong
3. What people do on that day


TOUR GUIDE TEST
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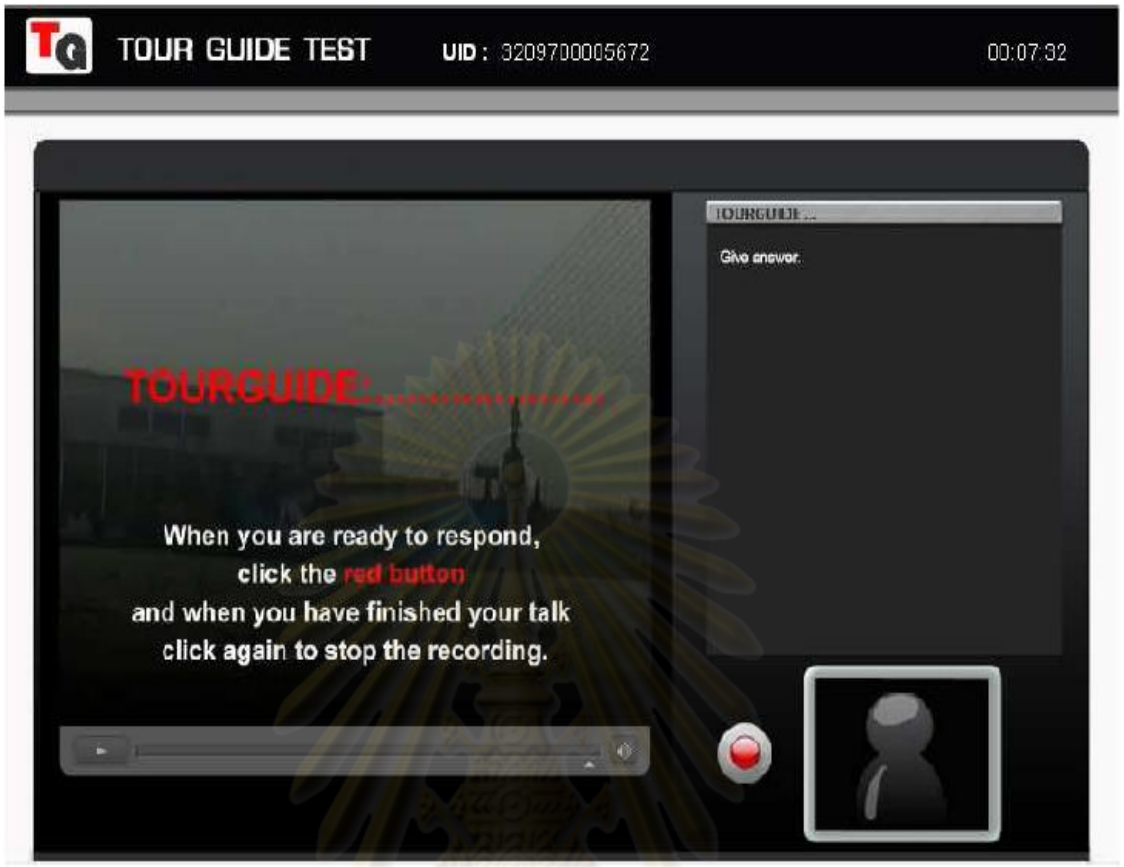
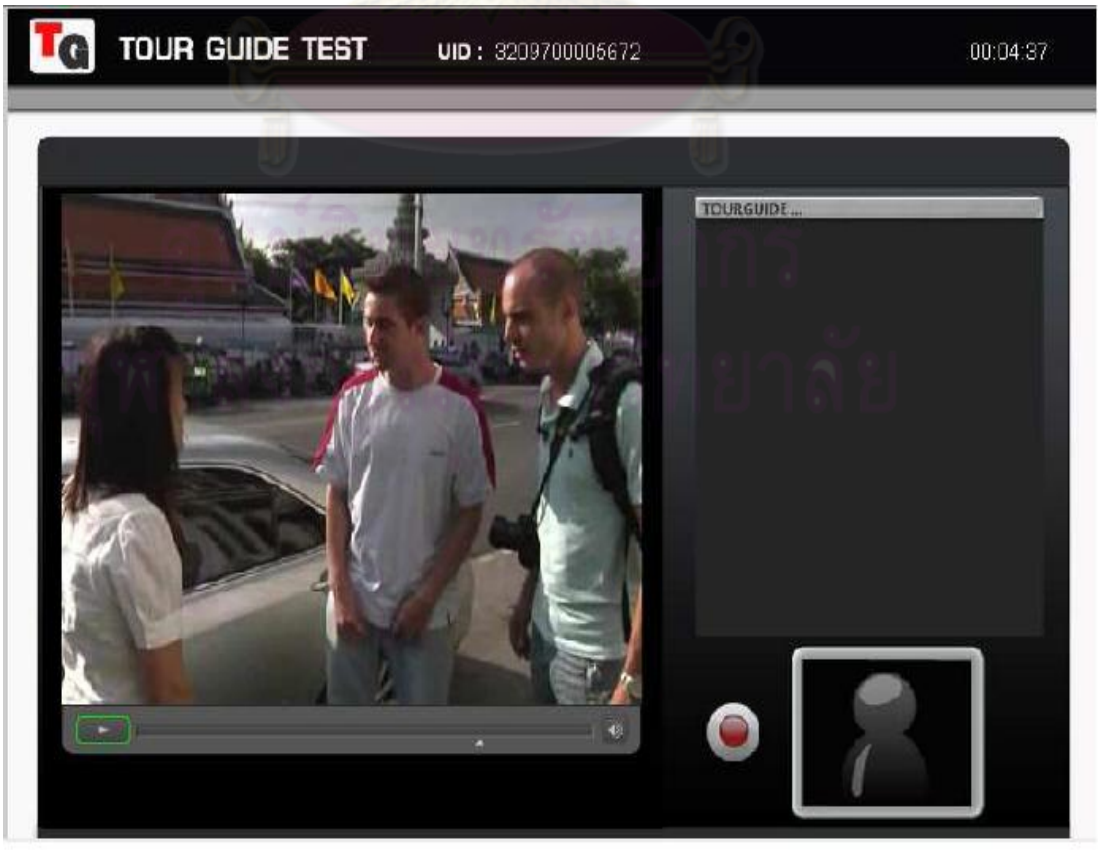
00:05:10


TOUR GUIDE TEST
UID : 3209700005672
00:07:32
TOURGUIDE.....
When you are ready to respond,
click the red button
and when you have finished your talk
click again to stop the recording.
TOURGUIDE...
Give answer.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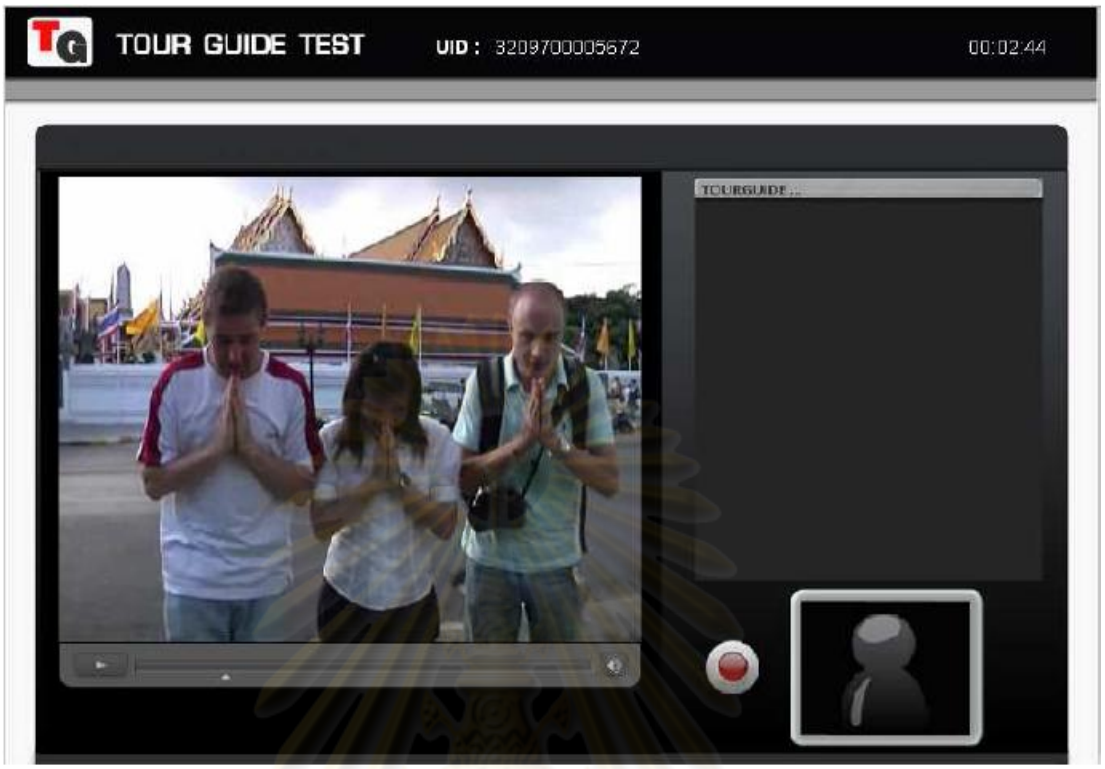
TOURGUIDE...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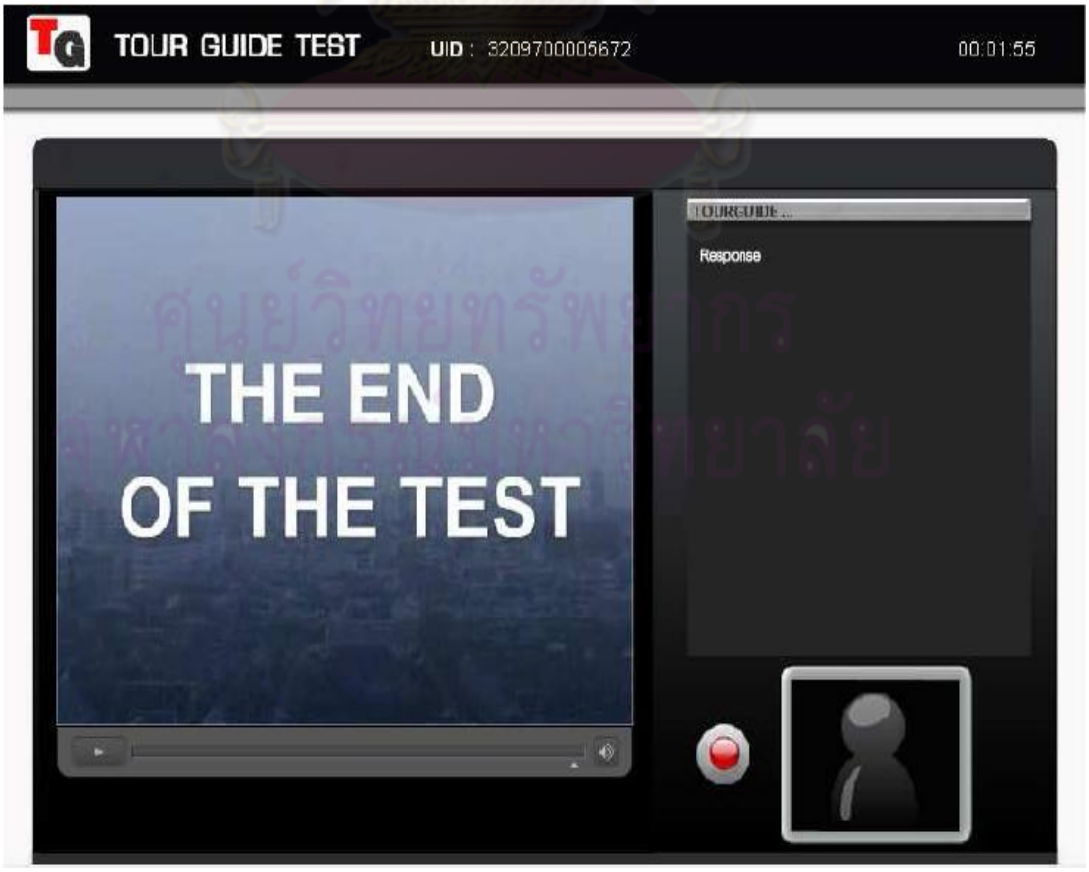
TOURGUIDE ..


TOUR GUIDE TEST
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00:01:55
THE END
OF THE TEST
TOURGUIDE ..
Response

APPENDIX C

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Appendix C: CMS-TG Rating Scale

CMS-TG Test Tasks	1	2	3	4	5
1. Verbal Language 1.1 Fluency					
1.2 Pronunciation					
1.3 Vocabulary					
1.4 Grammar					
1.5 Cohesion					
2. Content 2.1 Accuracy					
2.2 Sufficiency					
2.3 Tour presentation style					
3. Non-verbal language 2.1 Eye-contact and gestures					
2.2 Politeness					
4. Overall Communication					
Total (55)					

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APPENDIX D

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Appendix D: CMS-TG Descriptive Scales

The tour guide rating scales below describe different ability levels within the various areas of language, non-verbal language and content knowledge. The examinees will be scored from 1-5 on pronunciation, fluency, grammar, vocabulary, cohesion, content accuracy, content sufficiency, content presentation style, eye-contact & gestures, politeness and overall communication ability.

Language knowledge	**Operational construct definition**
Pronunciation	Evidence of pronunciation that is comprehensible
Fluency	Evidence of producing smooth and effortless speech with short pauses and hesitations
Grammar	Evidence of accurate use of a variety of syntactic structures as demonstrated in the context of the specific test tasks and as rated on the following scales
Vocabulary	Evidence of accurate use of a variety of general purpose vocabulary items, including cultural references
Cohesion	Evidence of accurate use of a variety of language forms for marking cohesive textual relationships
Content Knowledge	**Operational construct definition**
Content Accuracy	Evidence of accurate information in the tour guide context
Content Sufficiency	Evidence of sufficient information in the tour guide context
Presentation styles	Evidence of interesting tour presentation styles in the tour guide context
Non-verbal Language	**Operational construct definition**
Eye-contact & gestures	Evidence of eye-contact, hand movements, and body language
Politeness	Evidence of politeness expressed through verbal and non-verbal language
Overall communication ability	Evidence of abilities to conduct effective tour presentation

Level of Ability	Pronunciation	Fluency	Grammar
5 Excellent	easily understood; use stress and intonation appropriately; no errors	Response smoothly and effortless, few pauses and hesitation found	Use a wide range of grammar structures highly accurately; no errors
4 Good	generally easily understood; use stress and intonation appropriately; few errors but they do not cause difficulty in understanding	Generally response smoothly and effortless, few pauses and less hesitation found	Use wide range of structures generally accurately; produce few errors but they do not lead to miscomprehension
3 Moderate	Somewhat comprehensible noticeable pronunciation errors which may cause some difficulty in understanding	Somewhat produces longer pauses and hesitations, which may cause difficulty in understanding	Use some structures accurately; errors occasionally lead to miscomprehension
2 Poor	Accented; frequently incomprehensible	Long pauses and hesitations, very slow responses which frequently cause difficulty in understanding	Frequently use structures inaccurately
1 Very Poor	Highly accented; almost always incomprehensible	Always produces long pauses and hesitations, almost incomprehensible	Almost always uses structures inaccurately

Level of Ability	Vocabulary	Cohesion
5 Excellent	Uses a wide range of general and specific tour guide vocabulary accurately; no errors	Uses a wide range of explicit devices highly accurately; relationships between sentences are clear; no errors
4 Good	Generally uses a wide range of accurate words or phrases general and specific tour guide vocabulary; produce few errors but they do not lead to miscomprehension	Uses a wide range of explicit devices accurately; relationships between sentences generally clear; few errors in cohesion but they do not lead to confusion
3 Moderate	Use some words or phrases accurately; sufficient range of vocabulary to complete the task; errors may sometimes led to miscomprehension	Uses a some explicit devices to connect ideas; relationships between sentences somewhat clear; noticeable errors in cohesion
2 Poor	Frequently uses inaccurate words or phrases; unable to complete the task due to limited vocabulary	Uses few markers of cohesion; relationships between sentences frequently confusing
1 Very Poor	Almost always uses inaccurate words or phrases; unable to complete the task due to very limited vocabulary	Uses very few markers of cohesion to connect utterances; relationships between sentences confusing

Level of Ability	Content-Accuracy	Content-Sufficiency	Presentation style	Eye-contact, Gestures	Politeness
5 Excellent	Provide accurate information to visitors	Provide sufficient information to visitors; no important information left out	Capable of conducting an interesting tour presentation; using humor, various tone of voice, good story telling	Make great eye-contact and gestures to make the tour presentation lively	Show a wide range of explicit good manners and human relationship
4 Good	Generally provide accurate information to visitors; few errors but they do not cause major misunderstanding	Generally provide sufficient information to visitors; sometimes too less or too overloaded but do not leave out any important information	Generally conduct an interesting tour presentation; using humor, various tone of voice, good story telling;	Frequently make eye-contact and gestures to make the tour presentation lively	Generally show a wide range of good manners and human relationship
3 Moderate	Some comprehensible inaccurate information which may create misunderstanding	Moderately provide sufficient information; sometimes the information is not adequate for the listeners to understand the whole situation	Sometimes conduct an interesting tour presentation; using some humor, sometimes dry and leads to less interest	Sometimes make eye-contact and gestures; but sometimes seems to avoid eye contact and make no movements.	Frequently show some explicit range of good manners and human relationship
2 Poor	Frequently provide inaccurate information that creates misunderstanding	Frequently provide insufficient information that leads to confusion or misunderstanding in the tour presentation	Frequently conducts inefficient tour presentation	Frequently avoid eye-contact and do not make any gestures	Show few ranges of good manners and human relationship
1 Very Poor	Almost always provide inaccurate information that creates misunderstanding	Almost always provide insufficient information that leads to confusion and misunderstanding in the tour presentation	Almost always conducts inefficient tour presentation	Almost always avoid eye-contact and do not make any gestures	Shows very few ranges of good manners and human relationship

Level of Ability	Overall Communication Skills (Holistic Scale)
5 Excellent	Effective communication skills using appropriate verbal and non verbal languages in conducting a tour presentation with accurate tour content
4 Good	Generally can create effective communication skills using appropriate verbal and non verbal languages in conducting a tour presentation with generally appropriate tour content; few errors which do not cause communication breakdowns
3 Moderate	Can somewhat communicate verbally and non verbally but may sometimes produce communication difficulties in conducting a tour presentation
2 Poor	Ineffective communication skills verbally and non verbally, frequently creating misunderstanding that leads to communication breakdown and ineffective tour presentations
1 Very Poor	Almost always creating ineffective communication skills, and creates communication breakdowns, incapable of conducting a tour

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APPENDIX E

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Appendix E: Examples of CMS-TG Test transcripts

Transcription Symbols (Adapted from Rapley, T. 2007)

Fluency

less than 1 second = ……..

1 second = (1s)

2 second = (2s)

n second = (ns)

pause or stop for one junk = /

end of sentence (end pause) = //

Pronunciation error ***<P>***

Vocabulary error ***<V>***

Grammar error ***<G>***

Cohesion found underline

Nonverbal -Eye contact

Nonverbal- Gestures grey highlight

Nonverbal-Politeness, Service-mind [politeness] [smiles] [laughs]

Content Accuracy error ***(CA)***

Content Sufficiency ***(CS)***

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Example of High Group Transcription

1. Good morning/ my name is Nee/ and welcome to Bangkok/ How was your flight?/ Everything alright?/ Yes/ okay/ So/ Let me tell you a little bit about our tour today/ Urr..We gonna go to/Novotel airport/ after ***check in*<G>** you have one hour/ to get ready/ And then after that/ I'm gonna transfer you/ to the Temple of the Emerald Buddha ***image(*AC*)*/** and also the Grand Palace/ After lunch/ we gonna go to Wat Pho/ or Reclining Buddha Temple/ and// later on we gonna have/ river boat tour/ on Chao Praya river/ and get back to the hotel/ So/ ***you have any question*?<G>**/ We can talk at the lobby/ after this/ Let's go to the hotel/ it should take about 5 minutes/ from the airport/ because it's just one kilometer/ **alright?[smiles]**/ Okay/ let's go/ **Thank you [politeness]//**

2. Yes/ and this is Thai currency/ today/ the exchange rate/ is/ about/ sixty to sixty two Baht/ for one Euro/ and forty two to forty four Baht/ for one US dollar// Urm..The way we call/ Thai money/ is/ Baht/ B-/A-/T-/H/ and some place/ they spell like/ B-/A-/H-/T/ / so/ either way is okay// And.. it's very easy to remember/ the biggest one// is/ one thousand Baht/ and you can see from the picture of the banknote/ Urm..with the picture of the King/ above/ the corner/ that is the number you can see/ one thousand is right here/ okay?/ And that is/ gray color// and/ the next one is five hundred/ which is purple color/ ***red one is*<G>**/ one hundred/ and the smallest one/ is/ green or twenty Baht// And/ some change/ ***you got in your hand*<G>**/ this/ is the biggest one /ten Baht/ okay//***the biggest circle next one*<G>**/ is/ five// and the smallest one/ is/ one Baht// However/ some little change/ the little one/ is satang/ or like cent in US/ **That is very easy to spend/ just forget about it/ alright? So..(1s)/ let's go to the next step[smiles]//**

3. Bangkok is kinda hot/ and humid/ over here// so/ you need to drink/ a lot of water/ ***because/ it's dehydrate<G>/*** if you skip water/ you're gonna../ go to the hospital later on// So/ just make sure/ you drink enough water/ because you gonna sweat a lot// However/ November at this time/ it's kinda cool season//

Some people ***may call/ winter*<G>//** but for me/ I think/ ***just cool season*<G>**// So/ there are/ 3/ seasons in Thailand/ hot/ hotter/ and hottest// However/ summer ***start*<G>** from/ March to April/ and May/ after that/ rainy season/ ***start*<G>//**until October/ November/ December/ January/ is a cool season// That's why/ it's a high season/ for tourism/ a lot of tourist gonna come this time/ because/ it's good// **so/ you'd like it/ I believe[laughs]// Alright/ any questions?[smiles]//**

4. Okay// so/ now we have about/ one hour to get ready/ to go/ the Temple of the Emerald Buddha// So/ let me explain you about our itinerary/ today a little bit// At ten thirty/ we gonna leave to the Emerald Buddha Temple/ and/ we should spend time over there about 1 and a half hour/ **if you don't walk too slow or too fast/ okay [smiles]//** So/ and after that/ we will go to the Grand Palace// After the Grand Palace/ we may have lunch/ at the local Thai restaurant/ and we have about/ 1 hour for lunch/ and after that/ we go to Wat Pho at one o'clock// So/ we have a little bit time in the afternoon/ if you would like Thai massage/ this is ***the optional***<G>// Um..that is the very famous one/ if you would like to try// So/ after that/ we go to Chao Praya river boat tour/ and back to the hotel at five// so/ make sure you (the) got dress properly/ because there is the dress code/ at the Grand Palace/ you need to cover yourself// for example shirt with the long sleeves/ or short sleeves/ no ***short*<G>**/ no under shirt/ or ***tank top*<G>**/ or ***flip flop*<G>**// And the shoes ***must be cover***<G>/ ***the toe*<G>**/ and long pants// jeans/ it's kinda not proper/ so/ you should not wear jeans/ okay// So../ and yes!/ Because the weather is kinda very hot/ so/ if you have a hat/ you can take that too/ **alright/ if you have any questions/ please let me know [politeness] [smiles]//**

5. Now/ we are here at the Grand Palace/ so let me give you a little bit information of history// Thailand/ (is a long..) ***we have long story*<G>/** we have to get back to../(1s) the past about 800 years ago// The first capital/ is/ Sukhothai/ that is the golden age/ of our history// People ***very happy*<G>**/ how ***could we knew*<G>** that/ just because of the/ Buddha image/ you can see/ the

face of the Buddha image/ with ***a little bit smiling*<G>**/ ***compare to Ayutthaya period*<G>**/ the second capital/ because we have so many ***fight*<G>**/ and wars/ with Burmese people// That's why/ the face of the Buddha image gonna be like serious// However/ Ayutthaya capital ***is about four hundred and seventeen years*<G>**// After ***a fall*<G>** of Ayutthaya/ in eighteen sixty seven/ we moved to Thonburi/ King Taksin/ try to gather us/ and move to Thonburi/ which is another side of Chao Praya River// However/ Thonburi ***just about fifteen years*<G>**/ after that King Rama the first/ built this Grand Palace/ another side of the River/ Chao Praya River/ and because we need to make everything similar to/ the Palace in Ayutthaya//..So/ you gonna see/ the lay out/ and everything/ and we can tell about the story/ **let's make a move [smiles]//**

6. Now/ ***we standing*<G>** in the compound of/ the Temple of the Emerald Buddha/ and in front of us/ this is the statue of/ Shivog Gomarabhat/ the master of medicine// Long time ago/ from the story/ or the legend// he is the doctor of (1s) the Buddha/ the Lord Buddha// So long time ago/ in Rattanakosin period/ we don't have the western medicine/ that's why we have to do/ or ***made*<G>**/ medicine from herb/ and in front of the statue/ you gonna see the grinder and mortar/ this is the thing we ***made*<G>**/ medicine at that time// (if) Also we believe/ if ***you sick*<G>**/ you ***can do the respect* <V>**/ to this statue/ and you gonna feel better/ or recover/ **yes [smiles]//**

7. This is/ ***ordination hall*<G>**/ or we call/ Ubosot/ the main building/ in the temple/ and ***its*** must be ***only one*<G>**/ building in the temple/ And you can tell from/ the boundary stone/ at the corner of four corners// So/ that is the/ very important building/ ***to ordain* <P>** the monks// However/ ***Temple of the Emerald Buddha*<G>**// there is no monk over here/ because it's ***Royal Temple*<G>**// and/ also this building ***house*<G>**/ the Emerald Buddha inside/ you gonna see ***Emerald Buddha image*<G>**// made of green jade/ but that time we don't know/ JADE/ that's why Thai people/ ***call emerald*<G>**//

8. This is the gable// and from the gable/ you can see Thai traditional art/ Um..at the middle/ you gonna see/ Vishnu God// riding Garuda/ ***mythical bird<G>/*** half human half bird/ holding Garuda/ or mythical snake/ There is the story about/ Garuda and Naga/ or the snake one/ ***They fighting<G>/*** each other all the time/ whenever Garuda ***see<G>*** Naga/ they gonna fight/ and mostly/ Garuda ***win*<G>/**// So/ that's why you will see/ Garuda holding Naga/ and Vishnu ***riding<G>/*** and ***this also<G>/*** the symbol of ***Royal Temple<G>/*** too// Whenever you see Vishnu god/ and riding Garuda/ holding Naga/ you can tell/ ***this is Royal Temple<G>//*** And also/ you will see the hornlike finial/ on the top/ that is the head of Garuda/ and the tooth ***ridge <pronunciation>***// is like/ the wing of Garuda/ At the end of the gable on both ***side<G>/*** that is the head of Naga/ This symbolizes Garuda holding Naga// It's very important/ because/ whenever you see the temple ***everywhere<G>***/ you gonna see this kind of art/ because ***it's real<G>/*** Thai ***traditional*<G>/**

9. Yes/ when we go inside the building/ you need to/ take off your shoes/ in the front/ and don't worry/ because you're not gonna lose it// There is someone/ or security/ working for the temple/ ***gonna take care of your shoes<G>//*** And/ inside/ you need to show/ respect/ to the Buddha/ don't do anything like/ taking picture/ or making noise/ because in the building/ most Buddhist people/ ***we gonna do meditation* <vocabulary>**/ so you have to be quite/ And one thing/ when you see the art/ around the building/ don't touch it// because gonna ruin/ our antique/ **alright [smiles]//**

10. These are the pictures of/ different ***costume*<G>**/ of the Emerald Buddha// The first one/ you can see/ is/ summer costume/ the second one/ is/ rainy/ and/ the third one/ is/ winter/ and it ***made of*<G>**// precious stone/ And the person/ who can change/ the costume of Buddha is/ the King/ or/ the crown prince only/ otherwise maybe/ ***Royal family<G>***/ and from/ the King//

11. This is the mural painting/ urm..and this is/ the important mural painting/ because it's about/ the story/ of../ human/ and demon/ ***fighting to*<G>** each

other/ ***represent<G>***/ the good side and the bad side/ or the dark side// However/ in front of you/ you gonna see/ the mighty white monkey/ This is the very very important character/ because/ Urm..if you love tattoo/ you can see Thai people get the mighty monkey/ tattoo/ on their back/ ***just believe*<G>**/ they gonna be mighty/ like this monkey// However/ from this picture/ you will see/ this is the scene of/ the monkey/ or/ the warrier/ ***try to cover*<G>**/ Rama/ or/ the King of human// and this is/ (between the fight)/ the fight between/ the King/ of demon/ or Tosakan/ and /Rama// Tosakan/ ***kidnap<G>/*** his wife/ so that's/ why the war ***start<G>***/ and the battle/ ***last long*<G>**/ you can see from the picture/ because there are 178 ***scene*<G>**/ or we call room/ okay// And the end of the story/ is over there/ **we gonna stop by/ and take a look [smiles]//**

12. This is the stupa/ every stupa in Buddhist temple/ (you can) we believe/ to keep the relics/ of the Lord Buddha// So/ this one/ actually it was built by stucco// however/ in the reign of King Rama the fifth/ or about one hundred and fifty years ago// He/ ***order<G>***/ the gold mosaic/ from Italy/ and covered this// You know what/ this is ***the very important sample*<G>**/ because everything in the Buddhist temple/ we ***try*<G>** to cover with gold leaf/ or gold color/ That's why/ when the westerner/ came to Thailand/ and they thought it was the real gold/ and they thought/ that we were rich// So/ they try to take over us// And actually it's not the real one/ but we just love/ or it's kinda Thai arts/ to make everything with gold **[smiles]//**

13. The style of the pillar/ can tell you the period of art// For example/ this one/ is the twelve indented ***corner*<G>**/ with the blooming lotus on the top/ this you can tell/ it's from the Reign of King Rama the first and the second/ because on the third/ it's gonna be like/ **(4s)** square pillar// So/ lotus is very important/ for Buddhism/ because/ we believe/ the Lord of Buddha/ was born on the lotus/ so/ that's why you can tell/ And also when you can see the way we say hello/ we gonna put our palms together/ like this/ and/ this also ***represent*<G>**/ lotus/

okay// So/ like we give the best thing to you/ just the same like we give to the Buddha/ okay **[smiles]//**

14. This is ChakriMahaPrasart Throne Hall/ it was built about one hundred years ago/ or/ during the reign of King Rama the fifth/ and this is the a very good example/ because that time/ Urr..***westerner<G>*** try to take over us/ so we need to/ Urm..show them/ that we are civilization people// So/ we made the building in (westerner)/ western style// however/ on the top/ you gonna see Thai architecture roof /and also/ behind the story/ Urm (2s) is we gonna be on the top of westerner/ anyway/ no matter how they try to be over us/ okay/ And yes/ this building/ we use it for/ reception/ and also/ in the ***center keep<G>***/ the Buddha image/ and the ashes/ of the ***pass<G>*** King/ and also keep the portrait of ***king and queen<G>/*** in the past//

15. No../this is the third longest Reclining Buddha in Thailand//but the most beautiful one/in here../ and the first and the second longest one/is outside Bangkok// this is the ***very<G>*** beautiful one because at the end ***on<G>*** the feet/ you gonna see one hundred and eight auspicious ***sign<G>***/ made of mother inlay/ and it is very beautiful/ represent auspicious thing// for example/like Royal fan/ some kind of animals/ you gonna see that// (3s) and also the story is about/ when there is one demon or Ausurintarahu// very smart one/ but stubborn/ so the Buddha/ try to show the demon/ ***by/ become<G>*** ***the big figure<G>***/ bigger than him/ to teach him/ the Dharma **[smiles]//**

16. Wat Pho or the Reclining Buddha temple/ is the original/ open university/ that's what they call// and it's very famous/ for Thai massage/ as you can see/ the statue of/ self massage hermit over there// So/ Thai people long time ago/ we learn massage from/ that statue// so since then/ over two hundred years/ so/ this is the best place/ to try Thai massage/ even though some people***/ they say that hurts<G>*** / but you can tell the masseuse/ ***how would you like<G>/*** okay// And because we walk a lot/ so you can relax/ ***by massage<G>/*** and the prize is cheaper/ than in your country/ **I can tell [laughs]//**

17. Wat Pho/ is also/ um..has the most amount of stupa/ or Chedi/ ***that<G>*** what you call/ it's about/ over/ 90/ stupas/ around here/ (And people) the reason the Buddhist people/ made stupa/ ***that is the offering<G>*** to the Lord Buddha/ remember even though../ I mean/ you build this/ as the offering/ and you ***already<G>*** die or pass away/ (a hundred or two hundred years ago)/ I mean a hundred or two hundred years later/ it's still there/ even though you don't live in this world anymore/ and also/ and another reason is/ to maintain/ or keep/ the Buddhism alive// Even though/ the teaching/ is the same/ but you need something to represent/ our Buddhist way/ right// And most/ material/ of this stupa/ is stucco/ decorated with/ Chinese porcelain/ during the reign of King Rama the third/ or about one hundred and fifty years ago/ we do the trade/ with China/ and/ because we carry/ a lot of/ heavy/ products/ to China/ on the way/ we brought back some porcelain/ and it's kinda too light/ that's why you gonna see/ the balance or the decoration of the temple/ around here/ made of stone/ to balance the ship// And/ yes/ however/ sometime the porcelain was broken/ that's why/ the King got an idea to get that piece/ little piece/ to do decoration for the stupa// And in front of us/ you gonna see/ the four/ the great four stupas/ representing the four kings/ living in the same period/ okay// from the first to the fourth/ okay// From the story/ when the first/ King Rama the first pass away/ King Rama the fourth/ was about six years old only// This Four Great Stupa/ is in the same area/ (or called).. surrounded by the wall/ just because/ (the King) King Rama the fourth/ he didn't want anyone/ ***built<G>*** more stupa/ in that area anymore/ okay//**[smiles]**

18. Thai food/ is very popular right now/ it's kinda everywhere ***every corners<G>//*** and the most popular one/ ***instead of<V>*** Pad-Thai/ okay you should try/ hot and sour soup/ or Tom Yam Kung/ ..that is the very tasty one// However/ some tourists they cannot handle spicy/ you can tell/ the cook/ or the waiter/ not to make/ it spicy/ but still tasty/ It's made of ***so many herb<G>*** like/ lemongrass/ lemon leaf/ and galangal//.. and also/ you can change from/ shrimp or the prawn/ to chicken/ or pork/ but the taste it's not like shrimp/

because shrimp/ is the best taste// And also you can try/ some salad/ for example/ papaya salad or Som-Tam/ that is ***the very good<G>*** too/ and good for diet// However/ when we order/ or eat Thai food/ you need to make sure that you ***have the combination of the taste<G>//*** for example/ if you have one curry/ you can order /or have salad/ because the taste/ it's gonna cut the coconut milk/ kinda oily// Also/ some people/ love to eat soup/ or the clear soup/ ***to../ like/ a kind of mild<G>//*** You cannot order like one green curry/ red curry/ and yellow curry/ that is not a good choice/ And everything/ we gonna serve in the central of the table/ and you have to share/ by the serving spoon/ okay/ Each person gonna/ have steam rice/ and eat together/ it's not gonna be like the main course/ one dish/ for one person/ that's it/ this is the way we eat/ we need to share/ **and you have to be quick[laughs]//**

19. This is Chao Praya River/ or the meaning is/ chief commander/ it is very important in Thailand// It's the combination of/ four rivers/ from the north/ Ping/ Wang/ Yom/ Nan/ and/ it effects of our lifestyle// Long time ago/ we don't have the water from the pipe/ so people gonna take water from this river// urm..Some people/ they live on the boat/ and.. yes/ we don't have ***the car<G>*** (from)/ I mean/ long time ago/ we didn't have cars// that's why we travel by boat/just like now// So/ this is ***the very important one<G>/*** for transportation/ living/ and/ ***water consumer<G>//***

20. That is the decoration for/ Loy Kratong festival/ which is on the/ last month on the/ lunar calendar/ so/ we gonna float/ the container/ we call Kratong// You can make it from.. um/ for example from banana leaf or kind of the natural product/ however../ ***a few year<G>***/ we made from another material/ that is from/ like bread/ you know because/ when you float the bread/ you can feed the fish/ also as the food/ that's the way you do offering like Thai people// And.. yes/ we float the Kratong/ just ***because<G>*** to.. apologize/ or.. to the goddess of the river/ we call Mae Kong Ka// Another story is ***to do respect<V>*** to the footprints/ of the Lord Buddha/ we believe it's in India/ okay/ but it's in the river/ something like this//

21. Urm..Yes/ as we just talk about this// Most local people/ ***will gonna<G>*** take/ Kratong/ you can make it/ by yourself/ or you can buy it on the way/ and go to the Buddhist temple// After floating/ you can/ um..do making merit/ at the Buddhist temple too/ and it's very important/ because it's just once a year/ to apologize the goddess/ of the river/ or ***do respect<V>*** to the footprints/ of the Lord Buddha//

22. Oh..That is the tower/ we call/ stupa/ but it's different style/ urm..This is the Temple of Dawn/ and it's very important/ because long time ago/ whenever/ the westerner/ came to Bangkok// they gonna see this tower/ or the stupa/ so that's why/ it's a landmark of Bangkok// ..and it was built/ actually/ the original one is not high like this/ and.. we just do it/ ..I mean make it higher/ in the reign of King Rama the fourth/ and decorated with the Chinese porcelain/ you remember the story I talk about// **yes/ that is the broken pieces [smiles]//**

23. yes/ I would like to say thank you/ to you too// Hopefully the tour today/ gonna make you feel happy/ and know Thailand/ or Bangkok/ a little bit more/ and just remember/ you're not just a tourist for us/ but/ you are/ the guest of/ the country/ and I am the host// ***Anything I can do it<G>/*** **I can do for you/ or any problems/ please let me know/ I will be happy/ to take care of it/[politeness] Thank you [smiles]**

Example of Medium Group Transcription

1. Hi/ good morning/ and welcome to Thailand/ I'm…Taweesak Palitasiti/ or call me Charlie/ **(3s)** I'm from.. Asian Tour../ I'll be your guide/ for the trip in Bangkok// (I will give) I will give you introduction/ ***of for<G>*** **(3s)** today tour/ and I will explain/ a brief/ itinerary for ***to-day<P>/*** from seven am arrive from ur.. Airport to Novotel/ about eight o'clock/ from Novotel **(3s)** airport **(2s)** urr about one kilometer from the Airport/ and then ten thirty/ I'll take you to The Temple of Emerald Buddha/ and../ eleven fifteen urr to The Grand Palace/ and then **(2s)**

twelve we have lunch/ then/ urr one pm/ I will take you to the Reclining Buddha Temple/ and then/ at two pm/ I'll take you Thai massage/ and then/ three thirty/ I'll take you to Chao-praya river boat tour/ to five pm/ I will take you back to the hotel/ Enjoy your trip//

2. Okay/ ***I explain<G>*** you the detail about Thai currency urr../ we have/ **(2s)** urr a note and a coin/ for notice/ the brown note for thousand Baht and/ ..urr /(purple) purple bank/ ***cost<G>*** about five-hundred Baht// red note urr/ ***cost<G>*** for/ one-hundred Baht/ and/ blue note/ for fifty// and red note/ for twenty Baht/ And we have/ urr three ***coin<G>/*** large coin/ ***cost<G>/*** ten Baht/ metal coin **(2s)** urr ***cost<G>*** for five Baht/ and little coin/ for/..one Baht/ (Be care) be careful/ about the currency/ for banknote/ ***compare with<G>/*** Sixty to/ (Sixty-two) sixty to Sixty-two Baht for one Euro/ and urr about forty-two to forty-four/ urr for one US dollar/ okay//

3. In Thailand/ we have urr **(1s)** ***three season<G>/*** for each season/ we have four/ ***about/ the four months<G>//*** in Thailand/ we have a summer season/ rainy season/ and winter season// for summer season/ it/ ***start<G>*** from/ urr March to May/ and then/ rainy season/ urr ***start<G>*** from/ June to October/ and/ Winter season/ is about November to February// but now/ in November/ ***we now<G>*** in winter season/ the temperature is/ quite/ urr really cool/ in Thailand now/ Okay//

4. Okay/ before I let you urr../ I will tell you something/ about/ the.. time that we spend for ***to-day<P>//*** In eight pm/ we **(3s)** we will urr/ **(2s)** in eight pm we from/ novotel airport/ about one kilometer from the airport/ to the hotel/ then/ ten thirty/ we will go to Temple of Emerald Buddha/ and eleven fifteen/ we will go to/ the Grand Palace// twelve pm/ for lunch/ and then one pm/ we will go to the Reclining Buddha Temple/ then two pm Thai massage/ three thirty pm/ we'll go to Chao Praya boat tour/ and until five pm/ ***we'll back<G>*** to the hotel urr..// ***before we have a trip<G>/*** I suggest you/ some advice// like you should/ or should not do/ urr (2s) if you go to The Temple of Buddha/ Emerald Buddha and The Grand Palace/ ***you should to<G>***/ take care of your dress/ ***You must be dress/ for***

polite../ urr and not polite for everybody<G>// Polite urr because in Thai/ urr we will go to the (sacred)/ sacred ***place<P>*** and pay respect/ to Buddha***// Be care<G>*** for your dress../ and women/ ***are be careful<G>/*** not to wear sexy dress/ or wear flip (flip flop) flip flop shoes/ shoes that have straps in the back/ can be allowed too/ okay// ***Take care yourself<G>//***

5. About Thailand../ history/ we have urr../ ***four capital<G>/*** from the old to present// urr ***start<G>*** from Sukhothai/ Sukhothai province is/ the old capital of Thailand/ ***about eighteen century<G>***/ and then to Ayutthaya/ capital/ then the Thonburi/ Thonburi/ and ***present now Bangkok<G>/*** for the capital in Thailand// The important of../ the northern capital/ from/ Sukothai../ is/ for the first King/ to collect and built/ Thai nation/ and../ invented***/ first Thai alphabet<G>//*** and then/ the important of the second/ the capital is Ayutthaya/ Ayutthaya is (the old).. is the biggest city/ in all/ in southeast Asian/ **(2s)** then.. after Ayutthaya ***destroyed<G>//*** the King Taksin/ built/ the third capital of Thonburi/ and then King Rama five/ built the present capital Bangkok/ Bangkok it means urr urr/ **(3s)** the town../ the angle town/ the town of angle// urr about the religion in Thailand/ almost urr../ ninety percent of ***Thailand<G>/*** are Buddhism/ **(2s)** because of The Grand Palace/ built for/ the purpose of **(2s)** ***to restore<G>/*** the very importance of Emerald Buddha in Thailand/ and then we go inside//

6. The.. statue/ ***we call<G>*** medicine hermit/ urr the hermit ***is of<G>*** the statue/ is the/ just the King hope of medicine/ urr **(2s)** besides him/ we have the mortar/ just like/ the instrument for mixture of the herbal/ for medicine to cure// urr it is believed that/ if you pay respect to the/ Ricci statue/ you ***will be get away<G>/*** from the disease// so you can see/ the garland/ or the joystick/ or flower/ or food/ ***to worship<G>*** of the people/ beside the statue/ Okay//

7. Hey Jo// Hey Jo// (if you)/ Patrick/ if you look at the top of the roof/ of the temple/ or all temple in Thailand/ ***we have a gable// we call the triangle/ the triangle we call the gable<G>//*** in the gable we have..// Vishnu god/ riding on the..Garuda/ Garuda is the King of/ the King of bird/ the recarnation of Vishnu// He ***riding<G>***

on the Garuda/ and Garuda holds Naga/ Naga ***is for<G>/*** a big snake/ big snake// urr ***it represents in<G>*** the myths of Thailand/ You see../ on the top like/ on the top urr/ the shape like hornlike..//in Thailand/ we call Chofa/ and the other ***two side<G>/*** from the back/ just like urr/ toothridge/ ***represents<G>*** something/ like a/ like a/ fine back/ or the wing /of the bird/ And the two corners/ on the top/ if you see/ in the details/ just like the head of urr the naga// in the two sides of the bottom corner/ Okay//

8. You see/ ***the titration<V>/*** in/ the structure of the building// we have/ ***a very delicate<V>/*** the gable I just explained you// urr if you see/ if you see/ on the top/ the shape like a hornlike/ it ***represent<G>/*** the head of urr Garuda/ and/ the ***other two side of<G>/*** is like/ the wing/ and in the/ bottom corner/ ***represent<G>/*** the head of naga//

9. Just as I told you/ before/ before/ you come in to the temple// One/ ***becare<V>/ for your dress/ impolite<G>/*** impolite/ and second/ please ***take out with<G>*** your shoes// Don't worry about your shoes/ we will have urr **(1s)/** ***the rake for keep<G>/*** keep your ***shoe<G>/*** in safe place/ before you come in/ okay//

10. The Buddha **(2s)** images/ we call the Emerald Buddha/ ***it have a<G>..*** long last ***for history<G>/*** of the Buddha/ and/ the decoration of the Buddha// this Buddha../ we call Pra-Keaw-Morakod in Thai language/ or the Emerald Buddha/ ***made out of jade<G>// the first/ found in Chiangrai province<G>/*** in the northern of Thailand/ urr.. just that time/ the Buddhist ***was structure<V>/*** cast with plaster/ and then.. one day/ ***the break up/ plaster<G>/ recover<V>*** the Buddha/ was jade/ and the rumours spread out/ for the King/ in Lanna/ Kingdom// then King Lanna/ take/ this Buddha/ to Chiangmai/ urr when Chiangmai/ and Lanna are related/ in cousin/ and take this Buddha/ to Laos/ to Vientian/ about two hundred years/ and/ this Emerald Buddha/ came back/ to Thailand again/ in/..Taksin/ and/ King Rama the first/ take back/ to Thailand/ to built/ this temple/ restore this Buddha/ ***in Bangkok/ of Thailand <G>//*** and you see the ***different dress<G>/*** of the Buddha/ is for.. to/ accommodate for the season// ***That's one<G>*** in cold season/ urr this

Buddha will dress in warm/ decoration// For summer/ ***because of<G>/*** the weather/ in Thailand/ is hot/ the King/ ***will changes<G>/*** this decoration/ in the two/ thin decoration **(3s)** or in/ the summer season/ the Emerald Buddha ***will dresses<G>*** differently/ from each season//

11. The mural painting around this/ **(2s)** is base on the story of RamaKhien/ in India/ oh no Ramayana in India/ the same name/ Ramayana/ in India/ RamaKhien/ in Thailand// the story of/ ***recarnation Vishnu<G>//*** the story is about/ the battle of good/ **(2s)** and bad evil/ urr just good side/ urr have Pra-Ram/ and have monkey solider***/ and bad is<G>/*** we call Tosakarn/ **(3s)** the King of the bad side/ urr we have/ urr one hundred and seventy pictures screens/ around of the mural painting/ we start from this/ and turn to urr/ see the other sections/ of the story/ ***from begin<G>*** to the end/ of the stage// This is very ***interested<G>*** if you/ are interested in/ this painting/ you study from the lyrics/ or/ the Ramaya of India/ to.. urr/ to know the details/ ***is<G>*** very interesting/ and complicated/ for the artist in Thailand/ ***to painted<G>*** all pictures from back story/ Okay//

12. This building/ we call// this building/ we call/ Golden Stupa/ urr in Lanka style/ ***the first built<G>/*** in King Rama the fourth/ and he built the stupa ***for enshrine<G>/*** Buddha relics/ and the style/ from Lanka// ***you see for<G>/*** the shape of the stupa/ like../ the bell// ***start from<G>*** the base/ and the circle/ until the middle/ you can see/ the square base/ on the top/ of the concentric circle/ until the top/ about twenty/ twenty circles around until the top/ ***it's not the real gold of the stupa<G>/*** we call/ we call urr urr stainless steel/ from from ..not real gold//

13. About the pillar/ urr in Thailand/ this is a very beautiful/ column// if you have/ urr if you see/ on the top/ we have just like a decoration/ just like the lotus/ urr to support/ support the roof of the building// it is/ in in/ belief of Thailand/ of Thai people// the lotus is like/ when the ***Buddha/ born<G>../*** the lotus/ naturally ***support<G>*** the Buddha/ and the lotus is/ the symbol of/ something sacred/ to the Buddha// in the pillar style/ the style that/ support/ on the top/ just have the Thai style/ about/ ***twelve indented corner<G>//*** indented corner<G>/ you see/ this

delicate structure/ in ***all Thai temple<G>/*** in the/ in Chakri dynasty/ or Bangkok period/ or Rattanakosin/ or Bangkok period//

14. ***This is../ we call<G>/*** ChakriMahaPrasart/ urr the important/ of its urr palace/ It's **(2s)/** it was built/ in King **(2s)** of Chulalongkorn/ or the **(2s)** Rama the fifth/ when he came back from Indonesia// urr the King/ **(1s)** decided/ **(2s)** and determined to build/ ***the mixture of<G>/*** Thai style/ and ***western<P>*** style// If you see on the top/ or/ the bottom/ of the structure/ we can see/ the different things/ but/ make sure***/ they completely<G>/*** just like/ westerners style/ in the bottom/ and then the top/ of the roof// you see urr/ the three ***tiers<P>*** of roofs/ **(3s)** and the roof are decorated in Thai style// It's very important/ it is important for/ in the olden times// it is the main room// in this structure/ one room for/ royal service/ and in the main room***/ for/ urr store/ the Buddha image<G>/*** or/ some/ room for/ reception/ of the/ ***western quest<G>*** of the King//

15. The Buddha/ is about forty-six/ ***meter<G>*** long/ in the/ reclining position// about the Buddha in Thailand/ we have four ***position<G>/*** the sitting/ standing/ reclining/ and walking// this../ reclining position/ the importance Buddhist position/ it's in the../ myth/ of the Buddha/ about teaching../ this position/ is/ when the Buddha/ teach/ the sermon/ to/ the giant/ or the devil/ he never ***believe<G>*** that/ the sermon that/ the Buddha ***teaching<G>//*** then the Buddha/ ***thinking<G>/*** to.. urr to build/ or to make/ some miracle to./ to make believe of the devil// then he/ ***try<G>*** to make/ the body big and bigger/ ***intention<G>*** to/ urr make/ make urr the devil to believe him/ that he is a miracle and believe him/ and believe in teaching for/ Buddhism// urr this is not the biggest/ reclining Buddha/ in Thailand/ but the biggest/ in Bangkok// (for) I think about/ for/ the third biggest/ the other two/ in ***other province<G>/*** not in Bangkok//

16. Okay../I will tell you about/ the Thai massage now// about Thai massage/ about the knowledge of the people/ that they have/ when we work/ and we tried/ and we have the muscle strain/ but for massage/ is ***relax<P>/*** in mind and/ muscular ***for relax<G>//*** urr ***this massage come from holiday<G>/ especial<G>/*** Wat Pho/ that

collected/ every/ position/ of every posture/ of massage// Thai traditional massage/ is very important for now/ the method is a delicate procedure/ mixed with/ urr Thai herb/ or Thai oil/ ***to take the massage<V>//*** Are you interested?/ You can take a Thai traditional massage now// Are you interested?//

17. We have/ urr the stupa/ in this temple// **(2s)** many number of***/ stupa<G>/*** in this temple/ but/ very important is/ ***four stupa<G>***../ urr in this area of Wat Pho or Wat Pra Chetupon/ urr the ***four stupa<G>***/ ***is<G>*** made of bricks/ and porcelain from China/ and other color/ from China/ ***and for the material in Thailand/ to build/ this the four stupa<G>//*** But/ the importance of ***four great stupa is<G>/*** urr urr we have ***many/ the four important of the King<G>//*** we have ***four/ in color of stupa<G>/*** for yellow/ green../ blue../ white..// For../ the white/ for for urr the green color stupa/ is built in/ King Rama the first/ urr to restore/ the Buddha relics/ of Thailand/ it's very important// it comes from/ Ayutthaya/ we call Sri-Sarnpet../ to enshrine in this Buddha/..and/ there are the***/ stupa<G>/*** in the white/ the green/ the white stupa/ is built/ in the King Rama the third/ built for../ his father /***King Rama the two<G>/*** and for/ King/ in the yellow one// and the last for blue/ its made in King Rama the fourth..Rama the fourth// all/ is a/ stupa/ in the same ***reign<P>/*** of ***four King<G>/*** the importance/ of the /stupa/ in this stadium// and have/ meaning../ for../ the King/ or himself/ or his father/ or../ urr to/ store the Buddhist relics/ Buddhist images/ from Ayutthaya period/ Okay//

18. Something<P>../ we have/ to suggestion<G>/ of/ the Thai food// urr because Thai people like **(2s)/** because of the weather/ or../ tradition/ we have..urr/ what we call for../ the taste/ the taste of the food// for you/ it's urr/ it's very hot/ hot from all herbal **(1s)**// just say/ in Thai tradition/ that every herbal/ its useful for your health// just one thing/ in Thai food/ I will../ urr **(2s)** I will take you to try/ or to taste the Thai food/ which is like Som-Tam// ***it's very easy for cooking/ or for the component<G>*** of the Som-Tom/ just simple/ just like/ papaya/ chili/ urr dry shrimp../ lemon juice/ and tomato/ and will mix and blend/ and eat with urr ***vegetable<P>/*** just like/ ***glory morning<V>*** ***vegetable<P>/*** or cabbage// for the

taste some time/ if you like hot/ ..you/ tell (2s)/ to cook ***motionally<V>/*** or ***the sour/ more lemon juice<G>/*** okay//..***make a delicious food<G>//***

19. This river we call/ Chao Praya River…Chao Praya River/ its..***come from<G>/*** the north/ urr naturally when/ water/ flows/ from north..to/ from the upper to the low level/ just the same like/ Chao Praya River urr../ come from/ the north urr **(2s)/** to meet about/ river of Phing/ Wang/ Yom/ Nan/ in the Nakhornsawarn province… Nakhornsawarn province/ go together/ from Nakhornsawarn to Bangkok/ urr the long.. ***the long<G>*** of Chao Praya River about two hundred and seven kilometers// In olden time/ ***the river are<G>/*** very important for Thai life/ because of transportation/ not urr not urr convenient just like today/ ***the river are<G>/*** very/ ***very<G>/*** used to../ useful to transportation/ or.. trades/ or.. agriculture or.. everything/ in Thai people life/ in older days//

20. I'm sorry….I think you mean/ the statue/ of the place// I'm sorry/ I'm sorry/ ***the place<P>*** is for/ Wat Arun//

21. About like the festival in Thailand// urr.. basically/ people live in../ along.. with the river// they believe that/ the/ the river/ have a god to/ protect/ everything/ from everyday life/ of the Thai people..Thai people urr…**(2s)//** in one year when/ urr.. the river comes/ about in/ November..in November in the full moon day/ they (make) they will have the festival/ like Loy Kratong/ everybody make/ kratong/ kratong is just like a leaf.. the leaf of flower.. the leaf of../ to make / just like a float plate// In the float/ in kratong we have candles/ and sticks/ and the garland/ urr just everybody/ to take/ kratong/ near the river/ and/ ***to apologize for<G>*** the river KongKa<G>/ in the..in India/ just like/ the and then pay respect to/ and thanks for protecting them/ and/ ask for.. fortune/ urr good luck/ just in Loy Kratong/ urr.. people will urr ***enjoy together<G>/*** and.. have a nice../ just play/ in Loy Kratong day/ in full moon/ in every year/ we have a.. festival/ we call Loy Kratong//

22. This statue/ urr we call/ Wat Arun/ or The Temple of Dawn/ of Thailand// if you see/ your ticket/ or.. the book of Thai tourist.. Authority/ this is the/ symbol of Thai ***tourist<V>//*** the simple story/ for the/ urr.. Wat Arun or The Temple of Dawn/ in history/ when urr Ayutthaya/ broke down/ with the war// then/ King Taksin/ collect the people/ urr **(3s)** collect the people to come back in/ the central/ down from Ayutthaya to/ to Bangkok now/ and to Thonburi province// in the royal procession/ one day/ the King/ and his **(3s)//** which is it's temple/ in olden/ we have no.. urr.. no evidence that/ the temple…**(4s)** not exactly (what) when the temple/ construct/ and before dawn the King/ and his procession/ to visit/ this temple/ urr..this structure/ built for concept of Sumeru.. urr Sumeru in Hindu/ the perception of the Sumeru is/ central enshrine for the King/ and surround by/ and the four…(**2s)/** chedi or stupa// This is a**..(3s)//** We have a renovation for.. many times of its urr temple **(2s)/** what we call for/ Arun/ it's/ like/ the same version/ before dawn/ in English// I think it is a/ what it means that/ before **(2s)** before dawn/ in the King and his soldier/ to wait/ in this temple/ before the next day/ or before the sun shines again// this is very important of Thailand//

23. I think you/ have ***very<G>*** enjoy in this trip/ I think urr if you are interested in/ touring/ and want to come back to Thailand// I ***will glad<G>/*** to be your guide again/ and if you ***thinking<G>*** about Thailand/ thinking of me/ thinking of my country/ thinking of my hostage/ You are welcome/ If you come back/ remember me/ Good bye//

Example of Low Group Transcription

1. Good morning Mr (1s) and welcome to Thailand// I am Rung/ from I-C Tour agency/ I will be (1s) your ***tour quide<P>*** in today ***trip<P>/*** and ***I'm go<G>*** to the hotel.

2. Ok.. Ok.. Thai unit Baht about urr/ 42 and 44 Baht per/ US dollar/ and/ 60 and 62 (1s)/ per 1 Euro/ and/ many of kind color/ about Thai Baht/ urr Brown urr for the 100 Baht/ urr the purple for the 500 Baht/ and ***red<P>*** banknote for 100 Baht/ and/ blue/

of bank 50 Baht<G>/ urr and ***green of bank<G>/*** 20 Baht// ***This coin 10 Baht<G>,*** five Baht and one Baht// it's very thin//

3. Now/ we are in the winter// talk about winter of Thailand/ ***Thailand have three<P> season<G>/*** winter urr/ from ***October to or <G>*** November/ rainy season/ September/ September/ rainy season/ July or to September// and dry season February to May//

4. Ok..urr..after you check in/ you can relax<P> your body// and/ (2s) ***the today<G>*** I ***bring you see<G>*** more ***the Bangkok<G>//*** Start from/ I will start from/ Grand Palace/ the.. Emerald.. Buddha.. temple/ relaxing.. Buddha.. temple/ You ***can T-shirt<G>*** and cannot wear ***short<G> pant<G> and slipper<G>***// ***Ok.. you can relax<P> in to your home<CA> and see you later<CA>//***

5. The Grand Palace/ ***constructed<G>*** by ***King Rama the first<P>/*** after ***he turn<V>*** /and Grand Palace/ situated on the right bank of Chao Praya river/ and the ***replica<P>*** from /Ayuttaya capital in the past//***<CS>***

6. Urr..***in the Thai name<G>*** Chivogga Komarabhat// ***it have<G>*** healing power/ and ***regarding<G> medicine master***//

7. urr..Ubosot/ or ordination hall/ ***is the<G> within*** the Grand Palace/ ***it is the house***<G> of Emerald Buddha. It three ***tile<P>*** of roof and ***decorated<P>*** by hundred ***grass<P>/ color grass<P>/ Gabet<P>*** on Vishnu on Garuda//

8. ***Garuda holding the Naga// Garuda is king of bird/ Naga is the snake/<CS> <G>***

9. This ***temple<P> is enshrine<G>*** Emerald Buddha/ emerald Buddha ***caving<G>, <P>*** of piece of green jades// It ***have<G>*** 66 cms ***of high<G>*** and ***large foot<G> 48.3 of large<G>//*** The emerald Buddha ***find<G> first time<G> in the <G>Chiang Rai*** province in the north of Thailand//

10. In the left/ the picture/ ***costume<G>/*** Emerald Buddha/ is in dry season// ***on<G> the middle picture/*** ***the costume<G>*** emerald Buddha/ is in the rainy season/ and costume in the left picture/ ***is mean<G>*** the winter season// urr (3s) the Prince of Thailand change costume/ when change ***season<G>/*** (4s).. every year//

11 The mural painting/ in the ***story<G> Ramakiean***/ Indian.. ***epic<P>..*** in Thai// It ***depict<P>*** between ***the better good<G>*** and the bad/ ***good present<G>*** by human the ***bad present<G>*** by demon//

12. ***It's golden stupa<G>*** and constructed in King Rama the fourth***// it the made for<G>*** house the Lord Buddha ***relics<P>/*** from Srilanka//

13. Thai pillar ***architecture<P>*** ***twelve<P>*** ***indent<G>*** ***corner<G>//*** it have lotus shape on top/ and ***place<P>*** by golden color and decorate by the ***grass<P>*** color//

14. Chakri Maha Prasart/ ***is built by<G>…/*** in the King Rama the fifth/ after he came back from Java// The ***roof<P>*** ***in the Thai style// the building in the European<G>//***

15. Relaxing relaxing..Buddha temple// they ***believe is built <G>***in Ayuttaya/ it have relaxing Buddha/ one ***hundred<P>*** and eighty ***year<G>*** ago and ***remove removing<G>*** by King Rama the first.

16. Are you ***tried<P>..***if you ***try<G>/*** you can massage/ by Thai people/ the teacher and ***famous<P>*** in the Thai massage/ you can relax ***by in this here<G>//***

17. Chao Praya river/ the most.. is the most important the river in Thailand// and it ***cabinates<V>*** four ***river<G>*** in the north…***<CS>***

18. Thai food ***you like<G>*** Som-tam-papaya pok pok… try try.. you will like it//

19. The main transportation/ ***in the river/ <G>*** very very important in the past/ to in the ***present<P>, <CS>//***

20. The people make it for/ the Loy Kra Thong festival (2s) and the people… float the Kra Thong… in this tonight//

21. ***Tonight is the full moon<G>//*** it is believed (3s) their… the spirit/ protects/ any river and the homage/ the god of river/ ***or it the name<G>/*** Pra Mae Kong Ka/ mother of river ***<CS>,<CA>//***

22. Wat Arun/ or the Temple of ***Down<P><V>//*** ***It <G>***the building in Ayuttaya period/ when the/ King Taksin after the war/ ***he move<G>*** the people living ***in the this here<G>//***

23. ***Are you welcome<G>*** I hope to serve you again/ see you next time/ Sawasdee ka [politeness] //

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APPENDIX F

Appendix F: CMS-TG Test Verbal Protocol

The following list of questions are employed with the tourist guides trainees.

List A

1. What was the first thing you thought about after you saw each situation?
2. What else did you think about?
3. How did you come up with the vocabulary and phrases in your responses?
4. Did you think in Thai or English when you planned for the response?

List B

1. When you were answering, what were you thinking when you talked along?
2. Did you have a number of alternatives in vocabulary and phrases? Why did you choose each word?
3. Were you thinking about grammar while responding?
4. Did you think about pronunciation while you were answering the question?
5. How stress were you during your talk?
6. How did you overcome your anxiety during the talk?

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APPENDIX G

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Appendix G: Structured-Interview on Reflections towards CMS-TG Test

Tour Guide Trainee's Name:…….

1. How do you feel towards the CMS-TG Test?
2. Do you think the test could really reflect your communicative ability in the tourist guide context?
3. How do you feel being video-recorded by a web camera?
4. What do you think about the test instructions? Are they clear or complicated?
5. What do you think about the test demonstration? Is it easy to follow or is it ambiguous?
6. Is the test demonstration helpful?
7. Is the test time appropriate?
8. Is there anything that make you feel uncomfortable during the test?
9. What do you like about the test?
10. What do you dislike about the test?
11. Are there any further suggestions or recommendations for the test?

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APPENDIX H

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Appendix H: Semi-structure interview for professional tour guides

Professional Tour Guide Name: ……...

1. From your perspective, what are the main abilities and qualities that a new tour guide needs to possess to be able to conduct a quality tour, especially in a one-day Bangkok city tour?

2. In terms of content knowledge, what are the basic information that the new tour guides need to know to be able to conduct a one-day Bangkok city tour?

3. What are the most common found situations in conducting a one-day Bangkok city tour?

4. In terms of language use, how well should a new tour guide be able to use the language? Can you describe the important elements of the language that they need to possess?

5. How do you view communicative ability? Does it derive solely from the language ability of the tour guides or are there other important factors?

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APPENDIX I

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APPENDIX I: Consent Form of tour guide experts and their biography

English as an International Language (Interdisciplinary International Program)
Chulalongkorn University, Faculty of Arts, room 1327, Barom Rajakumari Building,
Tel. 02-218-4660

Consent Form

I hereby (Full Name)……...……..…….
Tour Guide License No……

I am willing to evaluate the research instrument in the research entitled, *"Computer-mediated Simulation Test as a Diagnostic Tool in Assessing Communicative Ability of Tour Guide Trainees"* conducted by Ms. Varisa Titanantabutr, a Ph.D. student in English as an International Language, Chulalongkorn University. I have understood the explanation of this research project and am willing to act as instrument expert.

I understand that the results I provide will not be used for any purposes or released to others without my written consent.

I have read this consent form and I understand what is being requested of me as an expert in this study.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

_____ _____
Name of Expert (Signed) Date

Biography of the CMS-TG Test Experts

Expert 1: Mr. Chaiyong Chareonmung

Currently, acting as Managing Director of Superior Tour American Express Travel Service Ltd.

The former president of Tour Guide Association of Thailand

An accepted tourism expert by Toursim Authority of Thailand (TAT)

Invited tour guide lecturer in various universities

Possess 40 years of experience in tour guide and tourism field

Expert2: Mr. Sangiam Ekachote

Currently, acting as Managing Director of Broadway Travel International Ltd.

Secretary General of Association of Thai Travel Agents (ATTA)

Invited tour guide lecturer in various universities

Posses 30 years of experience in tour guide and tourism in Thailand

Expert3: Ms. Tuangthong Kruthongsri

Currently, a freelance professional tour guide in English and Italian

Invited tour guide speaker in various universities

Posses 30 years of experience in tour guide and tourism in Thailand

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX J

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX J: Consent Form of Tour Guide Trainees

APPENDIX J: Consent Form of Silpakorn's University Tour Guide Trainees

Consent Form

I hereby (Full Name)……...……..… (Eng)
Address…..……..……
Contact No. .....Email Address ……
Year attending Silpakorn's University Tour Guide Trainee Training Course……...…

I am willing to participate in the research entitled, *"Computer-mediated Simulation Test as a Diagnostic Tool in Assessing Communicative Ability of Tour Guide Trainees"* conducted by Ms. Varisa Titanantabutr, a Ph.D. student in English as an International Language, Chulalongkorn University, Email Address: ms.varisa@gmail.com.

I will take two sets of English examinations as follows: 1.) TOEIC (Test of English for International Communication) which is administered during April, 2009 and 2.) CMS-TGS Test (Computer-mediated Simulation Tour Guide Test) and an interview towards the test and your strategies use which will be administered in November, 2009. The time in taking the CMS-TGS Test will take longer than 2 hours.

I understand that the results I provide will not be used for any purposes or released to others without my written consent.

I have read this consent form and I understand what is being requested of me as a participant in this study.

_____ _____
Name of Participant (Signed) Date

APPENDIX K

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix K: Letter of permission for the CMS-TG Test video production scenes

Graduate Program in English as an International Language
Chulalongkorn University
Patumwan, Banglok 10330
02-2184658, 02-2184660

August12, 2009

Dear Grand Palace Officer,

Varisa Titanantabutr, is currently a Ph.D. student in English as an International Language, Graduate Program, Chulalongkorn University. At present, she is conducting a research entitled, "Computer-mediated Simulation Test Task as a Diagnostic Tool in Assessing Communicative Ability of Tour Guide Trainees" under the supervision of Prof. Kanchana Prapphal Ph.D.

As the newly constructed tour guide test would require significant scenes of Bangkok city tour, the researcher would like to seek permission to be able to shoot a short video around the Grand Palace compound. The video production will be on Saturday 7th of November 2009 from 8:30 to 12:00PM. For the team, there will be six people.

The researcher will express special thanks to The Grand Palace at the end of the test and the research. I strongly believe that your contribution in this matter will help enhance the quality and effectiveness of Thai education.

If there are any inquires, please do not hesitate to contact Varisa Titanantabutr or email ms.varisa@gmail.com.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Sincerely yours,

Asst. Prof. Kulaporn Hiranburana, Ph.D.
Program Director
Graduate Program in English as an International Language

Graduate Program in English as an International Language
Chulalongkorn University
Patumwan, Banglok 10330
02-2184658, 02-2184660

August12, 2009

Dear the Abbot of The Reclining Buddha Temple (Wat Pho),

Varisa Titanantabutr, is currently a Ph.D. student in English as an International Language, Graduate Program, Chulalongkorn University. At present, she is conducting a research entitled, "Computer-mediated Simulation Test Task as a Diagnostic Tool in Assessing Communicative Ability of Tour Guide Trainees" under the supervision of Prof. Kanchana Prapphal Ph.D.

As the newly constructed tour guide test would require significant scenes of Bangkok city tour, the researcher would like to seek permission to be able to shoot a short video around the Grand Palace compound. The video production will be on Saturday 7th of September 2009 from 1PM to 4PM. For the team, there will be six people.

The researcher will express special thanks to The Reclining Buddha Temple at the end of the test and research. I strongly believe that your contribution in this matter will help enhance the quality and effectiveness of Thai education.

If there are any inquires, please do not hesitate to contact Varisa Titanantabutr or email ms.varisa@gmail.com.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Sincerely yours,

Asst. Prof. Kulaporn Hiranburana, Ph.D.
Program Director
Graduate Program in English as an International Language

Graduate Program in English as an International Language
Chulalongkorn University
Patumwan, Banglok 10330
02-2184658, 02-2184660

August12, 2009

Dear Location Manager of Suvarnnabhumi Airport,

Varisa Titanantabutr, is currently a Ph.D. student in English as an International Language, Graduate Program, Chulalongkorn University. At present, she is conducting a research entitled, "Computer-mediated Simulation Test Task as a Diagnostic Tool in Assessing Communicative Ability of Tour Guide Trainees" under the supervision of Prof. Kanchana Prapphal Ph.D.

As the newly constructed tour guide test would require significant scenes of Bangkok city tour, the researcher would like to seek permission to be able to shoot a short video around the Grand Palace compound. The video production will be on Saturday 9th of September 2009 from 8:30 to 12:00PM. For the team, there will be six people.

The researcher will express special thanks to Suvarnnabhumi Airport at the end of the test and the research. I strongly believe that your contribution in this matter will help enhance the quality and effectiveness of Thai education.

If there are any inquires, please do not hesitate to contact Varisa Titanantabutr or email ms.varisa@gmail.com.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Sincerely yours,

Asst. Prof. Kulaporn Hiranburana, Ph.D.
Program Director
Graduate Program in English as an International Language

Graduate Program in English as an International Language
Chulalongkorn University
Patumwan, Banglok 10330
02-2184658, 02-2184660

August12, 2009

Dear Novotel Suvarnnabhumi Hotel Public Relations Manager,

Varisa Titanantabutr, is currently a Ph.D. student in English as an International Language, Graduate Program, Chulalongkorn University. At present, she is conducting a research entitled, "Computer-mediated Simulation Test Task as a Diagnostic Tool in Assessing Communicative Ability of Tour Guide Trainees" under the supervision of Prof. Kanchana Prapphal Ph.D.

As the newly constructed tour guide test would require significant scenes of Bangkok city tour, the researcher would like to seek permission to be able to shoot a short video around the Grand Palace compound. The video production will be on Saturday 9th of September 2009 from 1PM to 4PM. For the team, there will be six people.

The researcher will express special thanks to Novotel Suvarnnabhumi Hotel at the end of the test and the research. The hotel's logo will be presented during the test. I strongly believe that your contribution in this matter will help enhance the quality and effectiveness of Thai education.

If there are any inquires, please do not hesitate to contact Varisa Titanantabutr or email ms.varisa@gmail.com.

Sincerely yours,

Asst. Prof. Kulaporn Hiranburana, Ph.D.
Program Director
Graduate Program in English as an International Language

Biography

Name : Ms. Varisa Titanantabutr

Birth Date : April 1, 1980

Background Education:

2002-2004	Masters' Degree, English for Careers, Language Institute, Thammasat University
1999-2001	Bachelors' Degree, Faculty of Education, Chulalongkorn University

Teaching Experiences:

2005-up to present	Part-time Lecturer at KasemBundit Univeristy Oral Communication Course, Listening and Speaking Course
2005- up to present	Part-time Instructor at Dusit Thani Development Training Center: Business English Course
2002	English Secondary Teacher Chulalongkorn Demonstration School

Scholarship: 90th Anniversary of Chulalongkorn University Fund

Extra Training:

2007	Tour Guide License, Bronze Card (Silpakorn Univeristy)
2004	TOEIC (Test of English for International Communication) Listening 495/495, Reading 455/495, Total 950/990

Email: ms.varisa@gmail.com

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย