การพัฒนารายวิชาภาษาอังกฤษสำหรับมัคคุเทศก์ตามแนวคิดการเน้นการปฏิบัติงานเพื่อส่งเสริม

ความสามารถในการพูดภาษาอังกฤษของนักศึกษาระดับ ปริญญาบัณฑิต

มหาวิทยาลัยราชภัฏเชียงใหม่

นาง นิตยา สงวนงาม

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต

สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ (สหสาขาวิชา)

บัณฑิตวิทยาลัย   จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2553

A DEVELOPMENT OF THE ENGLISH TOURIST GUIDES COURSE USING
A TASK-BASED APPROACH TO ENHANCE THE ORAL ENGLISH
COMMUNICATION ABILITY OF CHIANG MAI
RAJABHAT UNIVERSITY
UNDERGRADUATES

Mrs. Nittaya Sanguanngarm

A Dissertation Submitted in Partial Fulfillment of the Requirements

for the Degree of Doctor of Philosophy Program in English as an International Language

(Interdisciplinary Program)

Graduate School

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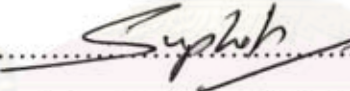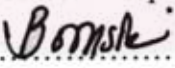|	
Thesis Title	A DEVELOPMENT OF THE ENGLISH TOURIST GUIDES COURSE USING A TASK-BASED APPROACH TO ENHANCE THE ORAL ENGLISH COMMUNICATION ABILITY OF CHIANG MAI RAJABHAT UNIVERSITY UNDERGRADUATES
By	Mrs. Nittaya Sanguanngarm
Field of Study	English as an International Language
Thesis Advisor	Associate Professor Suphat Sukamolson, Ph.D.
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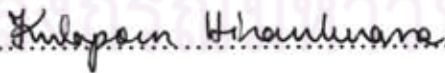
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นิตยา สงวนงาม: การพัฒนารายวิชาภาษาอังกฤษสำหรับมัคคุเทศก์ตามแนวคิดการเน้นการปฏิบัติงาน
เพื่อส่งเสริมความสามารถในการพูดภาษาอังกฤษ ของนักศึกษาระดับปริญญาบัณฑิต มหาวิทยาลัย
ราชภัฏเชียงใหม่. (A DEVELOPMENT OF THE ENGLISH TOURIST GUIDES COURSE USING A
TASK-BASED APPROACH TO ENHANCE THE ORAL ENGLISH COMMUNICATION ABILITY
OF CHIANG MAI RAJABHAT UNIVERSITY UNDERGRADUATES) อ.ที่ปรึกษาวิทยานิพนธ์หลัก:
รศ. ดร.สุพัฒน์ สุกมลสันต์, อ.ที่ปรึกษาวิทยานิพนธ์ร่วม: รศ.ดร. บุญศิริ อนันตเศรษฐ, 304 หน้า.

งานวิจัยชิ้นนี้มีจุดมุ่งหมายเพื่อที่จะพัฒนารายวิชาภาษาอังกฤษสำหรับมัคคุเทศก์ ตามแนวคิดการเน้นการ
ปฏิบัติงานเพื่อส่งเสริมความสามารถในการพูดภาษาอังกฤษ ของนักศึกษาระดับปริญญาบัณฑิต มหาวิทยาลัยราชภัฏ
เชียงใหม่   โดยการพัฒนารายวิชาดังกล่าวมีฐานมาจากความต้องการที่แท้จริงตามบริบทของรายวิชาที่จะพัฒนา
วัตถุประสงค์ของการวิจัยคือ เพื่อบ่งชื้องค์ประกอบที่ตรงประเด็นของรายวิชาที่พัฒนา และเพื่อศึกษาว่ารายวิชาและ
บทเรียนที่ประกอบด้วยองค์ประกอบดังกล่าวที่สร้างขึ้นจากข้อมูลและความต้องการต่อรายวิชาสามารถเพิ่มพูน พัฒนา
ความรู้ความสามารถของผู้เรียนในการพูดภาษาอังกฤษเพื่อการสื่อสาร ตลอดจนสามารถกระตุ้นการมีส่วนร่วมในการ
ปฏิบัติงานที่ได้รับมอบหมายของผู้เรียนอย่างมีนัยสำคัญหรือไม่ การวิจัยแบ่งเป็น 2 ส่วน คือ การพัฒนารายวิชาและ
การหาประสิทธิภาพของรายวิชา โดยเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเพื่อประกอบการพัฒนารายวิชา ประกอบ
ด้วย   การศึกษาเอกสารที่เกี่ยวข้องกับบริบทของรายวิชา   การสัมภาษณ์ มัคคุเทศก์ที่ปฏิบัติงานในจังหวัดเชียงใหม่
นักศึกษาศิษย์เก่าของมหาวิทยาลัยราชภัฏเชียงใหม่ที่เคยศึกษารายวิชาภาษาอังกฤษเพื่อการท่องเที่ยว 4 และอาจารย์
ประจำวิชาภาษาอังกฤษเพื่อการท่องเที่ยว 4 โดยมีผู้เชี่ยวชาญทาง ด้านสาขาวิชา จำนวน 3 ท่านตรวจสอบคุณภาพ
ของเครื่องมือในการวิจัย   และได้นำรายวิชาที่ได้รับการพัฒนาแล้ว ไปทดลองสอนกับกลุ่มผู้เรียนที่มีลักษณะคล้ายกับ
กลุ่มผู้เรียนจริง   งานวิจัยได้กระทำขึ้นโดยเก็บข้อมูลกับ นักศึกษาชั้นปีที่ 4 วิชาเอกการท่องเที่ยวมหาวิทยาลัย
ราชภัฏเชียงใหม่   เครื่องมือที่ใช้ในการประเมินในรายวิชาประกอบไปด้วยเครื่องมือเพื่อการเก็บข้อมูลทางด้านปริมาณ
และคุณภาพ   ข้อมูลทางด้านปริมาณเก็บรวบรวมจากแบบทดสอบความสามารถในการพูดสื่อสารภาษาอังกฤษ
แบบสอบถามในแง่ของการมีส่วนร่วมในการปฏิบัติงานที่ได้รับมอบหมายของผู้เรียน   แบบสังเกตพฤติกรรมการมี
ส่วนร่วมในการปฏิบัติงานที่ได้รับมอบหมายของผู้เรียน   ส่วนเครื่องมือที่ใช้ในการเก็บรวบรวม ข้อมูลทางด้าน
คุณภาพประกอบด้วย   บันทึกของผู้เรียน และการวิเคราะห์การใช้ภาษาอังกฤษในการแก้ไขปัญหาของผู้เรียน
ข้อมูลทางด้านปริมาณถูกวิเคราะห์ด้วยสถิติเชิงบรรยายและสถิติเพื่อวิเคราะห์ด้วย Paired-Samples t-test โดยโปรแกรม
SPSS   ส่วนข้อมูลทางด้านคุณภาพถูกวิเคราะห์ ด้วยการวิเคราะห์เชิงเนื้อหาโดยโปรแกรม Hyper Research

ผลการวิจัยปรากฏว่าองค์ประกอบที่ตรงประเด็นของรายวิชาที่พัฒนาประกอบไปด้วยเนื้อหาที่เป็นงานนำเที่ยว
และจัดทำรูปแบบตารางการนำเที่ยว   และเนื้อหาที่เป็นภาษา และทักษะการสื่อสารที่จำเป็นสำหรับมัคคุเทศก์
นอกจากนี้ทักษะการพูดและการฟัง   ตลอดจนขบวนการเรียนแบบตามแนวคิดการเน้นการปฏิบัติงาน พร้อมด้วย
อุปกรณ์ประกอบการเรียนเสมือนจริงถือเป็นส่วนสำคัญ   นอกจากนี้ผลการวิจัยยังพบว่าความสามารถในการพูด
ภาษาอังกฤษเพื่อการสื่อสารของผู้เรียนมีพัฒนาการสูงขึ้นอย่างมีนัยสำคัญทางสถิติที่ p = 0.05 และมีขนาดของผลใหญ่
ในส่วนของการมีส่วนร่วมในการปฏิบัติงานที่ได้รับมอบหมายของผู้เรียนพบว่า ผู้เรียนแสดง การมีส่วนร่วมในการใน
ปฏิบัติงานที่ได้รับมอบหมายของผู้เรียนสูงกว่าค่าเฉลี่ยมาก ในเชิงคุณภาพผู้เรียนได้แสดง การมีส่วนร่วมในปฏิบัติงาน
ที่ได้รับมอบหมายอย่างกระตือรือร้นด้วยเจตคติที่ดีมากต่อรายวิชา   และเล็งเห็นว่าราย วิชามีประโยชน์ต่อผู้เรียนเป็น
อย่างสูง   ดังนั้นรายวิชาที่พัฒนานี้สามารถสนองต่อความต้องการของนักศึกษา วิชาเอกการท่องเที่ยว มหาวิทยาลัย
ราชภัฏเชียงใหม่และที่สถาบันการศึกษาอื่นที่มีบริบทคล้ายคลึงกันได้

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ

ปีการศึกษา 2553

ลายมือชื่อนิสิต ....

ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก..

ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์ร่วม..

5087859620: MAJOR - ENGLISH AS AN INTERNATIONAL LANGUAGE

KEYWORDS: COURSE DEVELOPMENT/ NEEDS ANALYSIS/ ORAL ENGLISH COMMUNICATION/ ENGLISH FOR TOURIST GUIDES /TASK-BASED APPROACH

NITTAYA SANGUANNGARM: A DEVELOPMENT OF THE ENGLISH TOURIST GUIDES COURSE USING A TASK-BASED APPROACH TO ENHANCE THE ORAL ENGLISH COMMUNICATION ABILITY OF CHIANG MAI RAJABHAT UNIVERSITY UNDERGRADUATES. THESIS ADVISOR: ASSOC.PROF. SUPHAT SUKAMOLSON, Ph.D., THESIS CO-ADVISOR: ASSOC.PROF. BOONSIRI ANANTASATE, Ph.D., 304 pp.

This study was aimed at developing the English Tourist Guides course using a task-based approach for Chiang Mai Rajabhat University undergraduates. The course was developed based on needs analysis and related literature. The objectives of the study were to identify the components of the course and to evaluate its effectiveness in enhancing learners' oral English communication ability and learning task engagement.

The two main phases in this study are the course development and the course effectiveness. For the development phase, the needs analysis together with related literature were gathered, analyzed and synthesized. The instruments for needs analysis included a document study and semi-structured interviews with tourist guides, Chiang Mai Rajabhat University alumni and English teachers who usually teach the existing course. The course was developed accordingly, validated by 3 experts in the field, and piloted. To find the effectiveness of the course, the main study was conducted with 24 fourth-year Tourism major students studying at Chiang Mai Rajabhat University. Both quantitative and qualitative data were collected for the course evaluation. Instruments for quantitative analysis were an oral English communication ability test, a student engagement questionnaire (a self-checklist) and a student engagement observation checklist. Instruments for qualitative analysis included a student log, and the recording of the focus group's dialogues. The quantitative data were analyzed by means of descriptive statistics and Paired-Samples t-tests using SPSS while the qualitative data were analyzed by Content Analysis using Hyper Research.

It was found that the course content consisted of the task content of conducting a tour and launching a tour package, while the language content included relevant language and communication skills with listening and speaking skills as the focus. Moreover, task-based language learning, together with authentic inputs, were the main means for learning. The results indicated that learners' oral English communication ability improved significantly when $p = 0.05$ with a large effect-size. It was also found that learners' learning task engagement was much higher than the average. Learners demonstrated active task engagement in their learning. Therefore, it is suggested that the developed course can serve the needs of the students learning English for tourism at Chiang Mai Rajabhat University and somewhere else with a similar context.

Field of study: English as an International Language   Student's Signature

Academic year: 2010   Advisor's Signature

Co-Advisor's Signature

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I am deeply indebted to my family, my husband and my son, for supporting me throughout my studies at University with love and understanding. I also owe my deepest gratitude to my father and mother who are now in heaven for educating me and for their moral support.

Lastly, I offer my regards and blessings to all of those who supported me in any respect during the completion of my research.

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CHAPTER I

INTRODUCTION

1.1. Background and Rationale of the Study

1.1.1. The problem

Business travel and international tourism have become important sources of income due to the employment opportunities and opportunities for national development that they provide for many developing countries such as Thailand. (Nimmonratana, 2000; Benavides, 2001; World Tourism Organization 2004, 2008). Tourism is not only sustainable, it is also growing continuously. By the year 2020, international arrivals throughout the world are predicted to rise to 1.6 billion. Southeast Asia, where Thailand is situated, is expected to become the second-most famous destination in the Asia-Pacific region by the year 2020 (World Tourism Organization, 2008). Tourism in Thailand has so far been a major source of national income. Chiang Mai University's Social Research Institute has predicted that in the year 2011 Chiang Mai will receive 2,506,425 international arrivals and gain a revenue of 30,242 million baht (Chiang Mai University Social Research Institute, 2005).

It is obvious that language and tourism are inseparable. Tourists speak many different languages. However, English has become the primary language of the world due to the ever-increasing number of people who learn it as a second or foreign language. An analysis of international travel has shown that 85% of all travel is between non-English speaking countries (Graddol, 2006). This figure coincides with the research of Willis (1996), who has pointed out that over half the people of the world who speak English are non-native speakers and that over half the world's business is being conducted in English between non-native speakers. Moreover, according to a report by the Tourism Authority of Thailand, over half the tourists with whom Thai tourism staff interacts are non-native speakers.

The growth of business travel and international tourism in the area, together with the increased use of English as an international language, inevitably requires that Thailand equip its population with sufficient English skills, especially through teaching of English as an international language. In spite of some of the national efforts to meet this need, success still seems to be far off due to a lack of relevant curriculum and teaching methodology.

There have been a number of studies pointing to Thai graduates' insufficient English language proficiency for the current era of globalization. Thai students need to be urgently equipped with the acceptable level of English proficiency (Prapphal, 2003) to remain employable. Research shows that Thais' low level of English fails to meet the demand for English in the workplace, especially in the hospitality sector (Wiriyachitra, 2004), and this insufficient English language proficiency may also prove to be a disadvantage in global trade as well.

The discussion of this issue thus far has focused on the irrelevant and ineffective English curriculum offered in Thai educational institutes. English curriculum, especially for English for specific or occupational purposes, should be precise, cater to the requirements of the course and have situational relevancy. However, the curriculum for tourism related subjects in universities are too academic for real-world situations which require multifunctional language (Robinson et al., 1997; Lo et al., 2008). In general practice, communication skills are barely addressed in EFL language pedagogy. Moreover, it is clear that despite the fact that listening and speaking skills are the most frequently used in the workplace, the less practical skills of reading and writing are often equally emphasized in English curriculum focusing on native targets of grammar, pronunciation, syntax, etc. in English language teaching in Thailand. EFL has not met with great success due to its lack of real spoken interaction in class; the focus instead has long been on grammatical accuracy, native speaker-like pronunciation, and literature. Learners are treated like target language observers rather than users (Graddol, 2006). This method of learning in class, emphasizing form, does not enhance acquisition (Willis, 1966). Graddol states that English language learning in the current situation may need to cater more to the dimensions of English as an international language. Also, English testing may need to follow the "washback" effect, which can influence how courses are taught (Hughes, 1989). Graddol adds that the increasing response to ELF(English as a lingua franca) worldwide results in the decline of traditional English as a foreign language.

In order to equip Thai learners with English proficiency that meets the demand for English use in the workplace, Thai educational institutes may need to abandon traditional teaching practices and turn to a more meaningful English curriculum that meets the needs of learners and has more situational relevancy. In addition, the teaching methodology employed should be underpinned by subconscious language

acquisition theory with comprehensible input, interaction and output hypothesis, which are believed to enhance language acquisition (Long, 1996; Krashen; 1994; Willis, 1996; Skehan, 1996; Swain, 1985, cited in Nunan, 1999).

Curriculum and teaching methodology play a critical role in learners' language acquisition. Task-based Language Teaching (TBLT) is believed by many to be one of the best ways to promote language acquisition (Ellis, 2003; Nunan,2004;Willis, 1999) . It offers a needs-based approach to content selection which yields relevant and meaningful content for learners. The aim of the "tasks" is to create a real purpose for language use and provide a natural context for language study. Authentic texts and comprehensible input encourage learners to notice the features of the language of their interest. The methodology of task-based language teaching views learners as language users, using learning to communicate through interaction, utilizing the target language, and building on their own linguistic resources, knowledge and experience. The approach also evokes a diversity of cognitive operation that is needed to perform real life functions.

The incongruity between the current practice of the English for Tourism courses offered at Chiang Mai Rajabhat University and the fast growing need for English in global business interactions was discovered through needs analysis. It was revealed that the teaching and learning practices have been conducted in a way that fails to meet the demand for English in the workplace. The instruction has been limited to specialized lexicon and text translation, an approach which fundamentally ignores the learners' needs and fails to prepare local tourism students to cope with the major tourism destination in the area, Chiang Mai - one of the most famous tourist destinations in Thailand.

Because of the gap between the requirements of the expanding tourism industry and the failure of national attempts to equip the learners with adequate language and skills for their work at an acceptable level, the purpose of this study is to develop an English Tour Guides course using a task-based approach for undergraduate tourism students. The study illustrates how to develop the course based on needs analysis, and the related literature. Based on the main features of the course, task-based language teaching was found to be the most relevant effective teaching methodology. The developed course may serve the needs to fulfill the EFL course's needs and

deficiencies and to equip graduates with sufficient oral English proficiency in the current era of globalization.

1.1.2. Current trends of tourism

1.1.2.1. World tourism situation

Worldwide, tourism is recognized as one of the most significant sustainable industries, providing trade, income and employment to countries. Tourism is well suited to developing countries due to its role as one of the most plentiful sources of employment and foreign currency contributing to the country's economy. (Benavides, 2001).

The World Tourism Organization recorded a continuous growth of international tourism from the year 1990, to the year 2007. By the year 2007, an international tourist arrival number of 903 million was reported, showing an extensive 4 percent growth rate all over the world. Inevitably, the growing number of international tourist arrivals has increased the international tourism revenue to 856 billion U.S. dollars (World Tourism Organization, 2008).

Figure 1.1: **The inbound tourism 1990-2007**

Source: World Tourism Organization (UNWTO)

The following chart illustrates the facts and figures of international tourist arrivals by sub-region. The figures imply that from the year 1990 to the year 2007 the average world annual growth increased by over 4 percent a year, in spite of the stagnation between the year 2001 and the year 2003 due to terrorism, SARS and the economic downturn. The tourism growth rate in Asia and the Pacific from 1990 to 1995 indicates a growth spurt, gaining fewer internal tourist arrivals than Europe but more internal tourist arrivals than Americas. Surprisingly, Asia and the Pacific region's   average annual growth was the highest (7.8%) compared to the other two regions, Europe (3%) and Americas (1.5%). Within the region of Asia and the Pacific, South-East Asia received more tourists than Oceania and South Asia but fewer than North-East Asia.

Figure 1.2: Summary of international tourist arrivals by region from 1990-2007

	International Tourist Arrivals (million)						Market share (%)	Change (%)		Average annual growth (%)
	1990	1995	2000	2005	2006	2007	2008	06/05	07/06	00/07
World	**436**	**536**	**683**	**803**	**847**	**903**	**100**	**5.5**	**6.6**	**4.1**
Europe	**262.6**	**311.3**	**393.5**	**440.3**	**462.2**	**484.4**	**53.6**	**5.0**	**4.8**	**3.0**
Americas	**92.8**	**109.0**	**128.2**	**133.4**	**135.8**	**142.5**	**15.8**	**1.9**	**4.9**	**1.5**
Asia and the Pacific	**55.8**	**81.8**	**109.3**	**154.6**	**167.0**	**184.3**	**20.4**	**8.0**	**10.4**	**7.8**
North-East Asia	26.4	41.3	58.3	87.5	94.3	104.2	11.5	7.7	10.6	8.6
South-East Asia	21.1	28.2	35.6	48.5	53.1	59.6	6.6	9.4 1	2.2	7.6
Oceania	5.2	8.1	9.2	10.5	10.5	10.7	1.2	0.4	1.7	2.2
South Asia	3.2	4.2	6.1	8.1	9.1	9.8	1.1	11.8	8.2	7.1

Source: World Tourism Organization (UNWTO) (Data as collected by UNWTO,
 2008).

Despite the expectation of the current economic crisis to continue into 2009, there have also been forecasts predicting a 2 percent worldwide increase of tourism growth, with a 4 percent increase in Asia and the Pacific growth behind its 2007 level. (World Tourism Barometer, 2007). The long term forecast up to the year 2020 anticipates a growth rate of 4.1 percent. By the year 2010, international arrivals are predicted to reach over 1.0 billion and reach 1.6 billion by the year 2020 (World Tourism Barometer, 2008).

A comparison of the future tourism growth rate among the regions has shown that the tourism growth rate in East Asia and the Pacific, South Asia, the Middle East and Africa will be higher than that of the more mature regions of Europe and Americas, with a rate of 5 percent per year compared to the world average of 4.1 per cent. The forecast also mentioned that East Asia and the Pacific will be the second top three receiving regions(397 million tourists) following Europe(717 million) and followed by Americas (282 million) by the year 2020 (World Tourism Organization , 2008). South-East Asia, where Thailand is situated, has become the second most famous destination in Asia and the Pacific (World Tourism Organization, 2005). Malaysia, Indonesia and Thailand are also known as the forefront of ecotourism development in the area (Dowling, 2000 cited in Chon, 2000).

Also interesting to note, is the global employment situation within the tourism industry. Over 200 million people were employed in the year 2000 and the number was forecasted to reach 250 million by the year 2010, with the growth rate increasing in East and South East Asia (Baum, 2006).

Due to its obvious benefits of income, foreign exchange earnings, tax revenue and employment, tourism deserves the status of being one of the foremost and significant sectors in the development process of many third-world countries. Moreover, tourism has been among the top five leading sources of foreign exchange revenue of 69 developing countries (Benavides 2001). In most developing countries, including Thailand, the national government usually has a policy to promote tourism and entice a greater number of international tourists (Nimmonratana, 2000).

1.1.2.2. Tourism situation in Thailand

Tourism in Thailand is not less dominant. Being a developing country, the tourism business is one of the income indicators contributing to the country's revenue and employment. The Thai government has placed a strong emphasis on the significance of tourism and has promoted it for a long time (Romanos, 2002). Consequently, despite occasional downturns in outbound tourism (due to the current economic crisis and natural disasters), inbound tourism from outside the region has continued to increase due to national tourism promotion (Colin Michael Hall, Stephen Page, 2000)**.** By the year 2002, The Tourism Authority of Thailand (TAT) had applied aggressive marketing strategies, receiving more arrivals than expected (Authority of Thailand annual report, 2002). A variety of strategies, including attractive campaigns, have been applied in the later years when facing world economic crisis or natural disasters.

Of all Asian countries, Thailand has perhaps had the most significant economic growth from tourism development and there has been strong evidence indicating its prosperity due to tourism. In the year 2002, Thailand was announced the world's eighteenth top visited destination and also the second most visited tourist country in Asia (Mingsarn, 2005). Moreover, Thailand was honored to have received 42 awards in the year 2006 (Authority of Thailand annual report, 2006).   In addition, Thailand's attractions were ranked in top popularity among American travelers voting through many travel magazines (World Tourism Organization, 2005).

In future trends, Indian Ocean countries are forecasted by The World Tourism Organization to receive 179 million international tourist arrivals in 22 destinations in the year 2020. This represents an annual growth rate of 6.3 percent over the period of the year1995 to the year 2020. By the year 2020, 11 percent of tourist arrivals will be to an Indian Ocean country, and Thailand is forecasted to be the leading country, gaining 36.9 million arrivals.

Tourism in Chiang Mai is very substantial. It is the second largest city after Bangkok. With a much cooler climate than Bangkok, Chiang Mai is widely known as a very famous tourist destination with magnificent natural attractions including historical sites and prestigious cultural monuments. Chiang Mai, the capital of the Lanna Kingdom, as well as the tourism capital of the northern part of Thailand, is the fourth most famous city among travelers in Thailand, just trailing behind Bangkok, Phuket and Pattaya. In addition, Chiang Mai is being promoted as the flight center of

the Mekong region and the center for connection between China and India, two of the world's largest markets (Mingsarn et al., 2005). Spectacularly, Chiang Mai received some tourism awards in 2006.

Chiang Mai always welcomes inbound tourists. It is also expected that inbound tourist expenditure per head will increase by around 10.49 percent in the year 2011 as compared to 2006 (Bharat Book Bureau, 2007). Tourists from America, England, Japan, Germany and France are Chiang Mai's main international arrivals (Theerapappisit, 2005). According to Chiang Mai University's Social Research Institute's forecast, Chiang Mai will receive 2,506,425 international arrivals and will gain receipts of 30,242 million baht in the year 2011(Chiang Mai University Research Institute's forecast ,2005).

The tour agency industry in Chiang Mai produced approximately 3,684 million baht and 91.2 percent is from international arrivals. As a result, tour agencies in Chiang Mai can offer employment to around 3986 people a year. (Mingsarn, et al, 2005).

Almost 70 percent of the tour agencies in Chiang Mai are small agencies that manage to get their own clients or receive those from network agencies. Generally, company owners are currently or formerly tourist guides themselves. However, only 25 to 30 percent of Chiang Mai tourist guides are qualified with actual experience (Teenteerawit, 2005).

1.1.2.3. Chiang Mai tourist guides

Tour agency industry in Chiang Mai produces approximately 3684 million baht and 91.2 percent is from international arrivals. As a result, tour agencies in Chiang Mai can offer the employment of around 3986 people a year.(Mingsarn et al, 2005).

Almost 70% of tour agencies in Chiang Mai are small agencies that manage to get their own clients or receive those from the network agencies. Company owners are usually or at least used to be tourist guides themselves (Teenteerawit, 2005). It can be inferred that all these agencies may need to receive lonely travellers or small groups of travellers who seek for their own destination or accommodation and the agency owners may need to launch their own tour package and spend more time with their tourists.

Despite the fact that the government promotes tourism, some of the problems concerning tourism in Chiang Mai occur. The very sensitive difficulties are communication system and tourist guide management that can prevent tourists from the accurate knowledge which in turns lessens the tourists' satisfactory. It is also reported that 60 % of tourist guides use English while 40 % use other languages. However, in Chiang Mai, there are only 25-30 % of Chiang Mai tourist guides who have a lot of experiences and are able to transfer the information to tourists thoroughly and accurately with good moral and sincerity (Theerapappisit,2005). Accordingly, there is the need for and adequacy of personnel training and there should be the policy to develop and enhance the language ability of tourist guides and their quality of services (Dowling, 2000). Thientheerawit, (2005) adds that educational institute is one of the institutes concerning tourism industry in Chiang Mai and those educational institutes are Chiang Mai University, Chiang Mai Rajabhat University, Payap University and Rajmankhala University of Technology Lanna. He further states that these educational institutes may have the role of tourist guide producers as well as conduct the research concerning tourism. Mingsarn et al., (2005) suggest teachers in school who don't have real experience to conduct some action research working with the tourism sectors so that they can help develop the relevant curriculum for their students. They also suggest that Chiang Mai locals need to be parts of tourism management in order to maintain, wisely use and preserve the local tourism resources. Tourism should be used as a means of building and strengthening local communities so they are able to pass on their culture confidently (Mingsarn, 2007) and the suggestions about fostering this awareness via school program are made (Nimmonratana, 2001).

Education in general universities is for people who may not work in tourism industry but who study tourism in some sort of its own right, so these programs may be preferably academic courses and fail to provide students with tourism concept and practice. The curriculum in these subjects is not designed to make students who will interact routinely with tourists employable. Tourism education and training should be one means to equip people with relevant knowledge and practice concerning tourism which are the key elements that enable the tourism business to function intelligently. Accordingly, it will be of great benefit if university can provide holistic experience with training so that their students will be competent professionals since frontline

workers are unique individuals with whom tourists interact the most (Robinson et al, 1997).

Go and Jenkins(1998) share the view about educational and occupational standards concerning tourism. They state that front-line workers who are university graduates don't have group work skill and responsibility towards others which are considered as being crucial elements for front-line workers. Moreover, jobs performed by these front-line workers are conceptualized not holistically but as a number of tasks and each task is reduced into a set of discrete skills that must be performed by all potential employees.

Kaye (1992) identifies some of the components skills from the wide field of Communication Studies, as listening, assertiveness, expression and interpretation of non-verbal cues, negotiation, conflict resolution, overcoming communication apprehension and questioning. To communicate, people need higher order abilities such as accuracy in a person's perception and attribution or intent, impression formation, effective use of language in interpersonal settings and construction and coordination of meanings in intercultural settings. In addition he agrees that effective communicators are able to make predictions, explain the behaviors of others and to reduce uncertainty

The Tourism Authority of Thailand aims to establish national standards based on what they identify as Core and Generic Tourism Skills suggesting first few lessons including customer relation and service together with the communication and cross-cultural skill (McNabb,1990)

Similarly, the study of El-Sharkawy (2001) suggests courses for promoting tourist guide professionalism. The suggested courses are divided into core courses and additional courses. The core courses focus on the concepts and characteristics of tourism and tourists and the history of the particular places the tour guide lives in. The additional courses involve the balance of the development in both knowledge and skills of tourist guides that might include interpretation, communication skills, social skills, public speaking skills, cross-culture understanding, ethics, business and marketing aspects of guiding and safety and first aid. Coccossis (2005 cited in El-Sharkawy, 2007) shows his concern about the curriculum concerning tourist guiding among academic institutions. He points out that tour guiding needs more educational

institutions which offer tourism programs that include tour principles. He adds that, there should be the attempt to create a national theme curriculum among academic institutions, developing the educational programs adhered to by the institutions, and the training courses. Those considerations may help educate tourist guides in the best manner to be able to make places come alive by being informative, interesting, and entertaining.

To sum, from the   related studies mention above, it can be inferred that the growth of the sustainable tourism industry is significant in the area where this study is conducted, Chiang Mai Rajabhat University, Chiang Mai, Thailand. Despite the fact that the government promotes tourism, there have been some sensitive difficulties with communication system that can prevent tourists from the accurate knowledge and that lessen the tourists' satisfactory. Some studies reveal that the majority of Chiang Mai tourist guides are able to thoroughly and accurately impart information to tourists in terms of both contents and language use. In addition, the educational institutes don't seem to offer relevant curriculum with relevant teaching methodology to enhance learners' language ability and skills for their work .

Several educators have mentioned the needs for the local educational institutes to conduct some research so that they can help develop the relevant curriculum for students to prepare them for their future careers. They also suggest that Chiang Mai locals need to be parts of tourism management in order to maintain, wisely use and preserve the local tourism resources.

1.1.3. English as a lingua franca
1.1.3.1. The role of English as a lingua franca

English has been seen as an international language for decades. English is spoken by both native speakers and non native speakers all over the world.

Currently, it seems clear that non-native speaker to non-native speaker communication is far more common than native speaker to native speaker or non-native speaker to native speaker   communication. As a result, English used as a lingua franca (ELF) is by far the most common form of English in the world today (Jenkins, 2003., Graddol, 2006., El-Sharkawy, 2007). The evidence supporting the idea is that the combined number of English knowing bilinguals in China and India is significantly larger than the total population of the Inner Circle countries (Kachru,

1998). According to Jennifer Jenkins, English as a lingua franca refers to English when it is used as a contact language across multi-cultures among non-native speakers, and for those who choose English as a foreign language of communication. (Jenkin, 2003).

As the result of the widespread English, many sociolinguists have discovered that the standard varieties of English may not be only those of British or American English, but also a variety called "World Englishes". "World Englishes" inevitably comes with local linguistic and cultural influences affecting the way such English is spoken in its L2 locations in terms of accents, structures, lexis, pragmatic features etc.(Jenkins, 2003)

Crystal (2003) states that this global language is often used for the purposes of business transaction, tourism, political negotiation or social interaction. Concerning business, the crucial activity of human beings in a society, Charles (2006) states that English as a lingua franca and business English as a lingua franca function differently. Business English as a lingua franca focuses on language based on the need and requirements of communication required to get a job done. For Business English as a lingua franca, communication skills are crucial for communication due to the diversity of "World Englishes." English as a lingua franca focuses more on language skills than communication skills, seeing linguistic skills as more important. Interestingly, Charles's study (2006) about the use of business English as a lingua franca (BEFL) in some companies revealed the company employees' difficulties in applying appropriate expressions for small talk, as well as skills for negotiation that commonly occur during the process of communication.

Language skill and communication skill may need to work collaboratively in order to yield effective communication. Consequently, language learning and teaching cannot fail to put an emphasis on communication skills. However, in general practice, communication skill is barely included in EFL language pedagogy. Graddol(2006) points out that EFL teaching and learning often focus on learning about native speakers' culture and society, as well as their language behaviors. Learners are viewed as target language observers rather than users, and are expected to appreciate and emulate native speakers. He claims that EFL has not met with great success due to its focus on grammatical accuracy, native speaker-like pronunciation, and literature. Learners have not become proficient and for decades have perceived the language as a

bitter pill to swallow. He also views that teaching and learning English lessons can be conducted in many ways depending on the needs of the stakeholders regarding the learners, the school, national curriculum, societal need, and functions of the language in use or situational relevancy. For Graddol, communication skill is not less important than language skill in ELF pedagogy. The idea of providing learners enough exposure in non-native accents of English so that they can get used to and understand them easily is proposed by Graddol (2006). Consequently, English language learning in the current situation may need to cater to the dimensions of English as an international language. Also, English testing may need to follow the washback disciplines.

Due to the major change of English status as lingua franca, English teaching and assessment have been critiqued by many scholars for their relevancy and appropriateness comparing them to the existing status of English as a foreign language or English as a second language.

Jenkins (2006) states that despite the widespread use of English as a lingua franca, English language testing still depends on the standard criteria used for British and American native speakers. Jenkins points out the relevancy of the sociocultural theory and non-native speaking varieties of English in teaching and testing. She explains that sociocultural theory concerns social contexts where mediation and language are constructed via interaction in context rather than acquiring new grammatical, lexical, and phonological forms. Davies (2003 cited in Taylor, 2006) finds that language proficiency tests for second language are now far less the case. Many tests do not refer to native speaker competence in their assessment criteria due to the difficulty of defining and describing the idealized native speaker. He further states that language assessment has been shifted from the traditional assessment model based on seeing what level learners achieve based on the native speaker competence criteria, but rather by putting more focus on what learners can do and the scope of their improvement.

Graddol (2006) proposes that English as a lingua franca should be taught and assessed according to the needs and aspirations of non-native speakers who use English with non-native speakers. Interestingly, he points out that the model of English as a lingua franca (ELF) indicates that learners should also be a fluent bilingual speaker, who owns national identity in terms of accent, and has required

negotiation skills to negotiate understanding with another non-native speaker. In addition, international intelligibility is focused on. Moreover, all skills including interpretation, translation, and intercultural communication are required and emphasized. The primary purposes of ELF are to get a job in one's own community and to communicate with non-native speakers from other countries. For content and materials, content often relates to another curriculum area putting more importance on global issues. Most importantly, the assessment of ability to carry out tasks in English is focused upon.

English pronunciation is one thing which is usually in learners and teachers' concern. However, proponents of English as a lingua franca (ELF) suggest putting less priority on native speaker pronunciation but ELF intelligibility. Moreover, ELF should focus on pragmatic strategies which are required in intercultural communication.

1.1.3.2. English as a lingua franca in Asia

As regional trade grows, encouraged by ASEAN, English is becoming an ever more valuable lingua franca in Asia.

English has been spoken in India since colonial days. Currently, 333 million people in India use English (Kachru, 2004). Besides India, Pakistan, Bangladesh, Sri Lanka, Malaysia, Singapore, Brunei, and the Philippines are all now making use of the English of their Anglophone heritage for offshore contracts. This regional growth of trades makes English as a lingua franca more significant in Asia.

The economic benefit of English has been shown in China. In 1995, a decision was made to have English taught   in schools from primary level, grade 1. Today, China produces over 200 million English speakers each year. Moreover, the 2008 Olympics in Beijing resulted in improving the English language skills of its city's citizens. The same phenomenon is occurring in Shanghai as it prepares for the World Expo 2010 (Jenkins, 2003).

The English language situation in China has had an impact on the other countries in Asia. Japan, Taiwan, The Philippines and Thailand have started discussing, debating and putting appropriate action on their national English education. In 1996, Thailand launched a policy to start English at grade 1, initiating a

new teacher training program, but failed. Meanwhile, The Philippines are thinking about using English in all school levels.

By the year 2010, around 2 billion people worldwide are expected to be learning English. Nearly a third of the world's population will be learning English at the same time in the near future. The increasing response to ELF worldwide results in the decline of traditional English as a foreign language (Graddol, 2006)

Due to the significant status of English as a lingua franca, and the evidence of having more non-native English speaking tourists, this study should be English as a lingua franca-oriented on teaching and evaluation. Hence, course teaching and evaluation should focus on both language and language features that concern intelligibility, negotiation for meaning, and communication skills rather than native targets of grammar, pronunciation, syntax, etc. To elaborate, apart from language knowledge, strategic competence including verbal and non-verbal skills which are necessary for communicators will be taught and set as criteria in the course assessment plan.

1.2. Objectives of the Study

Due to the mismatch between the significance of tourism business in the area and the low level of English proficiency of the Thai graduates, the effectiveness of English curriculum in tourism subjects in Thai universities has been questioned. Therefore, the objectives of the study are:

1. To develop the English Tourist Guides course using a task-based approach for Chiang Mai Rajabhat University undergraduates.

2. To study the effectiveness of the English Tourist Guides course using a task- based approach by

2.1. comparing the oral English communication ability of the students before and after learning the English Tourist Guides course,

2.2. calculating the effect size, and

2.3. examining the degree of engagement of the students studying the English Tourist Guides course.

1.3.   Research Questions

This study aims to develop a course and to investigate the effectiveness of the course. Therefore, the study attempts to answer the following questions:

1. What components should be incorporated into the English Tourist Guides course using a task-based approach?

2. How effective is the English Tourist Guides course using a task-based approach?

2.1.   Will the scores of the students' post-test be significantly higher than those of the pre-test?

2.2.   What is the magnitude of the effect size?

2.3.   What is the degree of student engagement?

1.4.   Statements of Hypotheses

The findings of the empirical studies on task-based language learning (Kavaliauskienė, 2005; Mackey & Silver,2006; Zhou, 2006; Kumaravadivelu, 2007; Parks, 2000; Ruso,2007) showed the effectiveness in a number of ways such as learners' learning enhancement, motivation or learning engagement. Hence, the hypotheses set in this study are as follows:

1. The score of the post-test is significantly higher than that of the pre-test at the level of .05.

2. The students show positive engagement in their learning process [more than the average value ($>3.50 / 5.0$)].

1.5.   Scope of the Study

According to the research objectives, the scope of this study is as follows:

1. The population was undergraduate students who were majoring in Tourism at Chiang Mai Rajabhat University

2. The independent variable of this study was the English Tourist Guides course using a task-based approach. The dependent variables were the students' oral English communication ability, and the student's learning task engagement.

1.6.   Limitation of the Study

1.   According to the curriculum planning of Tourism program of Chiang Mai Rajabhat University, an intact group was used and was assigned into the class in the first semester. Therefore, the subjects in this study were 24 fourth-year Tourism major students at Chiang Mai Rajabhat University. The findings of the study may not be generalizable to the whole population of fourth-year undergraduate tourism students at Chiang Mai Rajabhat University.

2. The number of population of the English tourist guides who met the criteria was 87 tourist guides (Tourist business and guide registration office, Chiang Mai, personal communication, December, 2008). The number of the sample size for the interview should be 70 (Yamane, 1973). In addition, the population of Chiang Mai Rajabhat University alumni who met the criteria was 8 and the number of the sample size for the interview should be 7 (Yamane, 1973). However, the interview was conducted during the high season of travel and most of the tourist guides were very busy doing their jobs. Therefore, 5 tourist guides who met the pre-determined criteria and 4 alumni who were tourist guides were kindly willing to help devoting their time for the interview were purposively selected   for the interview. The information obtained may lessen its reliability.

1.7. Definition of Terms

Terminology and its descriptions in this study are as follows:

1. Task-based approach

Task-based approach is a learning approach by which learners engage in the application of language resources they already have through activities which utilize a target language.   This approach offers meaningful communication in order to successfully complete the assigned pedagogical and real-world tasks related to a tourist guide's work. The approach emphasizes meaning and authenticity of inputs and communication. Learners are required to work in groups using English language for transmitting messages which are reality based. Besides, tasks are the main means for teaching and learning

2.   English Tourist Guides (course using a task-based approach)

English Tourist Guides (course using a task-based approach) refers to an English course operated at Chiang Mai Rajabhat University and aims to enhance learners' oral

English communication abilities. The course design focuses the needs for the course obtained from the related literature and the needs analysis. The course requires the learners to work in group using English in meaningful communication to complete assigned tasks. Tasks are considered to be the main means of learning. The course emphasizes meaning and authenticity of both inputs and communication.

3. **English oral communication ability**

English oral communication ability refers to the ability of learners to use communication skills and English as a tourist guide in terms of social exchanges, describing points of interests and other local knowledge and providing relevant replies to the questions asked by tourists. It is measured by the oral English communication ability test. The level of ability is rated against the rating scales adapted from the Test of English Conversation Proficiency (TECP), designed in-house for use at a Japanese university of the Sanyo Gakuen University (2002) and the Standards of English for Occupations by The English Language Development Center (ELDC), Thailand.

4. **Student engagement**

Student engagement refers to participants' learning task involvement in terms of using English to clarify their problems or solutions, collaborative work in group with contribution and a positive emotional tone, and participation in the development of the real-world tasks with effort and application of ideas.

The students' engagement was measured by a student engagement questionnaire and students' logs (the whole class). Moreover, the student engagement observation checklist and recordings of participants' interactions (a mixed ability group of five) were used to investigate student's engagement.

5. **Needs**

Needs in this study refers to necessary features obtained from literature, interviews with tourist guides in Chiang Mai, English teacher at Chiang Mai Rajabhat University, Chiang Mai Rajabhat University Alumni and relevant document analysis which subsequently dictate task formulation, teaching and learning activities, skills to be focused and course evaluation.

6. **Course components**

Course components refer to course content, teaching and learning activities together with student evaluation.

7.   The existing course

The existing course refers to the " English for Tourism 4", which is one of the English for Tourism course series that tourism students may take as one of their electives at Chiang Mai Rajabhat University.

1.8. Significance of the Study

In the current era in which English has taken the role of the international language, all sectors of world business, including tourism, consider it the crucial communicative tool for the transaction of ongoing business. To teach English without relating it to real-world tasks seems to be inadequate in preparing students for their future roles as professionals in their fields. Therefore, the role of task-based learning seems to be vital. In this study, the English Tourist Guides course using a task-based approach has developed. The study may be beneficial in two aspects:

1.   Tourism students at Chiang Mai Rajabhat University will gain the benefits from this study if the study is successful in several ways:

a)   Tourism students at Chiang Mai Rajabhat University will get improvement in their oral English communication ability

b)   Tourism students at Chiang Mai Rajabhat University will have better communication skills, which are crucial for global communication

c)   Tourism students at Chiang Mai Rajabhat University will gain more group work skills and strategies to learn from other people, which is basically necessary for their future careers and for social beings

d)   Tourism students at Chiang Mai Rajabhat University will have the lifelong learning skill to access the available cyber-space-multimedia to cater for their needs and lacks.

2.   The study may promote academic knowledge and knowledge in English language teaching in three aspects

a)   Theoretically, this study concerns the use of English as a lingua franca in the ESP course. It also provides necessary information concerning task-based approach with related real-world tasks and real-world tasks as a tool for learning success. This includes oral English communication, which is considered to be vital for world business.

b)   Pedagogically, the study covers the process of the English Tourist Guides course design from the relevant underpinning theories and needs analysis to course

design, course implementation and finally, course evaluation. However, the insightful information from the course development may also be informative and beneficial for other similar courses. To exemplify, teachers of the other tourism courses such as English for Tourism I, English for Tourism II or Tourism Industry may see the effectiveness and benefit of the developed course and may get some ideas to develop or utilize the information for their courses.

c) Practically, this study demonstrates the strong link between theory and practice. The study demonstrates a method of the development of the English Tourist Guides course to promote tourism students' oral English communication ability in the area of tourist guide's work. The study includes the teaching method of a task-based approach related to real-world tasks in order to enhance students' English oral communication ability and prepare local students to be successful professionals in their future careers.

1.9. Overview of the Dissertation

This dissertation consists of five main chapters.

Chapter I describes the background and rationale of the study regarding the needs for the English Tourist Guides course for Chiang Mai Rajabhat University tourism students who are locals and may choose their careers as tourist guides, the current trend of tourism and the significant role of English as a lingua franca.

Chapter II reviews some relevant principles and concepts that are essential for developing the course. As this study focuses on the development of a particular course namely, English Tourist Guides course using a task-based approach, the reviews cover course development, course evaluation, task-based approach, conversational interaction, oral English communication, student engagement, tourist guide and synthesis of previous research in the study area. The concepts and principles cover the underlying theories, the significance, the framework, the component issue as well as the assessment. In addition, the study context has been included.

Chapter III describes research methodology of this study. The research design, research procedures, research instruments, the methods of data collection as well as the methods of data analysis have been covered.

Chapter IV presents the results and the findings of the study. The data analysis of the needs analysis, the information of the course development, course validation, course implementation and the results of course evaluation have been illustrated.

Chapter V presents the summary and discussion of the study findings. Suggestions and implications as well as recommendations for further study have also been included.

CHAPTER II
LITERATURE REVIEW

2.1. Introduction

This study aims to develop the English Tourist Guides course for tourism students at Chiang Mai Rajabhat University, and to evaluate the effectiveness of the developed course. In this chapter, it is therefore essential to review some relevant principles and concepts that are essential for developing the course. The reviews cover course development, course evaluation, task-based approach, language acquisition and conversational interaction, oral English communication, student engagement and synthesis of previous research in the study area.

2.2. Course development

According to Richard (2001), curriculum planners need to attend to their understanding about the current and long term needs of learners and of society such as schools, teachers and learners. These issues contribute to program management and justification of curriculum.

2.2.1. Components of course development for EFL

Components of communicative syllabus defined by Yalden (1983) consists of 1) the purposes for which the learners wish to acquire the target language   2) the setting in which they will want to use the target language   3) the role the learners will assume in the target language as well as the roles of their interlocutors   4) the communicative events in which the learners will participate   5) the language functions involved   6) the notion involved   7) the skills involved   8) the variety or varieties of the target language that will be needed   9) the grammatical content and 10) the lexical content. The grammatical and lexical content have been traditionally considered necessary. The types of syllabus are pronounced according to the components that syllabus focused. Among those are the structural syllabus, the situational syllabus and the functional-notional syllabus. The syllabus that incorporates all the ten aforementioned components is referred to as more communicative.

The following section is the steps for program development by some scholars to be guidelines for program developers.

Figure 2.1: **Stages in course development (Yalden, 1983)**

Yalden (1983) suggests stages in program development as follows:

Needs survey

↓

Description of purpose

↓

Selection/ development of syllabus type

↓

Production of a proto-syllabus

↓

Production of a pedagogical syllabus

↓

Development and implementation of classroom procedures

↓

Evaluation
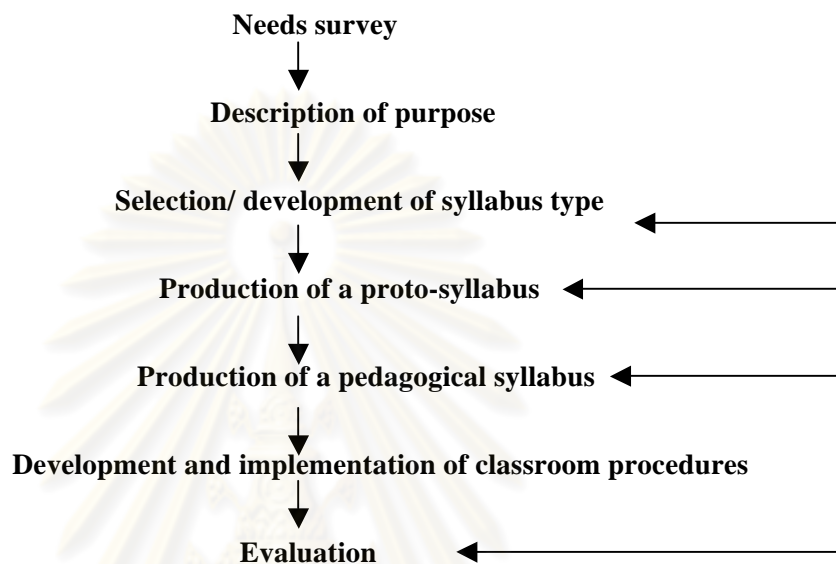
The needs survey involves what learners for whom a given course is being prepared will have to do through the language once they are actually on the job. The description of purpose is prepared in terms of students' expected characteristics and skills. The selection or development of syllabus involves physical constraints on the program. The proto-syllabus involves the language and language use to be covered in the program. The pedagogical syllabus concerns the development of teaching and teaching materials and testing approaches. The development and implementation of classroom procedures involve the development of classroom procedures and teaching training. The evaluation consists of the evaluation of students, program and teaching.

Graves (2000) proposes components of course development for EFL. However, there is no hierarchy in the process and no sequence in their accomplishment. A course designer needs to begin with whatever that makes sense to him to begin where he does. What makes sense to him depends on his beliefs and the reality of the context for the curriculum to take place. Those components for course developments are defining the context, needs assessment, course design with determining goals and objectives, content, materials, teaching and evaluation, as seen from the figure below.

Figure 2.2. A framework of course development processes (Graves, 2000).
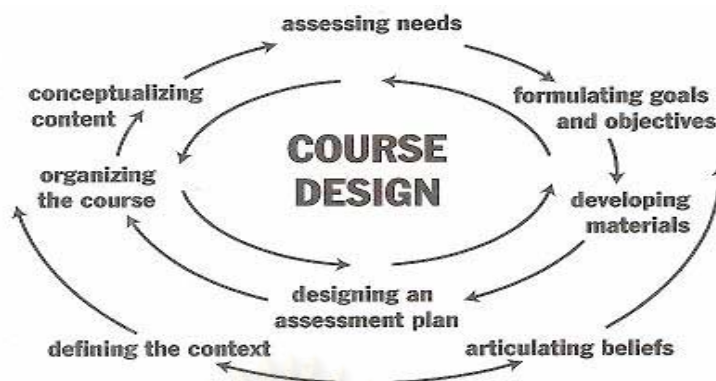
As the English Tourist Guides course is considered to be one of the English for specific purpose courses, we may need to consider ESP theory and some important aspects of this school to obtain a more appropriate and effective course.

English for specific purposes can be defined by absolute characteristics and variable characteristics**.** It involves communication needs of learners to be pre-determined prior to syllabus design and it needs to be designed according to learners' requirements and interests (Dudley-Evans and St John 1998., Munby, 1978). The developed English Tourist Guides course is considered as the   English for occupational purposes, which is in the category of ESP (Carter, 1983, Waters, 1987). The components of communicative syllabus defined by Yalden (1983) will be used in this study as they cater to the principles of task-based language approach.

2.2.2. Syllabus design (Content selection and grading)

According to Nunan (2001), syllabus design is concerned with the selection, sequencing and justification of the content of the curriculum. This section elaborates how some scholars' in the field suggest course content selection and grading.

Content selection and grading are not less important affecting teaching and learning success. The principle of content selecting and grading is arbitrary and hardly fixed with a certain criteria. In other words, no one parameter can fix all the content selection and grading determination.

Course content selection is generally grounded on the consideration of linguistic features, language functions and notions. Nunan (1988) points out that a syllabus designer does not currently focus entirely on grammatical form but attempts some sort of synthesis between those with functional and notional items and there is no definite direction between them. Nunan also said that as can be noticed,

some forms and function relationships naturally suggest themselves such as telling direction which usually works with prepositions. Accordingly, the link between grammatical, notional and functional is not totally predictable but largely through intuition.

Alternatively, Strevens (1977 cited in Richard, 2001) states that the course content selection especially for the ESP course should be based on a) restriction which refers to the basic skills to be included b) selection which refers to the selected vocabulary, grammar and language function needed by learners c) themes and topics which refer to themes, topics, situation etc, needed by learners, and d) communicative needs which refer to the communicative needs by the learner's purposes. The idea has been supported by Long (1983 cited in Ellis, 2003). Long points out that ESP syllabus content can ideally be specified by tasks derived from needs analysis as they reflect what learners need to do with the language. Prabhu (1987 cited in Ellis, 2003) sees the significance of communication and tasks. He argues that the pre-selection of linguistic items should be ignored and the content of learning should be holistically based on units of communication including tasks

Similar to content selection, the parameter for content grading or sequencing seems to vary. However, some general elements are raised. Nunan (1988) states that the content grading is often done by the consideration of the content complexity. He shares a different view about content selection and grading. He adds that course content selection and grading vary according to the type and nature of each individual syllabus. He explains that the designer who deals with content grading with the synthetic syllabus may overlook the complexity of the linguistic notion when grading the content. For the different types of task-based syllabus, content grading and sequencing even differ from each other and the issue will be elaborated in the latter section of task-based approach issue.

Alternatively, Pienemann and Johnson (1978 cited in Nunan, 1988) point out that learning difficulty can be determined by learner's short-term memory rather grammatical complexity. This idea is supported by Robinson (2001 cited in Ellis, 2003) who points out that the task complexity concerns the result of the attentional memory, reasoning and other information processing demands imposed by the structure of the task on the language learner.

Interestingly, Richards (2001) points out that to determine the course content, a course designer should consider the range of content to be covered, the extent of the topics to be included. He also adds that sequencing the course content should be based on the following.

1. Content complexity or the difficulty level of such content,

2. Chronology which means the order in which the event occurs in the real world according to the nature of that certain thing. For example, in writing course, brainstorming may come first followed by drafting, revising and editing respectively.

3. Learners' needs which refers to the existing sequence of a certain thing that learners should need outside class. This is exemplified by raising the curriculum of English for everyday use that needs greeting, small talk, personal identification etc. to be in the common-practice sequence.

4. Prerequisite learning. Prerequisite learning involves the necessity of one thing to be at one point as it is the other's foundation for the next step in the learning process.

5. Induction or deduction approach. In some cases, the course might focus on practicing some individual parts before going to the whole. Alternatively, some courses might need to go to the whole part before looking at each part of the whole.

6. Spiral sequence. Spiral sequence involves the item recycling concerned to ensure that learners have the repeated opportunity to experience them.

Nunan (2004) said that grading, sequencing and integrating content of language program are not easy even for the professional syllabus designer. He further states that language items are not isolated but rather integrated that learners may be unable to master one at a time in a step by step design. As a result, learning items should be extensively recycled. However, for content grading, Nunan points out that for input grading, the complexity of the input in terms of the grammatical features, is the issue to be taken into consideration. However, a syllabus designer should be cautious as sentence simplification making the sentence grammatically simpler can simply make them even more difficult requiring learner's inference. Besides grammatical complexity, the length of the presented test such as the information density and the language items recycling, the low- frequency vocabulary, the speed of the spoken text, the number of speakers involved, the explicitness of the information, the discourse structure and the clarity it signals also affects the difficulty. Moreover, the

content that is presented according to the real-life sequence seems to lessen the difficulty. Besides, the text type, the provided support and the learners' schema also affect the content difficulty. The learners themselves also affect the difficulty. Nunan raises the issues of learners' existing knowledge and schema, and the knowledge of the world that the learners lack. He also points out the importance of fine tuning the new coming knowledge and the existing knowledge. Alternatively, Brindley (1987 cited in Nunan, 2004) suggests that besides learners' existing knowledge, learners' confidence, motivation, prior learning experience, learner's learning pace, observed ability in language skills, cultural awareness and linguistic knowledge are to be included in grading learning input.

Besides input factor and learner factor, procedural factors also underline content grading. Procedural factors concern the complexity of what learners have to do in the process of learning or doing a task. Prabhu (1987) has said that no syllabus or task can be generalized to the particular learner, so grading tasks cannot be precise but rather be based on the general criteria of task complexity or merely be on the designer's experiences of how particular groups respond to different tasks.

According to some scholars mentioned earlier, content selection and grading vary. However, code complexity, learner factors and procedural factors have been basically grounded for syllabus designer as being some guidelines for the issue. Moreover, learning task especially those from needs analysis, seems to take crucial role for content selection and grading.

2.2.3. Key issues in ESP course design

For ESP course design, needs analysis is considered to be the departure gate for the course design because it determines the 'what' and 'how' of an ESP course. Yong (2006) reaches the conclusion that ESP course designers should explore and identify the learners' potential needs in the first place. The current concept of needs analysis in ESP are professional information about the learners, personal information about the learners, English language information about the learners, the learners' lacks, language learning information, professional communication information about knowledge of how language and skills are used in the target situation, what is wanted from the course, and information about the environment in which the course will be run. Yong also states that grammatical functions, acquisition skills, terminology and specific functions of discipline content are crucial parts of the ESP course. In the

meantime, general English language content should also be integrated into the course since content-related language cannot function without general English language content.

Carter (1983) points out that the main characteristics of the ESP course are authentic materials, purpose-related orientation and self-direction. He claims that for ESP course, the teachers and learners should make use of authentic materials with a variety of resources. The internet should be feasible in use especially in self-directed study or research tasks. Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Self-direction in ESP course is the feature of turning language learner into language user. He claims that in achieving this, learners should have some degree of freedom to decide when, what and how they will study.

Gatehouse (2001) suggests four key issues in ESP curriculum design gained from developing the curriculum for Language Preparation for Employment in the Health Sciences. The four key issues are 1) abilities required for successful communication in occupational settings, 2) content language acquisition versus general language acquisition, 3) heterogeneous learner group versus homogeneous learner group and, 4) materials development. He also points out that when developing an ESP curriculum, three abilities need to be integrated for the purpose of successful communication in occupational settings. The three abilities encompass the ability to 1) use the particular jargon in the specific context, 2) to use the generalized set of academic skills, and 3) to use everyday informal language to communicate effectively. Therefore, ESP course designers should take into account how to integrate the three abilities into the components of an ESP course.

2.2.4. Needs analysis

Many EFL syllabus designs overlook the needs analysis in the course planning but just rely on the commercial textbooks available in the market. Those syllabus designs seem to lack the relevance in terms of specific learning needs of target learners (Cowling, 2007). However, specific English for particular purposes for particular groups of learners who share particular interests (English for specific purposes) has a higher demand for needs analysis (Jasso-Aguilar, 2005; West, 1994) since the stakeholders' needs are often clearer. In addition, a nature of a published textbook would not adequately fulfill their needs.

Many scholars viewed the distinction between subjective needs and objective needs. Subjective needs concerns the learners' desires themselves. Subjective needs can be obtained from the analysis of learners' own statements of what and how they really want to learn or deal with it. Objective needs concerns the deductions of the parties rather the learners themselves. Objective needs can be obtained from the analysis of learners' personal characteristics, their proficiency levels, their environmental existing contexts, the societal requirements etc. Both the subjective and objective needs don't necessarily well coincide with each other (Avermaet and Gysen, 2006). However, the balance between subjective needs and objective needs needs to be taken into consideration when designing a curriculum. The curriculum with the exclusion of subjective needs may be not in the interest of the learners. Paying no attention to objective needs may suffer the merit of curriculum due to the lack of linguistic demands of certain domains requiring specific language(Long, 2005b cited in Avermaet and Gysen, 2006).

Needs analysis is seen as the crucial element   for ESP (English for Specific Purposes). Analysis of a particular group of learners and other stakeholders' specific needs have a prime role in the course design since it determines the " what" and the "how" of an ESP course. (Hutchinson and Waters ,1987).

2.2.4.1. Rationale of needs analysis

The main purpose of conducting a needs analysis is to gather stakeholders' information for course design. The needs analysis is often considered to be stakeholders' quantitative identification of language forms that learners will likely need to use in the target language when they are required to use and understand that language (Brown, 1995). The course design based on needs assessment can   be a good match with those particular groups of learners. The one-size-fits-all approach has been discredited by many research findings (Long, 2005). Moreover, in many cases, concrete evidence of particular needs can be directly used as part of the course validation / approval procedure (Gardner and Winslow, 1983)

The aforementioned ideas match well with Fatihi's idea. Fatihi (2003) views that needs analysis is a tool to realize the stakeholders' necessities, needs, goals and lacks so that a syllabus designer can develop courses   that have a relevant content for classes. Needs analysis is, therefore, seen as a device for obtaining valid curriculum

and reasonable objectives in order to promote and facilitate students' learning in an environment that is closely related to the real life situations of the student.

Graves (2000) views the role of needs assessment in the development of a course in the way that it is an orientation toward the teaching and learning process. She also sees that needs analysis is a dialogue between the teacher and learners or among learners displaying their desires in learning. At the same time, Hutchinson & Waters(1987) and Dudley-Evans & St. John(1998) place the two main reasons for doing needs analysis. The first reason is to define the language needs in the target situation such as things the learners need to know in order to apply effectively in the target situation. The second reason is to formulate learners' learning needs such as how to achieve the target needs in teaching and learning process. In order to establish the target language required in a particular workplace, a course designer can search for target language needs by analyzing responsibilities/ duties/ tasks of professional workers in the target situation in the workplaces learners are going to face. Those responsibilities/ duties/tasks are then translated into the skills required in such workplaces.

2.2.4.2. The process of needs assessment

Graves (2000) mentions that the process of needs assessment involves a set of decisions, actions and reflections and they are in a cycle.

1) Decide what information to gather and why
2) Decide the best ways to gather: when, how and from whom
3) Gather the information
4) Interpret the information
5) Act on the information
6) Evaluate the effect and effectiveness of the action
7) Decide on further or new information to gather   (Graves, 2000)

By scholars' words, needs analysis should not be missed when course development is conducted. Multiple sources and methods in identifying needs for course are crucial to be taken into the consideration. According to Long (2005), the curriculum that doesn't meet stakeholders' needs may not benefit learners' learning and be the unfair failure. For task-based approach, the quality of tasks is that they meet a clear pedagogical relationship to real-world language so needs analysis should clearly indicate how students will use language in their real-life. Thus, designed tasks

need to generate a development relationship to those mentioned out-of class activities
(Long and Crookes, 1991, cited in Skehan, 1999).

2.3. Course evaluation

Curriculum evaluation or program evaluation is a crucial tool for indicating the
success of a particular curriculum or program. It can provide the advantages and
disadvantages of a the curriculum. The curriculum can be revised and adjusted for
more appropriateness according to the result of curriculum evaluation.

2.3.1. Definition of evaluation

Evaluation refers to the systematic gathering of information for purpose of making
decision (Richard et al.,1985, cited in Johnson, 1989). Popham (1975, cited in
Johnson, 1989) sees the different view of evaluation. He says that the systematic
educational evaluation consists of a formal assessment of the worth of educational
phenomena. Nunan (2004, 1992) provides clear distinctive meanings of evaluation
and assessment. He defines evaluation as a board and general set of procedures
involving the collection and interpretation of information for curriculum decision
making for further judgment and action. Evaluation also includes the information on
what students can do in the language. The information from evaluation may help point
out if the course needs to be modified, revised or changed for appropriateness
according to the course goals. Evaluation can be done with any aspects of curriculum
at any time.

On the other hand, assessment refers to the procedures of collecting data of
what students can and cannot do in the language. It is said to be the subset of
evaluation. Testing is one form of assessment. Brown(1995 cited in Brown, 1996)
defines evaluation as the systematic gathering of information and analysis of data in
the particular context of institution for the effectiveness of the particular program.
Johnson (1989) provides a clear distinction between evaluation, measurement and
testing. He explains that testing refers to the procedures that are only based on tests
while measurement covers more broader range including records, questionnaires, self-
rating etc. Evaluation with a broader term includes all kinds of measurements
involving a program. A different view of evaluation definition is illustrated by Provus
(1971, cited in Johnson, 1989). He defines program evaluation as a process of
defining program standards, determining whether a discrepancy exists between some
aspects of program performance and the standard governing that aspect of the

program, and using discrepancy information either to change performance or to change program standards.

2.3.2. Approaches to program evaluation

There have been various approaches proposed for program evaluation so far. However, gold attainment approaches, static characteristic approaches, process oriented approaches and decision facilitation approaches are common approaches widely used for evaluating program.

2.3.2.1. Goal attainment approaches or product oriented approaches

Goal attainment approaches or product oriented approaches are approaches that aim to investigate if the goals and instructional objectives have been achieved. Hence, these approaches focus on the goals and instructional objectives of the program. Tyler, Hammond, and Metfessel and Michael are their main advocates.

Tyler (1942 cited in Johnson, 1989) focuses on the goals and objectives of the program. He explains that the program's goals and objectives should be clear and the program evaluation should be done to see if those goals and objectives have been learnt and achieved. Tyler states that the development of goals and objectives should involve instructional materials and other contexts including students, subject matter, societal considerations as well as philosophy of education and learning philosophy.

Hammond (1973, cited in Johnson, 1989) provides some guidelines for program evaluation based on a product-oriented approach with more details. Five steps are suggested in evaluation by this advocator.

1. Identifying precisely what is to be evaluated
2. Defining the descriptive variables
3. Stating objectives in behavioral terms
4. Assessing the behaviors described in the objectives
5. Analyzing the results and determining the effectiveness of the program

To conclude, goal attainment approaches or product oriented approaches aim to examine the attainment of the program goals and objectives. The approaches investigate if the students' behaviors meet the program goals and objectives which were developed within the program context

2.3.2.2. Static characteristic approaches

The second category of program evaluation suggested is static characteristic approaches. The evaluation based on these approaches is conducted by outside experts to determine the effectiveness of the program. The aspects of evaluation are all about the program facilities and supports. The expert team visits the institute and inspects the program examining the program records and facilities as well as static characteristics such as the number of library books and language labs, the number of Master's degrees and Ph.D. among the staff. The inspection may include the adequacy of parking facilities etc. The static characteristic evaluation can be said to be institutional accreditation whereby the institute sets some criteria and formulate the evaluation report that judges the value of the institute itself. However, Popham(1975, cited in Johnson, 1989) views that these approaches are not popular to be used among educators due to the lack of empirical research supporting the association of the factors the approaches investigated with the final outcomes of the instruction

2.3.2.3. Process-oriented approaches

Process-oriented approaches can be done to facilitate curriculum change and improvement. Scriven and Stake are chief advocates for these approaches.

Scriven (1976, cited in Johnson, 1989) suggests the distinction   between formative evaluation and summative evaluation. He focuses not only on the goal attainment but also the worth of those goals. He also proposes goals free evaluation that covers the study and recognition of unexpected outcomes. Hence, formative evaluation and goal free evaluation are included in program evaluation.

Stake's (1967, cited in Johnson,1989) model of evaluation called countenance model is famous for process-oriented approach of evaluation. Stake explains that the basic elements of this model start with a rationale and then focus on descriptive operation and finally end with judgment operations. He states that these elements come with three different levels that are antecedents, transaction and outcomes. The evaluators should realize the differences between the description and the judgmental activities. Also, the transactions should be dynamic while the antecedents or prior conditions and the outcomes are static.

2.3.2.4. Decision facilitation approaches

Decision facilitation approaches serves the purposes of decision makers who may not be the evaluators themselves but the administrators of the institute. The evaluators gather and provide the benefits for those administers in the program for their judgments and decisions. CIPP, CSE and Discrepancy models are good examples of decision facilitation approaches.

CIPP model advocated by Stufflebeam et al. (1971 cited in Nunan1992) are for context, input, process and products dimension of evaluation. Context refers to rationale for objectives. Input covers the relevancy and quality of resources for goal achievement. Process focuses on in-process feedback for modifications by decision makers while product underlines the measurement and interpretation of goal attainment both during and at the end of the program.

The **CSE** model is one of the models used for decision facilitation approaches. The **CSE** model is named after the acronym for the Center for the Study of Evaluation at the University of California Los Angeles. Thus, it is known as UCLA model. Alkin (1969 cited in Johnson, 1989) mentions that to evaluate the program, five different categories should be decided. He further states that those five categories are 1) system assessment that is the state of overall system, 2) program planning including a prior selection of particular activities, materials and so on, 3) program implementation including appropriateness of program implementation relative to intentions and audience, 4) program improvement including changes that might improve the program and help deal with unexpected outcomes and 5) program certification that is the overall value of the program.

To be more specific, the program evaluation for task-based teaching is provided by a chief proponent of task-based language teaching.

 Ellis (2003) proposes two approaches for task-based teaching evaluation: micro-evaluation and macro-evaluation. For micro-evaluation of tasks, what is to be evaluated, is considered essential and the three types of evaluation, a student-based evaluation, a response-based evaluation and a learning-based evaluation are to be underlined. A student-based evaluation aims to investigate students' attitudes towards the tasks and the opinions of the tasks. Ellis claims that students' attitudes and opinions are not less important in language acquisition. Thus tasks should be seen as

being efficient when students feel having fun and realize their usefulness engaging in those tasks. The instrument of questionnaire is suggested to be used to gather the data. A response-based evaluation can provide the information about the match or mismatch of the predicted outcome and the actual outcome in both process and product. The effective task should result in plentiful expected behaviors of students. This type of evaluation aims to investigate what is actually happening in the process and product of learning and if those behaviors are of what the tasks' aims, thus recordings of the task performance is suggested for data gathering. A learning-based evaluation determines if students' language learning is the result of the task-based implementation. This type of evaluation aims to investigate measurable changes in students' interlanguage that only a single task seems to be unlikely to investigate. For the learning-based evaluation, conducting pre-test and post-test are suggested.

For the macro-evaluation of task-based course, a program evaluation is to be considered. The program evaluation is an elaborate and systematic information collection aiming to investigate the merit of the program (Weir and Robert, 1994, cited in Ellis, 2003). The merit of the program should be seen useful by the stakeholders who are the decision makers whether to continue the program. The example of teacher's reactions to task-based language teaching , the comparison of the achievement outcome of the experimental group and the control group of students are exemplified for macro-evaluation by Ellis.

It is notable that each kind of these approaches has different aims in evaluating a program. Also, each approach needs different time of the program to be administered. In addition the role of evaluators may vary depending on the individual approach. However, the approach used for program evaluation can be derived from the mixture of many approaches or models for appropriateness and relevancy of the objectives of a particular evaluation.

As the developed English tourist guides course using a task-based approach aims to investigate the course effectiveness in terms of students' oral English communication ability and student engagement, The evaluation of the proposed model for this study will be based on Ellis's micro evaluation with a student-based and learning -based evaluation.

2.4. Task-based approach

Task Based Language Teaching (TBLT) is an approach in which students   engage in
a process in order to achieve a goal or complete a task (Ellis, 2003).

Task-based language teaching is also an approach which allows students to
work at their own pace with their own resources. It introduces learner freedom and
autonomy into the learning process while the teacher's role is defined as a helper
(Willis, 1996; van Lier, 1996). Task-based language learning also provides great
opportunities for learners' exposure to receptive skills in listening and reading as well
as productive skills in speaking and writing. It also engages students in various
cognitive processes (Ellis, 2003; Willis, 1996). Learners can be exposed to more
examples of expression patterns which are relevant to their needs. They may be able
to acquire the target language from these comprehensible inputs. Tasks require
learners to act as language users and apply different kinds of communicative
behaviors, such as negotiation of meaning, that naturally occur in real-life language
task performance (Van den Branden , 2006). Engaging in a task, learners have a
chance to use the target language to communicate to classmates, teachers or people
outside class to carry out the assigned tasks. Automatically, they need to negotiate
with each other for meaning, applying both language and communication skills in
doing so. This process enhances interaction using the language which may in turns
promote language noticing and unconscious acquisition (Willis, 1996).

Pedagogical tasks in task-based language teaching are comparable to real world
activities, and require interaction among participants and application of all abilities
and cognitive processes involved in actual language use (Van den Branden,2006;
Willis, 1996; Nunan, 2004; Skehan,1998; Ellis 2004; Hitotuzi 2008).

2.4.1. Theoretical background of task-based language learning

Task-based learning and teaching is based on several theoretical grounds.

1)The theory of psycholinguistic perspectives. The theory of psycholinguistic
perspectives views that a task is a device that guides learners to engage in certain
types of information processing that are believed to be important for effective
language use for language acquisition. Carrying out the task requires using mental
processing that is beneficial to acquisition (Skehan, 1996).

2) The second theory involved is interaction hypothesis. This theory espouses that meaning negotiation can contribute to acquisition. (Long, 1989; Van den Branden,2006).

3) The cognitive approach. Task-based language teaching is viewed to construct both exemplar-based systems and rule-based systems, (Skehan, 1996) in which lexical items and ready-made formulaic chunks of language contribute to fluency, accuracy, and complexity (Skehan, 1996; Van den Branden, 2006).

4) The social constructivism. Social constructivists believe that learners learn in ways that are meaningful to them. Learners learn better if they feel in control of what they are learning. Besides, the theory hypothesizes that learning takes places in a social context through interaction with other people. Furthermore, social constructivists see that learners connect their intra-meaning construction with the interpersonal world shared by their own culture. Through a process of 'scaffolding,' learning can be extended beyond the limitations of physical maturation to the extent that the development process lies behind the learning process (Vygotsky 1987).

The above-mentioned theories all agree that interaction enhances language acquisition, and by engaging in tasks, learners get the opportunity to use target language as a means to complete the task via interaction. However, Ellis (2003) states that the interaction hypothesis that has been used in task-based research doesn't count much for pedagogical development in terms of quantifying the amount of negotiation that takes place in a conversation resulting from a task. This doesn't aid understanding of how interaction contributes to language acquisition. This approach doesn't provide holistic, collaborative and dynamic interaction, but rather treats discourse as a static product (Van Lier, 1996). Van Lier (1996), Swain (2000) and Lantolf (2000) all agree that the research will be more valuable to investigate how interaction contributes to language acquisition. The conversation analysis or students' mediation in learning are suggested.

2.4.2. Definitions of task in task-based learning

The literature revealing various definitions of 'task' have been uncovered according to their formulations and the functions they play. This section provides definitions of task-based learning by some of the following famous scholars.

Willis (1996) views a 'task' in task-based learning as any activity by which learners use target language for meaningful communicative means to accomplish an outcome successfully. Her definition is in line with Ellis's (2003) who defines a pedagogical 'task' as a work plan requiring learners to achieve the outcome using language as a tool focusing on meaning. Skehan (1998) also agrees that a 'task' is an activity in which a person produces his own meaning using target language where meaning is the primary focus.

Krahnke (1987) and Long (1985) view the 'task' quite differently. Krahnke sees a 'task' as an activity with non-instructional purposes which takes place outside the classroom. Similarly, Long views the meaning of a 'task' as a piece of work people do in everyday life for oneself or for others.

Some scholars highlight the goal or purpose of a 'task' as that which has meaning for the people who carry out the task. Crookes (1986, cited in Van den Branden, 2006) sees 'task' as an activity or work project with goals or objectives carried out in an educational course, at a work setting, or for research data purposes. Carroll (1993) defines 'task' as any activity in which people engage in an appropriate setting to reach some objectives. Similarly, Bachman and Palmer (1996) define a 'task' as any activity that involves a person in the process of using language purposively with objectives in a particular setting to reach a goal, while Van den Branden (2006) sees a 'task' as an activity in which a person uses language purposively with objectives in engagement. From his perspectives, language is used to understand language input and provide language output.

'Task' can also be seen as a particular set for language learning. Been (1987) states that a 'pedagogical task' refers to structured language learning effort with particular content, objectives, working procedure and a range of outcome. Candlin (1987) defines a 'task' as a set of differentiated sequencable, problems posing activities involving learners' cognitive and communicative procedures applied to existing and new knowledge in collective exploration and pursuance of foreseen or emergent goals within a social milieu.

'Task' is seen as a product by Richard et al. (1981). They view a 'pedagogical task' as an activity or action which is carried out as the result of processing or understanding language, such as listening to a tape and then drawing a picture. He defines a 'task' in pedagogical terms.

Prabhu (1987) defines a 'task' as an activity in which learners are provided with the language they need in order to reach an outcome through some process of thought. In his view, a 'task' includes teacher control and process regulation.

Nunan (2004) separates 'task' into two perspectives: a real-world or target task, and a pedagogical task. The former refers to use of language in the world beyond the classroom, while the latter refers to use of the language that occurs in the classroom that involves learners' comprehending, manipulating, producing or interacting in target language, and focusing on their grammatical knowledge to express meaning.

By a variety of 'task' definitions, Ellis (2003) concludes that those definitions address a number of dimensions that are 1) the scope of 'task' by which the role of tasks are identified either as activities where students' attention is primarily focused on meaning conveyance and students act as language users, or any language activities including those designed to get students to display their knowledge and the role of students are language learners; 2) the perspectives from which 'tasks' are viewed by task designers or students. This issue is relevant to the distinction between form-focused or meaning-focused tasks. The tasks may be designed to encourage meaning-focus but may result in form-focus when performed by students as they redefine activities to suit their own purposes; 3) authenticity which concerns the correspondence of a task to some real-world activities. Real-world tasks such as borrowing a library book, or survival tasks such as form filling are examples of real-world tasks. However, other activities such as telling a story from a series of picture are considered to be not real-world. However, Skehan(1996) points out that such tasks require learners to negotiate their way to a shared understanding and this reveals interactional authenticity that can be found in real life; 4) language skill involved in performing tasks is seen to exemplify a 'task.' Some scholars believe that a 'task' can involve productive skills while others' definitions apply to receptive skills. In accordance with the current literature on 'tasks', it is assumed that 'tasks' are directed at oral skill, particularly speaking, since 'tasks' are performed orally; 5) cognitive processes by which students engage in the process of thought such as selecting,

reasoning etc.; 6) outcome which is considered to be an essential feature of a 'task.' The outcome can be judged in terms of content. However, the actual outcome may not be as important as the cognitive and linguistic processes used to reach the outcome which are of real pedagogical importance.

The definitions of a 'task' by many scholars are similar in that they conclude that a 'task' requires language use with objectives to achieve a goal. However, slightly different aspects are provided. Nunan (2004) highlights process while Bachman and Palmer highlight outcome. Skehan , Willis and Prabhu focus on process and outcome. Moreover, 'task' authenticity, language skills and cognitive process are discussed. Precisely, Bygate et al. (2001) conclude that definitions of 'task' vary according to the purposes for which a particular task is used.

2.4.3. Task classification

'Task classification' is also crucial and must be taken into consideration in a task-based syllabus. According to Ellis (2003), classifying a task provides a basis for ensuring variety, so that a syllabus designer can refer to the task classification to ensure that a variety of tasks are provided in the designed syllabus. In addition, task classification is beneficial for identifying the task types that meet students' preferences and interests. Moreover, it provides a framework for teachers to experiment with tasks in their classes. The research literature on tasks reveals that tasks are variously labeled. For example, tasks can be named according to the type of discourse they are intended to yield such as interactive tasks to achieve an outcome. Or they can be named for the type of activity they require of students. The following table illustrates task classification.

Table 2.1: **Summary of task classification**

Task classification	Descriptions	Categories of tasks	Advantages
A pedagogical classification (Willis, 1996)	• Based on the analysis of kinds of tasks commonly found in textbook materials • Reflect the kind of operations students need to perform to carry out the tasks	• Listing • Ordering and sorting • Comparing • Problem solving • Sharing personal experiences • Creative tasks	• Help generate a variety of tasks on whatever topic selected • Give the outcome • Analyze the process involved

Task classification	Descriptions	Categories of tasks	Advantages
A rhetorical classification Arnaudet, 1984 cited in Ellis, 2003)	• Involve theories of different rhetorical discourse domains • Feature structures and linguistics(Ellis,2003) • Cover the concepts of genre (Swain,1990)	• Narrative • Instruction • Description • Report • Recipes • Political speech • Job application	• Tend to encourage negotiation for meaning and quality of learners' productions • Cater to students' needs in terms of specific domains they need to master
A cognitive classification (Prabhu,1987)	• Involve a kind of cognitive operations when performing tasks	• Reasoning gap activity • Information gap activity • Opening gap activity	• Reasoning gap activity is the most effective in promoting negotiation followed by information gap activity and opening gap activity respectively
A psycholinguistic classification (Pica, Kanagy and Falodun, 1993 cited in Ellis,2003)	• Establish a typology of tasks in relation to their potential for language learning • Based on interactional categories	• Interactant relationship • Interactant requirement • Goal orientation • Outcome options	• Negotiation of meaning is likely to occur especially for two-way tasks • Negotiation of meaning is promoted when interaction is required • Convergence-oriented tasks result in more meaning negotiation than divergence-oriented tasks • Close tasks with single outcome enhance negotiation for meaning.

2.4.4. Characteristics of a task in task-based language learning

A task in task-based language learning contains unique characteristics that aim to enhance learners' interactions through the process of carrying them out. A number of scholars define the characteristics of a task in task-based language learning in a similar way.

Proponents for task-based language learning define characteristics of a task in task-based language learning in a similar way. The main characteristics of a task in task-based language learning are meaning focus, target language use, and communicative outcome. However, Ellis (2003) and Skehan (1996) see that a task should have some sort of relationship to the real world and apply real-world processes of language use. At the same time, Ellis (2003) and Willis (1996) see that task can involve the four language skills. Alternatively, Willis (1996) and Nunan (2004)

propose authenticity and opportunity for learners to use target language in real situation outside class. Moreover Nunan (2003) suggests that need based approach to task-based content selection is necessary for task-based language learning. Concerning cognitive process, Ellis (2003) suggests a task which engages cognitive process to be included in task-based language learning. Interestingly, Skehan (1996) identifies two forms of task-based approaches: a strong form and a weak one. The first indicates that tasks should be the unit of language teaching. Language development occurs when students need to transact tasks. On the other hand, a weak form of task-based approach considers tasks as an important part of language teaching and it also has the power of being an embedded element in a more complex language instruction.

Teachers are one of the important components in task-based language learning. Task-based language education in classroom development is highly dependent. Teachers may need to play important roles by catering to their students' motivation, placing their energy and effort in their task performance, and interactionally supporting their students during their performances. The teacher's interactional style should support a positive and safe classroom climate, boost the learner's self-confidence and basic feeling of well-being and help them bridge the cognitive and linguistic challenges they meet during task performance. Furthermore, teachers may also need to devote their attention to the learner's emotional and motivational state (Van den Branden et al., 2007).

2.4.5. Task-based syllabuses

The English Tourist Guides course using task-based approach is based on communicative language teaching curriculum which focuses on learners and their purposes of learning. Accordingly, syllabus designed for the course needs to be communicative-oriented. For communicative language teaching, many scholars such as Been and Candlin (1980 cited in Hiep, 2007) focuses on the importance of communicative classrooms with a communicative methodology. To elaborate, the focus is put on the communication about learning and meta-communication having classrooms as the resources of its own communicative potentials.

Syllabus types concerning task-based language approach are defined by some scholars. In general, Wilkins (1974, cited in Long and Crooks, 1992), defines syllabuses as synthetic type of syllabus and analytic type of syllabus. The first

involves the presentation of segmented concrete linguistic items as one at a time. On the contrary, the latter involves the presentation of the target language as whole chunks at a time without the linguistic interference.

Not very similar to Wilkins, White (1988, cited in Long and Crooks, 1992) proposes broader types of syllabus according to course design, instruction, language learning, and evaluation. Type A syllabuses involves what is to be learned. The language is selected and taught in segmented concrete linguistic items. The objectives are pre-determined and selected in advance and the teacher is a decision maker. Also learners are expected to master the master the learnt language. On the other hand, type B syllabuses involves in how the language is to be learned. They are not interventionist. There is no selected language to be taught. Instead, the negotiation on many decisions concerned the syllabus is made between teacher and learners. The process of learning is to be focused as well as the learning achievement is assessed in relationship to learners' criteria for success

It becomes clear that task-based language learning syllabus is analytic or Type B syllabuses. Long and Crooks (1992) propose three approaches to task-based syllabuses that are procedural syllabus, process syllabus and the task syllabus.

Procedural syllabus is a syllabus that focuses on language communication with learners' attention is to focus on meaning rather than form. The basis of each lesson is a problem or a task. The task completion is focused with meaning primary. However, the activities of this type of syllabus are preset pedagogical tasks, not related to a set of target tasks determined by an analysis of a particular group of learners' future needs. The pedagogical operation focuses on task completion instead of the language used in the process. The two salient characteristics are the kind of input the learners are exposed to and the absence of feedback on errors. The teacher will adjust the speech accordingly to the learners' proficiency while accepting communicable ungrammatical but communicable learners' utterances. The teaching situation can be compared to that of the caretaker and a child. However, this type of syllabus has been criticized on several grounds due to 1) the lack of rationale for the content, and the relevance evaluation criteria to learners' needs 2) the arbitrary process of grading tasks and sequencing tasks 3) the lack of a focus on form in language teaching for interlanguage development.

Process syllabus involves much on learners and learning processes and preferences rather than the language and language learning process (Breen and Candlins, 1980 cited in Long and Crooks, 1992). They claim that a syllabus needs to be negotiated and reinterpreted by both teacher and learners in the classroom. What the syllabus consists of can be noticed after the course by observing what takes place instead of what is planned. A social orientation and problem solving activities and individual learning styles and preferences as well as the selected and predigested knowledge are considered crucial in learning. They also point out that learning can only be the product of negotiation, which in turn enhances learning. A content syllabus is promoted to be incorporated within the process syllabus to check what learners need to know. At the same time, the procedural knowledge rather than the declarative knowledge, as well as the process rather than product are to be focused. The process syllabus still has some flaws. First, there is no needs assessment for the syllabus. Second, there is a difficulty of grading tasks and sequencing tasks. Third, the lack of explicit indication on the provision of a focus on language form. Last, there is no second language acquisition theory supporting this type of syllabus.

Task-based language teaching is the syllabus which best describes analytic, type B syllabus. It is grounded on EFL second language classroom research especially for the teaching language for specific purposes. The syllabus involves pedagogical tasks and methodological options which draw learners' attention to aspects of target language code. Learners' with grammatical or ungrammatical productions are to be investigated and digested as one source of learning. However, Long and Crooks (1985,1986 cited in Long and Crooks, 1992) adopt task as a pedagogic task as a means for language presentation of appropriate target language samples to learners. Learners may need to reshape that language via application of general cognitive process capacities, and the negotiation of learners' comprehension and production is to provide. Thus this activity is believed to facilitate language noticing and interlanguage development. Task-based syllabuses for this type required learners' needs identification to be conducted in terms of real-world target tasks in order to prepare learners to undertake. To develop the syllabus, classifying the identified needs analysis is to be done after conducting needs analysis. Then pedagogic tasks are derived and sequenced to form the task-based syllabus. The pedagogic tasks are the one that learners and teacher work on in the classroom. Grading and sequencing tasks

is partly functions of which pedagogic options are selected to accompany their use. In this case the negotiation between teacher and learners can be suggested. In the part of assessment, task-based criterion-reference test by experts in the field is to be done.

Procedural, process and task-based language teaching are all reasonably analytic, Type B syllabus which ignore synthetic, Type A, syllabus and unit analysis. However, three of them differ in the rationale of their purpose. Needs analysis for defining tasks and task content, selecting and sequencing tasks as well as methodological option that they prescribe and proscribe are issues of differences.

2.4.6. Designing a task-based language course

In designing a task-based language course, the issue of what to focus on either the content to teach (what to teach) or methodology (how to teach) has been discussed. According to the principles of task-based approach, meaning is focused rather than form and learners need to use target language as a means to complete the assigned task as well as navigate their own paths of learning (Ellis, 2003, Kumaravadivelu. 1993). Accordingly, learning process seems to be more important. However, decision of content selection needs to be involved in task-based curriculum. Nunan (2004) claims that design and methodology are interwoven and the use of tasks is considered as the point of departure in designing a syllabus. As a result, task selection is the crucial aspect for syllabus design.

A number of scholars have proposed some frameworks of task-based syllabus design. Some of them are listed as follows:

Ellis (2003) states that in designing task-based syllabus with linguistically unfocused tasks, the designer needs the specifications of the tasks to be included in that syllabus. In order to get task specifications, those tasks need to be classified in terms of their types in order to see their thematic contents. Next, those tasks need to be sequenced to grade their levels of difficulty applying appropriate criteria. For the task-based syllabus with linguistically focused tasks or one with the mixture of both focused and unfocused tasks, the additional specifications of the features of language that are forms and functions are to be included in the syllabus. As a result, such syllabus leads in a focus on form into a meaning-centred curriculum. Also, consideration on both task sequencing and linguistic content are focused. After that, teaching materials and task work plans are to be manipulated.

Nunan (2004) states that tasks can be thought of as functions and contexts that allow functions to be activated in a particular communicative context. Nunan suggests steps in designing a task-based syllabus in a number of ways. He states that the designer first needs to select and sequence real-world tasks. After having specified target and pedagogical tasks, the syllabus designer needs to analyze the target and pedagogical tasks in order to identify the knowledge and skills that the learner will need to have in order to carry out the tasks. The next step is to sequence and integrate the tasks with enabling exercises designed to develop the requisite knowledge and skills.

The following are steps that Nunan follows in designing language programs.

1. Select and sequence real-world / target tasks

2. Create pedagogical tasks (rehearsal / activation)

3. Identify enabling skills: create communicative activities and language exercises

4. Sequence and integrate pedagogical tasks, communicative activities and language exercises (Nunan, 2001)

Long and Crookes (1992) agree that needs analysis should be seen as a starting point in task-based syllabus design. They view that the information from needs analysis will articulate the required content or input, the way the task are selected and sequenced, and the teaching activities to be used in the syllabus. Accordingly, conducting needs analysis should be done as the first step to get an inventory of target tasks. Next, the target tasks derived from the needs analysis are classified into task types from where the designer gets pedagogical tasks. Then, those pedagogical tasks are selected and sequenced to establish a task syllabus.

Gysen and Avermaet (2006) support Long and Crookes's points of view. Gysen and Avermaet state that a syllabus designer should consider "what", "how", and "why" learners should learn whatever they are supposed to learn. They go on saying that task-based learning approach tends to take account for learners' needs at the starting point in order to design task-based syllabus that intends to match learners' needs and goals. Accordingly, the starting step of designing task-based syllabus is conducting needs analysis to answer the questions of "what", "why" and "how". The next step is describing those gathered needs to establish the relevant language

domains and situations in use of learners. And also, the list of selected domains and situations of language use need to be refined by experts and stakeholders in the field in order to get practical and workable tools for the curriculum design.   This step results in deriving tasks, curriculum design, and language teaching and assessment. After that, specifications of tasks need to be classified. To reach that, defining task types is beneficial. Then pedagogical tasks are in consideration for designing course.

Advocates of a number of educationalists' ideas of designing syllabus differ in some main aspects such as a form of needs analysis for the input, as a departure gate to start with in selecting tasks for the syllabus (Ellis, 2003, Long and Crookes,1992, Avermaet and Gysen,2006) . Other educationalists (Candlin,1978) focus on pedagogic criteria for task selection. One of the educationalist (Ellis, 2003) adds more perspectives about the consideration of whether to focus on linguistic features in the tasks in syllabus design. However, there are some areas of agreement. Most of them fundamentally agree on the need of needs assessment and task specifications, task selection, meaning centred- based focus, interaction and task outcome.

Content selection and grading

For content selection, Ellis (2003) views that the choice of themes of content selection for task-based syllabus depends on whether the general proficiency or the specific use of the target language to be focused. He further states that topic familiarity and intrinsic interest should be the guiding principles for content selection on general proficiency while learners' proficiency level and local values and interests are for the specific use of the target language. In the case of course for specific-purpose, the topics derived from the analysis of the target tasks learners will need to do should best contributes to teaching and learning. And also, to get the topics from the target tasks, those target tasks need to be generalized into the task types and this can be done by generalizing the topic of the related tasks; giving direction, describing place of interest or informing about the travel transportation may be generalized to the topic of giving information

Focusing more on learner's needs , Avemaet and Gysen(2006) points out that the needs analysis which should be conducted for   relevant domains and language use situations, answers all the questions of what, how and why learners learn the language and the course content vary according to the learners needs which tied to functioning in specific domain. The information from needs analysis helps determine the relevant

real-world related tasks which in turns suggest course content and activities. In terms of curriculum design, tasks become the prime units of description for the selection of goal (Avermeat and Gysen ,2006). Richard (2001) also puts the focus on needs analysis on content selection. He states that different learner has different language needs so their needs should identify the content of the course. For content selection, the area of considerations falls on the language nature, language use, the most elements of the language and the content organization. He also adds that the content selection of the particular approach should be based on the subject-matter knowledge, the learners' proficiency levels, current views on second language teaching and learning, conventional wisdom and convenience so the information gathered from needs analysis should well contribute to the course content and content organization.

Widdowson (1990 cited in Ellis,2003) points out that determining the criteria for task sequencing is not easy as the lack of a sufficiently well-defined model of cognitive complexity to establish such criteria. However, it is practical to determine what tasks are suited to learners' development level as tasks allow them to use their own existing knowledge resources to achieve the task outcome. Moreover, each task comes with its own characteristics which relate to the nature of input, the task conditions, the processing operation and the required outcome, learners' individual factors and the methodology applied which can ease or burden learners' learning. However, Ellis (2003) points out that to contribute to the maximum learning and to match the learners' level of development, content sequence is in need. The principal guideline for content sequence depends on the complexity of each individual task. Ellis suggests some criteria for task selection and sequence that are the following.

Table 2.2: Criteria for grading tasks (Ellis, 2003)

Criterion	Easy	Difficult
Input		
1.Medium	pictorial ⟶ written	⟶Oral
2.Code complexity	high frequency vocabulary: short and simple sentences	Low frequency vocabulary; Complex sentence structure
3.Cognitive complexity		
a)information type	static ⟶ dynamic	
b)amount of information	few elements/relationship	
c)degree of structure	well defined structure	⟶ Abstract
d)context dependency	here and now orientation	many elements
4.Familiarity of information	familiar	relationship little structure

Criterion	Easy	Difficult
		there-and-then orientation unfamiliar
Conditions 1.Interaction relationship (negotiation of meaning) 2.Task demands 3.Discourse mode required to perform the task	two-way single task dialogic	one-way dual task monologic
Processes 1.Cognitive operations: a)type b)reasoning need	exchanging information → reasoning few steps involved	exchanging opinions many steps involved
Outcomes 1.Medium 2.Scope **3.**Discourse mode of task outcome	pictorial closed? lists, descriptions, narratives, classifications	→ written → oral open? → instruction, arguments

Long (1983 cited in Van den Branden,2006) offers some alternative parameters for grading task types that are: presupposed knowledge, location in time and space, number of parties involved, pace and duration. At the same time, Skehan (1996 cited in Van den Branden,2006) mentions about task complexity and difficulty that the parameter should be code complexity, cognitive complexity and communicative stress. Norris et al. (2002 cited in Van den Branden,2006) add that code command, cognitive operation and communicative adaptation. In conclusion, Van den Branden (2006) concludes that the taxonomy of grading tasks implies that task performance is determined by the dynamic interaction of a board set of linguistic cognitive and contextual parameters. The following are the parameters indicating the description of task type by Van den Branden: skills involved, text genre, level of information processing, interlocutor, topic and contextual support.

Focusing on communicative class, Nunan(1988) raises an idea about selecting and grading learning tasks that in communicative language teaching with meaning focus, more authentic materials with the existing grammatical structures should be in use. Nunan (1985 cited in Nunan,1988) points out that the activity difficulty is determined by the cognitive and performance demand made on learners. Type of

learner response is exemplified to support the evidence. More, the interactive language use has been raised to promote language acquisition. In ESP, the mean of content grading is with the reference to the concepts associated to the subject. For example, Mathematic contains some concepts which logically proceed or follow the others no matter to what extent this conceptual grading is appropriate for second language learners. Moreover, the extent to which the learner is familiar with the subject has been raised to determine task and content grading.

 Mohan's knowledge framework (Mohan, 1986 cited in Nunan, 1988) indicates that cognitive complexity is the main means for task difficulty consideration. Alternatively, Brown and Yule (1983, cited in Nunan, 1988) state that considerable attention and task content can determine task difficulty. For example, listening task with more speakers should be more difficult than listening task with fewer speakers. Beside, the listening task which doesn't address the listeners may be boring to the listener. Moreover, the text type, the number of elements, properties, relationship and characters also affect the task difficulty.

Candlin (1978 cited in Nunan 1988) suggests six factors that determine the task difficulty that are cognitive load, communicative stress, particularity and generalizability, code complexity and interpretive density, content continuity and process continuity. At the same time, Long (1983 cited in Ellis, 2003) suggests that for task grading, one-way transfer of information should precede that with two-way transfer of information. Moreover, convergent tasks should precede divergent tasks.

Anderson and Lynch (1988 cited in Nunan 1988) view that three components that are listener, listening input and the task are three factors affecting listening task difficulty. They suggest some comprehensive treatment of listening task difficulty that are a) the presented information sequence b) the presented topic familiarity c) the explicitness of the presented content   d) the input type e) the task type and, f) the amount of the provided support.

The syllabus design in this study will be based on the course description of the existing English for Tourism 4 course along with Avermaet and Gysen's syllabus design model (2006) with the reasons that the course is designed for specific purposes of learners who have particular interests in English commonly used by tourist guides in tourism industry. Accordingly, the needs analysis needs to be

conducted prior to other steps in designing the syllabus. Next, the data gathered from the needs analysis and the "English for Tourism 4" course description will be analyzed to get the relevant domains and language use situations. After that specifications of tasks are obtained by classifying task types. Finally, pedagogical tasks and real-world tasks are considered to be put into syllabus design.

2.4.7. Task-based learning framework

A task-based language approach has the strong aim of enabling learners to use target language as a means to carry out an assigned task in order to learn the language. Several scholars in the field outline some task-based learning frameworks as guidelines to steer teachers in their language classes.

Willis (1996) states that a task that enhances learners' learning and improvement should be one component of a larger framework. She further suggests that the framework be composed of three phases: pre-task, task cycle, and language focus. She claims that exposure, use, and motivation are the three basic components provided by this framework. The 'pre-task' phase initiates the topic and task, and introduces related vocabulary and phrases that may facilitate students' learning. Topic related recordings may play a good role in supplementing the task in the 'task-cycle,' which is the next phase. The 'task cycle' phase provides learners with an opportunity to use their existing target language in order to carry out the task. In this phase, learners are required to carry out the task in pairs, or small groups. Then they prepare to report their work back to the whole class either orally or in written form. Next, they present their work to the class, exchange their written work, or compare the results. By this stage, the teacher's role is that of a facilitator delivering guidance whenever students need it. However, students' exposure to target language, listening to or reading the related topic can be done during this stage instead of at the pre-task stage, depending on the task type. The last phase, language focus, offers learners a chance to investigate and discuss specific language features in the text, transcripts, or recordings. In this stage, it is suggested that the teacher provide practice of new language which they have already processed for meaning in order to eliminate the uncertainty of unfamiliar language features.

Nunan (2004) states that task-based language teaching is basically derived from real-world tasks that people accomplish with language. He refers to a

general level of macrofunctions of language presented by one of the functionalists, Michael Halliday. These 'macrofunctions' consist of transactional or service macrofunctions, social functions and aesthetic macrofunctions for enjoyment. Undoubtedly, he sees that these macrofunctions are regularly interwoven into everyday interactions. As a result, he asserts that there need to be transactions of these   real world tasks to pedagogical tasks. Moreover, those aforementioned tasks can be placed on a continuum from rehearsal tasks to activation tasks. He further details that the rehearsal task prepares students for a task that they will need to do in their real lives, outside the classroom, such as form-filling, preparing a resume etc. Nunan refers to an 'activation task' as a task that promotes use of language functions and structures necessary to carry out a task. Nunan also suggests an interesting pedagogical sequence for introducing tasks to develop a unit of work. He suggests that the sequence consists of six steps that are 1) create a number of schema building tasks that focus on the related vocabulary, language and contexts for the task 2) give learners controlled practice in the target language vocabulary, language, vocabulary, structure and functions 3) give learners authentic listening practice 4) focus learners on linguistic elements 5) provide free practice and 6) introduce pedagogical tasks.

Ellis' (2003) framework is more complicated than that of others. He includes specific goals in the aspects of communicative competence that the task aims to contribute to, including linguistic competence, sociolinguistic competence, discourse competence, and strategic competence. The general task framework includes input, conditions, process and predicted outcome. This general framework is claimed to be very beneficial in terms of its systematic description of different tasks, identification of many options for defining the task and practical functions for various task types. Ellis suggests a framework for task-based lessons that cover pre-task, task and post task. The pre-task stage aims to prepare students to perform the task, objectively facilitating language acquisition. During this stage, students may be required to perform a task which is similar to the main task, or they may only observe a model of how the task can be performed so that students are adequately prepared for performing the main task. However, Ellis has suggested interesting activities designed to raise learner's consciousness about specific features of the task performance. By this stage, learners may get involved

with activities which help prepare them with language and skills they may make use of in the next phrase. The next phase is the actual task phase. This phase concerns options related to how the task can be carried out and can be prior to the actual performance of the task. Task performance options and process options are the two options mentioned here. The task performance options are time pressure and an allowance for students to access the input data while performing the task. The process options concern the way in which the task discourse is either prescriptive or descriptive. The third option is the introduction of a surprise element into the task in order to extend or increase the amount of student talk. The last phase is the post–task which involves the three pedagogical goals of performance repetition, reflection on how the task is carried out and attention to problematic linguistic forms.

Skehan (1996) focuses on the importance of the balance of accuracy, fluency and structuring in the language as the most relevant components in task-based instruction. He then proposes a well-organized and practical framework for classroom practice. He next defines three stages of classroom implementation. The first stage, pre-task stage, is the pre-emptive stage. This stage serves to promote students' language restructuring and aims to provide relevant language to aid students in the performance of the task that needs to be accomplished in the next stage. Also, this pre-task stage is believed to help reduce students' cognitive load, and activate students' schema building so that they can carry out the main task more accurately, and with greater complexity and fluency. The second stage is the stage o the actual task. The stage of the actual task, by his views, should offer a moderate easy-going task. By this stage the teacher needs to be clear with specific features to be focused on. Visual support, a surprise element, or even time pressure can be added to adjust the level of difficulty in the task while it is being done. The last stage is the post-task stage. The post-task stage offers students a chance to put their full attention to task management during the main task. This task should be done without the intervention of the teacher so that they acquire language naturally. Restructuring and accuracy are to be looked into by this post-task stage. Skehan offers two phases of post-task activities. The post 1 phase, which immediately links to the teaching which has just occurred, consists of public performances recorded by a video camera for later

watching and analyzing. The post 2 phase offers the investigation of task sequence, task progression, and how sets of tasks relate to each other and to the goal.

Table 2.3: Summary of task-based language frameworks

	Framework for describing task	General task framework	Framework for designing task-based lesson
E L L E I S	Goal- communicative aspect • Linguistic competence • Sociolinguistic competence • Discourse competence • Strategic competence Input • Verbal / non verbal Condition • Information presenting way Process • Methodological procedure Outcome • Process • product	Input • Medium • Organization Condition • Information configuration • Interactant relationship • Interaction requirement • Orientation Process • Cognitive • Discourse mode Outcome • Medium • Discourse mode	Pre-task • Similar task performing • Task model • Non task activity • Strategic planning including linguistic form provision or strategies for performing the task During task • Task performance options including time pressure, task access allowance and introducing some surprise • Process options Post-task • Performance repetition • Reflection on carried-out task • Attention to problematic forms
W I L L I S	-	-	Pre-task • Introduction to topic and task • Option of hearing similar task recording Task cycle • Task • Planning • Report Language focus • Analysis of problematic linguistic features Practice of new words, phrase and patterns emerging from the task
N U N A N	Goal • communicative aspect • Sociocultural • Learning-how-to- learn • Language and culture awareness Input • Spoken input • Written input • Visual input Procedures (Depending on whether it is rehearsal task of activating task)	Real world / target task Pedagogical task • Rehearsal task • Activation task Enabling skills • Language exercise • Communicative activities	**6 steps for unit of work** 1.Schema building 2.Controlled practice 3.Authentic listening practice 4. Linguistic elements focus 5. Provision of freer practice 6.Pedagogical task introduction

	Framework for describing task	General task framework	Framework for designing task-based lesson
S K E H A N	-	Pre-teach • Restructuring Establish target language Reducing cognitive load During task • Mediate accuracy and fluency Post-task • Post 1 Discourse excessive fluency Encourage accuracy and restructuring Testing • Post 2 Cycle of synthesis and analysis	Pre-teach • Consciousness raising • Practice parallel tasks or rehearsal of elements During task • Task choice • Task adjustment to level of appropriate difficulty by teacher Post-task • Post 1 Public performance analysis Testing • Post 2 Task sequence Task families
G O R P & B O G A E R T	-	-	An introduction (pre-task) • Motivating students • Preparing students • Organizing the performance phrase Performance phrase • Authentic interaction • Students' discussion and negotiation The post-task phrase • A verbal and interactive reconstruction of the process of task performance • Form focus • Strategic communicative competence • General learning strategies

Based on the insights of the professionals above, there are slight differences among the task-based learning frameworks provided. Willis focuses on learners' exposure to the language, learners' language use and motivation. Skehan puts emphasis on the balance of accuracy, fluency and structuring in language learning. Both of them suggest pre-task, during task and post-task as task-based learning frameworks. At the same time Ellis and Nunan propose general frameworks and frameworks for task-based lessons. Ellis's general framework is input, conditions, process and predicted outcome, while pre-task, during task and post task is in the framework for task-based lessons. Nunan is concerned with tasks in language learning and real-world tasks. Rehearsal tasks and activation tasks are in his general task-based

language learning framework while introducing the six steps for framework for developing a lesson.

2.4.8. Task-based assessment

The belief in the effectiveness of the task-based approach for second language acquisition has brought about an increasing number of testers for assessing a learners' ability to use target language. Accordingly, any implementation of a task-based approach in teaching and learning inevitably is concerned with employing a task in its assessment. Nunan (2004) states that task-based assessment requires test takers to perform a task simulation that they will have to perform in a real-life situation. Generally, assessment tasks are seen as tools to elicit the language abilities and strategies that are believed to underpin successful language performance (Van den Branden, 2006). In language learning and teaching, Ellis (2003) views assessment tasks as a tool to initiate and evaluate learners' language performance ability in the context in which learners use the target language as a means to communicate to complete the assigned task focusing on meaning. He further states that communicative language testing with the characteristics of performance, authenticity and score on real-life outcome involvement, constitutes a form of task-based assessment. Moreover, the assessment must be based on tasks (Norris et al. 1998)

Baker (1989) and Robinson and Ross (1996) suggest a distinction for classifying the types of language tests in task-based language testing which relate to the direct and indirect distinction. A general distinction can be made between system-referenced tests and performance-referenced tests. The former is more construct-oriented requiring test takers to demonstrate the knowledge of linguistic features, lexis, grammar or phonology. This type of test is used for assessing language mastery with no specific reference to any particular use of language. Cloze tests or multiple choices are good examples of this kind of test. The latter concentrates more on content-oriented knowledge, requiring test takers to demonstrate an ability to use the target language with work-sample approaches to test design. Both system-referenced tests and performance-referenced tests can be direct (holistic) or indirect (analytic). In direct assessment, learners are required to reproduce the language behaviors that they will need to perform in the real world while the indirect tests don't have such qualification

The table below provides the concrete identification of the four basic types of assessment based on Baker (1989) and Robinson and Ross (1996).

Table 2.4: **Summary of identification of the four basic types of assessment based on Baker (1989) and Robinson and Ross (1996)**

Mode	Direct (holistic)	Indirect (analytic)
System-referenced	Traditional tests of general language ability: - free composition - oral interview Informal-transfer tests: - information-gap - opinion-gap - reasoning-gap (Baker , 1989) Sample of oral or written language via interview and/or composition (Robinson and Ross, 1996)	Discrete-item tests of linguistic knowledge: - multiple-choice grammar or vocabulary tests - elicited imitation of specific linguistic features - error-identification test Integrative tests: - cloze - dictation (Baker , 1989) Grammar and reading multiple-choice tests (Robinson and Ross, 1996)
Performance-referenced	Specific purpose tests: - tests based on observing real-world tasks - simulations of real-world tasks (Baker , 1989) Communicative simulation of target tasks, e.g. library skills, reading test (Robinson and Ross, 1996)	Tests that seek to measure specific aspects of communicative proficiency discretely: - tests of specific academic sub-skill, e.g. the ability to cite from a published work - tests of the ability to perform specific functions or strategies, e.g. the ability to write a definition of a technical term Breakdown of simulation into sub-tasks for multiple- choice formats (Robinson and Ross, 1996)

Types of language assessment (based on Baker 1989:11and Robinson and Ross, 1996)

Ellis and Nunan view that direct system-referenced tests and direct performance-referenced tests are task-based and holistic in nature while the other two types, indirect-referenced tests and indirect performance-referenced tests are less clear since they don't include the actual tasks in their designs. However, the direct performance tests attempt to assess the learners' real language use in contexts in the real world situations or the simulation of real-world tasks observation. This kind of assessment aims to assess language ability for specific purposes (Ellis, 2003).

Components of task-based tests

According to Ellis (2003), a task, an implementation procedure, and a performance measure are the three components of a task-based test.

For the task design, the test maker needs to decide whether to apply a construct-centered approach or a work-sample approach. For the first approach, the test maker needs to specify an area of language proficiency if he wants to use a task to assess the general nature of learners' language proficiency. For the other approach, the test maker needs to identify a suitable task for that particular domain where the target language occurs. According to Ellis and Nunan, system-referenced tests and direct performance-referenced tests are task-based so the literature review for this study will focus on these two types of tests.

1. **Task design in direct system-referenced tests**: Chalhoub-Deville (2001 cited in Ellis, 2003) suggests three characteristics of tasks to be used in oral tests in task-based testing. First, tasks must reflect learners' actual ability to use the target language, rather than practice–oriented language. Second, the tasks must have their own contexts whereby learners can only reach the goal through its particular meaningful situation. Third, tasks should be authentic, reflecting real-life use, or have a close relationship to real-life language use. Chalhoub-Deville claims that oral interview tests, the Oral Proficiency Interview, the Simulated Oral Proficiency Interview, and the Contextualized Speaking Assessment possess these qualities.

2. **Task design in direct performance-referenced test**: Ellis states that direct performance-referenced tests can be used to assess learners' language ability in some specific real-world activities and a work-sample approach can be introduced as a means of assessment. Douglas (2000) views that in language tests for specific purposes such as professional, academic, or occupational skills, the features of the target language tasks must be incorporated in the test tasks. Bachman and Palmer (1996) offer a framework to analyze target language use (TLU) in real situations and test task characteristics to ensure that they are well matched. The framework contains characteristics that are: rubric, input, expected response, the interaction between input and response, and assessment. However, Ellis suggests that direct system-referenced tests and direct performance-referenced tests are worth integrating in task-based assessments since the direct system-referenced test can reflect the kinds of contexts in which general-purpose learners can be expected to perform, such as asking for and telling directions.

For the implementation procedures, it is believed that planning time as well as the interlocutor in testing situations can affect learners' language performance.

According to some research findings (Wigglesworth, 1977, cited in Ellis, 2003) planning time is found to help improve test takers' performance. Moreover, the interlocutor can affect the test takers' performance.

For measuring performance in task-based tests, Ellis offers three principle methods for assessing learners' performance: direct assessment of task outcomes, discourse analytic measures, and external rating. Direct assessment of task outcomes concerns the assessment of the outcome of the task. The closed tasks that result in a right or wrong solution are direct assessment. This kind of method is an easy, quick and objective measurement but difficult to administer. Also, it is not clear whether it measures language ability. Finding an article in the library is a good example of the method. Discourse analytic measure is concerned with the assessment of learners' linguistic features occurring in the discourse that results from performing the task. The tester may focus on learners' linguistic competence in terms of fluency, accuracy and complexity, sociolinguistic or strategic competence. This method has been widely used in task-based teaching. However, it requires a transcript of the task performance to be prepared and it doesn't address real-world communication but time consuming. External rating concerns the raters' observing of learners' performances and making a judgment. Task-based tests of both system-referenced tests and performance-referenced tests usually rely on external ratings based on scales. The scales specify the competency and the level of performance by bands (Ellis, 2003)

System-referenced tests and performance-referenced tests are considered to be types of tests for task-based test alternatively. These two tests aim to assess learners' language performances. However, there are many alternative ways to collect assessment data. Genesee and Upshur (1996) suggest observation, journals, conferences, portfolios, questionnaires and interviews for evaluation. At the same time, Brindly (1989, cited in Nunan) introduces observation, informal discussion, student self assessment, teacher journals, learner journals, oral proficiency rating, feedback from outsiders such as employers or community organizations, teacher-constructed classroom tests or standardized published tests, for data collection in task-based teaching.

According to Norris et al. (1998), task-based testing calls for performance assessment. Learners need to demonstrate their knowledge through performance in response to real-life language tasks in contexts which are authentic or close to real-

world situations. Consequently, system-referenced tests and performance-referenced tests are suggested for use as well as other alternative ways of assessing data collection such as observation, journals, self assessment and so on. The issue of target language use situations (TLU) as well as the issue of implementation and measuring performance are discussed.

Another interesting alternative idea for task-based language learning assessment is the analysis of interactive dialogues the learners engage in. As Swain (1995: 142 cited in Kumaravadivelu, 2007) points out, if learning occurs from interaction, dialogues that learners engage in should be examined closely for the purpose of analyzing and understanding task performance. These two dialogue categories are talk and metatalk. The first refers to the content of conversation that learners have with other learners and/or with their teachers during the performance of a pedagogic task in the classroom setting which goes with the successful completion of the assigned tasks. The latter refers to the content of conversation that learners have with other learners and/or with their teachers after their task performance, and about their task performance itself. It focuses on the reflective process that goes along with the critical evaluation of task performance. The significance of talk and metatalk can hardly be ignored in task-based language teaching.

2.4.9. Language acquisition

As this study focuses on the effectiveness of the developed course, there is no reason to abandon the issue of second language acquisition. Language acquisition is the key component in language pedagogy. It is what learners and teachers always desire to obtain. As a result, the countless number of pedagogical research aiming to yield language acquisition occurs.

According to Krashen's formulated hypothesis, there are two mental processes in second language acquisition: conscious learning and subconscious acquisition. The first concept refers to the method of learning where students memorize grammatical rules and recognize rule violation. The latter method concerns a process by which students acquire rules at a subconscious level. Subconscious acquisition is believed to facilitate language acquisition. Krashen points out that learning cannot lead to language acquisition. They are totally separate processes (Krashen, 1982).

For language learning, input and process are as significant as output. Krashen (1994) states that language acquisition is input-driven. Students' acquisition requires meaningful interaction in the target language which is so called "natural communication" in which speakers are concerned not with the form of their utterances, but with the messages they are conveying and understanding. He also hypothesizes that the best methods of teaching are therefore those that supply comprehensible input containing messages that students really want to hear in low stress situations. This statement claims that when students comprehend the input they are exposed to, they acquire the target language subconsciously and incidentally. Hence, input which is contextually embedded may be required in the classroom environment.

The input hypothesis and the interaction hypothesis by Long (1996) may be able to explain the significance of input and process for language learning. Long's (1996) interaction hypothesis claims that the best input by which students can acquire language arises during students' negotiation for meaning in exchanges where communication problems take place. This occurs when a less competent speaker gives feedback on his/her lack of comprehension to a more competent speaker during the negotiation of a communication problem. Pica (1994) states that negotiation for meaning facilitates learning in three ways. First, it facilitates comprehension by segmenting the input into units that students can process easily. Second, negotiation yields students' feedback of their own use of the target language. When a communication problem occurs during conversation exchanges, the more competent speaker gives a response reformulating what he thinks the less competent speaker means to convey in a way that provides specific feedback on the occurring problem. Third, negotiation activates the students to adjust and modify their own output. Pica notes that a case of a more competent speaker asking for clarification from a less competent speaker seems to work best as the less competent one is pushed to produce more comprehensible output. Nunan (1999) agrees that language is acquired when students actively engage in communication using the target language. He adds that the idea coincides completely with the experiential philosophy of learning by doing.

Prabhu (1987 cited in Long and Crooks, 1992) argues that comprehensible input alone is not sufficient for language acquisition. He agrees with Krashen's idea that

language acquisition is acquired subconsciously and students need a lot of opportunities to develop their comprehension abilities.

Alternatively, Swain (1985, cited in Nunan, 1999) investigated immersion programs in Canada with students who learnt subject contents. She found that the students' language achievement was not as good as it should be due to the lack of opportunities for using the language in class. She consequently formulated a different hypothesis of comprehensible output in which she claims that opportunities to produce target language are important for language acquisition.

Several language acquisition hypotheses are formulated and explained by a number of scholars. They all agree that comprehension input via interactions utilizing their existing knowledge resources among learners may yield language acquisition. Moreover, contextually-embedded input in the classroom is a suggested input to enhance language acquisition. Interesting to note, the new formulated comprehensible output hypothesis is raised.

2.5. Conversational interaction

The contribution of interaction to language learning has been currently in the interest of researchers in educational arena as interaction has been believed to foster learners' language acquisition.

Interaction hypothesis points out that obtaining comprehensible input and interactional feedback, modifying output, and negotiation for meaning all facilitate learner's language acquisition (Gass,2003; Long 1996; Pica1994; Swain 2005 cited in Gass et al., 2005). Interaction may provide learners opportunities to experiment their existing language knowledge and at the same time to notice the gap between their language and the target language (Schmidt& Frota ,1986 cited in Gass, et al. ,2005). The three common features of interaction which have been found to be facilitative of SLA and have been used in the literature in relation to the research in interaction are negotiation for meaning, language related episodes and recasts (Gass et al., 2005).

The interactional features have been defined by some proponents as follows:

1) Negotiation of meaning

      1.1. Attempts to prevent communication breakdown (Long 1983b, cited in Oliver,2002)

1.2. Repair (Long, 1983b; Long & Porter, 1985; Porter, 1986; Young, 1984 cited in Oliver, 2002).

1.2.1. Clarification request refers to any expressions a speaker elicit clarification of the interlocutor's preceding utterance(s) to help in understanding something the interlocutor said (Modified from Long,1983,cited in Gass et al., 2005).

1.2.2. Comprehension check refers to the any expressions elicited by the speaker to check whether the interlocutor(s) have understood the previous speaker utterance(s) (Modified from Long,1983,cited in Gass et al., 2005).

1.2.3. Confirmation check refers to any expressions a speaker elicit after the interlocutor's utterance(s) to confirm that the utterance has been correctly heard or understood by the speaker (Modified from Long,1983,cited in Gass et al., 2005).

2) Language related episode refers to any part of a dialogue in which a speaker talks about the language they are producing, question their language use, or other or self-correct'. This includes instances of a speaker asking for glosses of individual words or phrases (Gass et al., 2005). Sato and Lyster (2007) termed episodes of negotiation or grammatically inaccurate utterances as language-related episodes.

3) Recasts refers to the correct statement of a learner's incorrectly formed utterances. (Nicholas et al., 2001 cited in Gass et al., 2005). According to Zhao and Bitchener (2007) A 'recast' reformulates all or part of the trigger by correcting the linguistic error. It can be a statement modeling the correct form or a confirmation request by correctly reformulating all or part of the error.

Negotiation of meaning refers to a process in which a listener requests the message to be clarified and confirmed and the speaker give responses to those requests often via repetition, elaboration or language simplification. The discourse strategies often used for negotiation for meaning are clarification requests, confirmation checks, repetitions and reformulations or recasts (Pica, 1994).

Regarding communication, the process of negotiation for meaning functions as both a means to prevent conversational trouble and repair mechanism to conquer communication breakdown (Long, 1983; Long & Porter; 1985; Porter, 1986; Young 1984, cited in Oliver, 2002). Long (1983 cited in Oliver, 2002) added that negotiation for meaning may include explicit attempts to prevent communication breakdown. Alternatively, other researchers have located their models on conversational adjustments including confirmation checks, clarification requests and

comprehension checks (Doughty& Pica, 1986; Long, 1981; Long& Sato, 1983;oliver, 1998, cited in Oliver, 2002)

According to Long (1996, 2007), Pica (1994), Gass (1997), and Mackey (2007), negotiation for meaning contributes to second language learning in a number of ways. First, negotiation often forces learners to produce language output that is comprehensible to their interlocutor so   learners are provided with modified or more comprehensible input. During the process of negotiation for meaning, learners often reformulate or modify their non target-like utterances in response to interactional feedback moves such as clarification requests, confirmation checks, and recasts. This process of repairing communicating breakdowns often draws learners' attention to linguistic form, and may enhance learners' "noticing" of mismatches between their own interlanguage and the target-like forms of their interlocutors. In his Interaction Hypothesis, Long (1996) proposed that negotiation for meaning and feedback fosters interactional adjustments by the NS or more competent interlocutor, which in turns facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways. The process of negotiation for meaning is facilitative of second language acquisition as it provides learners with comprehensible input, comprehensible output and feedback which are three important element of second language acquisition (Oliver, 2002).

Research to date shows that negotiation for meaning can facilitate second language learning, that negotiation for meaning can occur in the classroom in interactions between learners and their instructor as well as between learners, and that such form-focused episodes can lead to second language development. However, there may be variation in the quantity, quality, and effectiveness of negotiation that actually occurs in the classroom due to contextual or other factors. If negotiation for meaning is to be a reliable and effective component of second language teaching methodology, more research is needed in this area to understand how teachers can create the context for negotiation to work effectively on a consistent basis.

To sum up, from general research, it has been found that through interaction learners obtain comprehensible input and may adjust their language to produce comprehensible output. According to Long (1966) , comprehensible input, interaction especially for negotiation for meaning and comprehensible output facilitate learner's language acquisition. Interaction with modified language input of negotiation for meaning has especially been researched.

2.6. Oral English communication

Communication has been influential in the world of globalization and in language teaching and research in the field of education. This is due to its significant meaning and role in human's life. Communication can be done via written or spoken language. As one of this study's aims focuses on the students' oral English communication ability, this section may need to focus on oral communication only.

People communicate to achieve their desires or needs. Accordingly, information exchange and negotiation are driven by the communicators' needs. Canale (1983) states that in the natural process of communication, information can consist of something conceptual, something social, something cultural, something affective, or even something psychological. In addition, when communicators have different backgrounds, experiences, personalities or points of view, they may need negotiation, adjustments, interpretation or consideration to get the final understanding (Byers and Byers, 1972, cited in Xin, 2007).

2.6.1. Definitions of English oral communication

English oral communication refers to speaking, listening and understanding spoken language as it is spoken and providing a meaningful reply in public, group, and interpersonal contexts. This is achieved by developing, adapting, and sending messages that are seen as appropriate by the audience for the purpose specified. Savignon (1997: 14) defines communication as a continuous process of expression, interpretation and negotiation of meaning. He adds that the meaning that one intends to convey may not be the same as the meaning one conveys. Accordingly, when conveying a message, gesture, design, color, movement or sound must be made. Communicative competence is a dynamic rather than a static concept. It depends on negotiation of meaning between two or more people. Savignon's view is that communicative competence is not just the competence to use the language to communicate, but also includes social contexts and settings.

2.6.2. Significance of oral English communication

English oral communication is the way to get a message across orally using the English language. Because of globalization, people all over the world get together easily for thousands of purposes, on land and in cyberspace. Accordingly, a world language known as English is supposed to be the primary device for achieving

understanding among diverse people. English oral communication seems to be the primary tool for communication. However, oral communication is not as simple as we think. In real life, when we listen to a person speak in a foreign language, we do not just hear the words, we also see gestures or facial expressions. While conversing, we try to catch what is going on in the communication while also thinking of how to respond. In most cases of direct oral communication, a conversation usually flows so when you get lost while listening to an oral presentation, it's often difficult to reconnect to the substance of the message (van Lier,2004). Savignon (1997) states that better communication refers to better understanding of one's self and others around you.

Accordingly, it is logical that oral communication be promoted to avoid miscommunication and enhance effective and appropriate communication which is significant for human's life. Therefore, even as teachers help learners to produce correct forms in English, it is also important that they help them get across their communicative intent effectively possible in listener-speaker situations (Lan, 1994).

Oral communication through participation and interaction in listener-speaker situations is the cornerstone upon which spoken proficiency is built. This view is held by many researchers, among them Savignon (1983), Canale (1983) and Ellis (1987). However, oral communication ability and communicative competence may need to go hand in hand to promote effective oral communication.

2.6.3. Communicative competence

Effective communication occurs when the communicator possesses communicative competence. This is the key to achieving successful communication. The concept of communicative competence, originated by Chomsky has been adopted, extended or modified by some other scholars such as Dell Hymes, a linguistic anthropologist, Canale and Swain, and Bachman and Palmer.

Canale and Swain's ideas of communicative competence is the combination of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale and Swain ,1980a, 1980b; Canale,1983; Swain,1984). Grammatical competence concerns the mastery of language code, including the features and rules of the language, such as grammar, semantic, syntax, phonology. Sociolinguistic competence focuses on appropriate use of language to see what is

actually done appropriately in the use of communicative language. Sociolinguistic competence, according to Swain, addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts, depending on contextual factors such as topic, status of participants, and purposes of the interactions.

Appropriateness of utterances refers to both appropriateness of meaning and appropriateness of form (Swain, 1984). Cohen (2003) points out that apologies, complaints, compliments, refusals, requests, and thanking are six speech acts that require appropriateness. Students tend to respond in accordance with their native language and, which may be found inappropriate for the target language. Discourse competence according to Swain (1984) addresses the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. Halliday and Hasan (1976) state that cohesion involves the linguistic features that relate sentences to one another and coherence involves text that appropriately fits its situational context. For Halliday and Hasan, a text is cohesive when it is consistent internally; and, it is coherent when it is consistent with its context. Hence, cohesion in form and coherence in meaning, are two features underpinning discourse competence that need to be considered. Although some interactions do not have apparent indications of cohesion, they have coherence and the conversation can go smoothly as the way it is. More, turn taking involving the opportunity to hold the floor of conversation considering who is going to speak is one of the issues considered in the aspect of discourse competence (Goffman, 1981). According to Canale and Swain (1980), strategic competence refers to verbal and non-verbal communication strategies speakers apply to compensate for breakdowns in communication due to performance variables or to insufficient competence. Tarone (1983) describes the features of strategic competence as paraphrase, borrowing and avoidance. Bygate (cited in Luoma, 2004) views that learners need special strategies to compensate for gaps in their knowledge and skills. He divides learner communication strategies into achievement strategies and reduction. Achievement strategies refer to guessing, paraphrasing, or engaging the listener in collaborative meaning-making while reduction strategies concerns speakers' changes of what they originally intended to say according to their language resource

Figure 2.3: Summary of communicative model of Canale and Swain (1980) and Canale(1983,1984)

Canale and Swain (1980) and Canale (1983,1984)
Communicative competence

Grammatical competence

- Vocabulary knowledge
- Morphological knowledge
- Syntactic knowledge
- Semantic knowledge
- phonetic knowledge
- orthographic rules.

Sociolinguistic competence
- knowledge of rules and convention
to be in use in different contexts

Strategic competence
- knowledge of verbal communication
strategies
- knowledge of non-verbal strategies

Discourse competence
- cohesion
- coherence

Later, more and more communicative competence models were offered. However, Bachman and Palmer's (1996) model which was based on Canale and Swain's model, seemed to be more complex. Bachman and Palmer's model puts more consideration on language users. They focus on the users' general characteristics, their topical knowledge, their affective schemata and their language ability. All of these factors influence the users' communicative language ability.

The model consists of language knowledge and strategic competence. Language knowledge is classified into organizational knowledge and pragmatic knowledge. They then further classify organizational knowledge into grammatical knowledge and textual knowledge. Grammatical knowledge is defined to cover the knowledge of vocabulary, morphology, syntax and phonology. Textual knowledge enables comprehension and production of (spoken or written) texts. It covers the knowledge to combine sentences or utterances into texts. Moreover, grammatical knowledge enables recognition and production of grammatically correct sentences as well as comprehension of their propositional content. They classify pragmatic knowledge, into functional knowledge and sociolinguistic knowledge.

In addition to language knowledge, strategic competence is the other component in communicative competence. Bachman and Palmer define strategic competence as a

set of metacognitive components which enable language user involvement in goal setting, assessment of communicative sources, and planning.

The following figure is the summary of Bachman's communicative competence model.

Figure 2.4: **Summary of communicative competence model**
(Bachman and Palmer,1996)
Communicative competence

Language knowledge

Strategic competence
- Goal setting
- Assessment
- Planning

Organizational knowledge
-Grammatical   knowledge
 - vocabulary,
 - morphology,
 - syntax,
 - phonology,
 - graphology
-Textual knowledge
 - cohesion unction
 - rhetorical and conversational
  organization
 - imaginative functions

Pragmatic knowledge
-Functional knowledge
 - ideational functions
 - manipulative functions
 - heuristic functions
 - cultural references and
  figures of speech
- **Sociolinguistic knowledge**
  - dialects and language varieties
  - registers
  - natural and idiomatic expressions

Bachman's model is quite similar to Canale and Swain's model. The textual competence can be defined as discourse competence. Functional knowledge involves the knowledge of how to use the target language to be able to communicate. Sociolinguistic knowledge concerns the appropriateness of language use in the particular context.

Bachman (1990) and Savignon (1983) emphasize strategic competence on communication ability. They both agree that communicative language ability refers to the strategic competence of speakers as an important part of all communicative use. They explain that communicative success relies entirely upon the ability to communicate within restrictions when speakers lack basic grammar and vocabulary in the target language. Terrell (1977, cited in Nakano, 2007) also claims that communication strategies are crucial at the beginning stages of L2.

 As for the pedagogical concerns, Davies (1978 cited in Nakano and Negishi, 2004) share the ideas that the communicative approach should focus on speaking skills before written skills. Focusing too much on grammar may cause deficiency in oral interaction skills, especially for EFL students.

The communicative competence models mentioned above are quite similar. The main components of the models are the knowledge of the language itself, the knowledge of how to use the language appropriately, and the knowledge of how to compensate for the communication breakdowns.

2.6.4. Communicative competence and pedagogical application

As mentioned earlier, the three main components of communicative competence are language knowledge (the knowledge of the language), pragmatic knowledge (the knowledge of how to use the language appropriately) and strategic competence (the knowledge of how to compensate the communication breakdowns). In communicative language teaching, communicative competence is considered to be the most important for learners to achieve. In order to acquire language, learners may need to master the language (both verbal and non-verbal) to develop competence. Language knowledge of linguistic is a concrete resource that can be mastered (Widdowson, 1989). In communication class, language teaching should focus on meaning. The language itself should fulfill a meaning or purpose rather than simply practicing a structural model (Xin, 2007). The suggested activities that may fulfill the purpose are those that are knowledge-oriented activities such as discussing, debating, reaching a consensus, and relaying instructions or and other cognitively demanding texts (Johnstone, 1989, cited in Xin, 2007).

Apart from language knowledge, pragmatic knowledge needs to be developed for effective communication. To develop pragmatic knowledge, authenticity and tasks may promote learners' pragmatic knowledge and prepare them for real situations they may need to cope with. To promote pragmatic knowledge, Harmer (1991) suggests that the activities which are based on the principle of the information gap, including finding the differences or similarities, story reconstruction or poem reconstruction to be used in CLT classes. The last but most important component in communicative competence that EFL cannot fail to focus on is strategic competence (Bachman, 1990). Bachman states that strategic competence is the general ability of each person to make use of and to carry out verbal or non-verbal tasks. Thus, in CLT

classroom teachers need to teach students to be adept at making full use of what they know to perform a function using language willingly and flexibly (Xin, 2007). Moreover, students need to be shown that making an effort to get gist and using strategy to interpret, express and negotiate meaning are important to the development of communicative competence (Savignon, 2003)

For this study, the communicative competence model by Canale and Swain (1980) and Canale (1983, 1984) will be applied as a target model. However, as mentioned earlier, the English Tourist Guides course using task-based approach which the researcher hope to develop to enhance the English oral communication ability of Chiang Mai Rajabhat University students will balance between language skill and communication skills in terms of both learning and assessment. Due to the current situation of Thai tourist guides' English use mainly with non-native English speakers, the grammatical competence as well as discourse competence in terms of cohesion, will not be focused and assessed using criteria based on native speakers' standard. Moreover, pronunciation intelligibility will be focused rather than that of native speakers.

2.6.5. English oral communication assessment

1. English oral communication assessment

Malley and Pierce (1996) differentiates the two terms, explaining that authentic assessment is used to assess students' learning achievement, motivation, engagement, on activities or knowledge they have learned. Performance assessment, portfolios and student self–assessment, are some examples of this kind of assessment. Performance assessment consists of any forms of assessment in which the student constructs a response orally or in writing (Feuer and Fulton1993; Herman, Aschbacher, and Winters 1992, cited in O' Malley and Pierce,1996). Performance assessment can be administered in formal or informal assessment contexts. Oral reports, writing samples, individual and group projects, exhibitions and demonstrations illustrate examples of performance assessment.

According to Ellis (2003), authentic assessment and performance assessment can be two ways of assessing English oral communication. Authentic Assessment can be done by observing learners performing real world tasks using target language in real situations. Performance assessments can be considered for the following purpose:

1. The purpose of language used for social or communicative language functions. Language used in this purpose is for certain routine social contexts such as greetings and leave–takings, describing, expressing feelings, requesting and giving information.

2. The purpose of language used for academic language functions. Language used for this purpose includes thinking skills. Language functions may include seeking and giving information, comparing, analyzing, justifying, solving problems, or synthesizing, etc. (O'Malley and Pierce1996)

Performance-based language assessments usually have the characteristics of interactive tasks requiring learners to perform the behaviors the teacher wants to measure. Oral interview, simulation, and role-play are good examples (Brown, 2004).

According to principles of oral communication assessment, a number of educationalists believe that authentic assessment is very challenging and better than performance-based assessment. However, it may not be feasible to do so and performance assessment may be more practical and reasonable to manipulate in language class. For this study, performance-based assessment will be used to assess students' English oral communication ability via tasks.

2. Standards of English for a tourist guide by The English Language Development Center (ELDC) Thailand

The English Language Development Center (ELDC) has developed standards of English for 25 occupations with the purposes to be standards for the institutes associated with the field to use them as criteria to assess personnel English proficiencies or as a basis for workplace English curriculum development, lesson planning, materials development, resource selection, learner placement and assessment. Standards of English for Occupations consist of 4 standards. The first two standards concern language skills used in the workplace. The last two concern understanding and using nonverbal communication appropriate to audience, purpose, setting, and culture. The standards concerning English oral communication for a tourist guide are described in Table 2.5.

Table 2.5: Standards of English for a tourist guide

Using listening skills at an intermediate level	Using spoken English at an advanced level
Benchmark Indicators: **1.** Understand verbal details of social exchanges, e.g. greetings, leave-taking, introductions 2. Identify expressions used to attract attention; request assistance; appeal for repetition and clarification; express appreciation, complaints, hopes, disappointment, satisfaction, dissatisfaction, approval and disapproval 3. Understand tourists' questions, requests, opinions, suggestions, advice, compliments, complaints, refusals and orders 4. Understand tourists' purposes in suggestions, advice, requests, reminders, and orders 5. Understand messages left on the phone and voice-mail 6. Understand specific factual details and inferred meanings in dialogues 7. Understand factual details and inferred meanings in news or other media related to economic, social, political, and tourism issues 8. Recognize irony, sarcasm, and humor from tourists 9. Identify attitudes, emotions, and intentions of tourists 10. Understand different accents	**Benchmark Indicators:** 1. Use and respond to basic courtesy formulas, e.g. greetings, leave-taking, introductions 2. Ask and respond to tourists' questions, requests, opinions, suggestions and advice 3. Give tourists directions, instructions, suggestions, advice, confirmations, apologies, warnings, and compliments 4. Explain and describe information to tourists, e.g. itineraries, hotel facilities, problems, bookings, daily activities, weather, programs 5. Explain complex concepts by using concrete details, statistics, testimony 6. Present information about Thai history, culture (art, music, food, drinks, fruits, festivals, sports, etc.), politics, institutions and manufacturing processes 7. Initiate and carry on small talk 8. Handle phone situations and standard replies 9. Speak with considerable fluency and accuracy with emphasis on clear pronunciation patterns 10. Adjust language for clarity and accuracy
Using an appropriate language variety and register according to audience, purpose, setting, and culture	**Understanding and using non-verbal communication appropriate to audience, purpose, setting, and culture**
Advanced Benchmark Indicators: 1. Use appropriate language register to interact with tourists 2. Respond appropriately to compliments, refusals, negative value judgments, criticism and complaints from tourists 3. Use polite language to interact with tourists, especially when persuading, expressing value judgments, emotions and negotiating 4. Select appropriate topic to discuss with tourists 5. Use idiomatic expressions appropriately 6. Recognize humor and respond appropriately 7. Determine when and how to tell a joke	**Advanced Benchmark Indicators:** 1. Understand body language norms among various cultures 2. Identify nonverbal cues that cause misunderstanding or indicate communication problems 3. Identify attitudes, emotions of tourists from their nonverbal communication 4. Understand and use gestures, facial and body language appropriate to tourists' cultures, e.g. appropriate space to maintain while standing, sitting near tourists, level of eye contact, etc. 5. Use intonation, pitch, volume and tone of voice appropriately

2.7. Student engagement

Student engagement is increasingly being discussed as an indicator of students' learning achievement. When students are actively involved in their learning activities, they become more engaged in the learning environment. All teachers would like their students to be positively engaged in classroom activities since that is a sign of successful teaching.

2.7.1. Definition of student engagement

Student engagement may be interpreted in the broad sense, as the quality or quantity of action that students put into their learning. However, several scholars have further defined the term using several different dimensions.

Nystrand & Gamoran, (1992 cited in Chapman, 2003)) reveal two different definitions of student engagement. The first definition lies in the students' willingness to participate in routine school activities or activities offered as part of the school program, including attending classes, submitting assigned work, joining any extra-curricular activities, and following teachers' directions. The second definition is indicated as students' involvement in specific learning tasks focusing on more cognitive, effective and behavioral indicators of engagement (Skinner & Belmont, 1993). They explain that this kind of engagement refers to the intensity and emotional quality of children's involvement in initiating and carrying out learning activities. Students who are engaged reveal constant behavioral involvement in learning activities with a positive emotional tone. They pick up tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.

Students are engaged when they put effort and substantial time into a task, when they care about the quality of their work, and when they commit themselves to the work (Newmann, 1986, p. 242). Wellborn defines student engagement as the intensity and quality of students' involvement in initiating and carrying out learning activities (Wellborn, 1991). Last, Chapman (2003) defines the term of student engagement as learning task engagement which is used to refer to students' cognitive investment, active participation, and emotional engagement with specific learning tasks.

According to the aforementioned scholars' views, student engagement involves student investment in learning indicated by their behaviors, affective emotion and cognition

2.7.2. Engagement theory

Kearsley and Shneiderman (1999) indicate that engagement theory underlines the principles of students' meaningful involvement in learning activities or tasks through interactions with peers. The theory, thus, shares many of the features of constructivist and problem-based learning approaches. The theory specifically promotes student learning activities that involve cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation in which students are encouraged to learn within a meaningful environment.

Kearsley and Shneiderman explain that the three basic components of engagement theory underpinning students' involvement in learning are relating, creating and donating. Relating concerns learning activities that occurs in a group context where students collaboratively work together to carry out the assigned task. Students are required to communicate and are forced to use their verbal or non-verbal language to clarify their problems or solutions. By this way of learning, students can learn from peers who possess individual diversities. The second component, creating, involves students' participation in the development of their tasks. Students have a chance to conduct their projects and develop their work at their own pace, putting their efforts and applying their ideas to a specific context. The last component, donating, focuses on the value of making a useful contribution while learning. This means that students engage in learning activities that have an outside (authentic) experience such as taking foreign friends to tourist sites acting as a tour guide.

In conclusion, when students are involved in cognitive processes that have meaningful interaction with peers or others, create their own free-controlled projects and are exposed to real-world activities, they can be said to be engaged in their learning process.

2.7.3. Significance of student engagement

Recently, there has been more interest in students' effective responses to learning tasks and activities in terms of their contribution to knowledge acquisition and language development. Several studies reveal the significance of those effective

responses in the learning process particularly those concerning student engagement level (Chapman, 2003)

Student engagement is one of the crucial factors enhancing students' learning ability. Akey (2006) states that teaching strategies, such as collaborative learning (long-term projects, hands-on activities etc.), lessons and activities that are relevant to student backgrounds, interests, and academic needs and positive student engagement can certainly impact student achievement. Students learn more and retain more when they actively participate in the learning process. These positive actions have been shown to greatly increase student engagement in learning (Garcia-Reid et al., 2005). The idea coincides with that of Heller et al. (2003) who share the similar points that drawing connections between information taught and real life, such as everyday life, social issues and personal concerns of the students is highly effective in engaging students in the lesson. One method of enhancing student engagement is to foster a culture of achievement in the classroom where instruction is challenging. A comfortable learning environment which encourages students to ask questions may also enhance their engagement (Akey, 2006).

The selected instructional strategies which meet the academic needs of all students are key factors in promoting engagement and achievement in the classroom (Weiss & Pasley, 2004). Furthermore, Biter and Legacy (2006) point out that students learn best when students engage in learning activities since they can work together planning, carrying out the tasks, making their own decision and solving problems critically. Simply put, students actively participate in the learning meaningfully. Thus, meaningful learning brings about learning achievement

2.7.4. Criteria for evaluating student engagement

From this view of students' cognitive investment, active participation, and emotional engagement with specific learning tasks, Chapman raises three suggestive aspects for evaluating student engagement as follows:

1.   Cognitive criteria, which index the extent to which students are attending to and expending mental effort in the learning tasks encountered (e.g., efforts to integrate new material with previous knowledge and to monitor and guide task comprehension through the use of cognitive and meta-cognitive strategies),

2.   Behavioural criteria, which index the extent to which students are making active responses to the learning tasks presented (e.g., active student responding to an instructional antecedent, such as asking relevant questions, solving task-related problems, and participating in relevant discussions with teachers/peers), and

3.   Affective criteria, which index the level of students' investment in, and their emotional reactions to, the learning tasks (e.g., high levels of interest or positive attitudes towards the learning tasks) (Chapman, 2003).

2.7.5. Student engagement assessment measures

Chapman (2003) also proposes some student engagement assessment measures that are self-report measures, such as check-list, rating scales, direct observations, work sample analysis and focused case studies.

Self–report measure can be used to assess the behavioral, cognitive, and affective aspects of task engagement. When assessing cognitive aspect, students are asked to report about their attention and distraction in class, the mental effort they expend on tasks and task persistence. For behavioral aspect, students need to report on their interaction levels during class time responding within group discussions. For the effective aspect, they need to talk about their interest in and emotional reactions to learning tasks on indices. Moreover, students' cognitive investment in learning tasks can also be used to measure student engagement. The issues of using their own cognitive or meta-cognitive strategies, as well as students' task persistence and effort have been used by several studies. In addition, positive relationships between task or mastery goals, which reflect a desire for knowledge or skill acquisition, and students' use of effective learning strategies are all included in the assessment. In addition to self-report, check-list rating scales can be used to measure student engagement level. However, direct observations are often used to confirm students' reported levels of engagement in learning tasks by the first two measures due to the students' abilities to accurately assess their own cognitions, behaviors, and affective responses. The measure of students' sample work analysis can be used to measure student engagement level focusing on the assessment of students' use of higher of cognitive and meta-cognitive strategies including higher-order problem-solving. That evidence can be gathered from student projects, portfolios, performances, exhibitions, and learning journals or logs. A rubric to assess the application of higher-order thinking skills in a student portfolio might include criteria for evidence of problem-solving,

planning, and self-evaluation in the work. Hart (1994 cited in Chapman, 2003) provides a comprehensive account of various authentic and performance-based assessment approaches. The last qualitative method purposed is focus-case studies which are suitable for assessing small target group to acquire in-depth information. The measurement can be done by recording students' interactions with peers, teachers, a group or with objects in the real classroom context.

As this study focuses on application of the task-based approach to increase students' involvement in learning tasks, the student engagement based on student learning task involvement in terms of using English to clarify their problems or solution, collaborative work in group with contribution and participation in the development of the real-world tasks with effort and application of ideas to the specific contexts of the real-world tasks, will be examined.

2.8. Tourist guide

In the world of tourism and hospitality, the tourist guide is one of the most essential professions. A tourist guide can be labeled a tour guide, a site interpreter or a front line worker. Tour guides are the front line workers who influence the visitors' overall impression and satisfaction of the tour destination. Geva and Goldman (1991) point out that the performance of the tour guide is an important attribute to the success of the tour while Mossberg (1995) notes that the tour guide is considered to be an important element in selecting a tour.

2.8.1. Definitions of tourist guide

The definition of tourist guide seemed to be defined similarly according to its meaning and responsibilities.

A tourist guide, according to WFTGA (The World Federation Tourist Guides Association), addresses the person that possesses a license issued or recognized by the appropriate authority in the country concerned. A tourist guide includes a person who has received in-depth guide training leading to qualification and/or recognition by the relevant local, regional or national authority. By duties, a tourist guide is the one who guides visitors within that specific country or area of that country in order to provide special information and explanation on matters relating to the history, archeology, monuments and works of art, cultural development, natural beauty, places of interest,

and in general any matter which may promote the country for the purpose of tourism (WFTGA, 2003 & 2006)

According to the Dictionary of Occupational Titles website by the U.S. Department of Labor, guides broadly refer to a group of occupations concerned with escorting individuals or groups on pleasure-activity trips and through places of interest. The website also provides specific categories of guides such as travel guide, sightseeing guide, guide for the establishment, hunting and fishing guide, alpine guide, plant tour guide.

2.8.2. Job descriptions of tourist guides

Job descriptions of tourist guides can be very extensive when considering all the different categories of guides, yet they share many of the same main tasks for accomplishing their jobs. Weiler et al. (2006) claims that tourist guides have four main roles, which are 1) giving information 2) delivering tour presentations 3) providing commentary and 4) delivering thoughts of knowledge. They also add that the ability to correctly mediate culture as well as the ability to manage the tour itinerary are both necessary for being tourist guides Also, their communication ability is the key tool to accomplishing all the roles mentioned earlier.

According to the GO2 resource for people in tourism website, the job description of tourist guides includes leading visitors, individually or in group, describing points of interests along the tour and answering questions as required. They ensure that itineraries are achieved. They need to make sure that customers are being informed in an entertaining manner in the location that they are touring. Their responsibilities also include the taking care of the safety of the group, transportation arrangement as well as planning and conducting tour and tour itinerary and activities.

Guided tours are also said to function differently in different environmental contexts with groups of varying types and purposes (Pearce, 1984). To date, the indigenous local tourist guides are gradually provided the opportunity to present information about their culture and knowledge to tourists due to their local expertise.

Tourist guides, have crucial responsibilities to give commentaries and make visitors feel welcome in a specific destination, (Braidwood et al., 2000; Ham et al., 2000; Weiler et al., 2000; Omar et al., 1998; Ponds, 1993 cited in Ap and Wong, 2001). El-Sharkawy (2007) shares similar ideas that good tour guides should have a

sense of responsibility as well as beliefs about what is morally correct or acceptable and are detail-oriented. They need to be good listeners, well-organized and able to demonstrate the importance of being flexible and creative with a sense of humor, enthusiasm and energy.   So, it can be said that tourist guides need to present skilled, knowledgeable interpretations of locations in an enthusiastic, courteous and polite manner.

In addition to qualified characteristics of good tourist guides, product knowledge and communication skills as well as their attitudes towards the job are seen as important. There is a consensus among the group that the three most frequently used abilities a tour guide must possess are:

1. Good knowledge;

2. Good communication skills including proficiency in languages; and

3. Right attitude with respect to service, willingness to help, respect and empathy, etc. (Ap and Wong, 2001)

In conclusion, the tourist guides usually takes significant roles to offer some knowledge of the features and history of the location and countries, for which they are qualified. They are supposed to be able to help travelers understand the culture of the region visited and the way of life of its inhabitants. They have a particular role on the one hand to promote the cultural and natural heritage while on the other hand to help tourists become aware of the regional valuable knowledge elements. The tourists' first impression may be underpinned by the performance of tourist guides.

2.9.   Related research

Task-based language learning and teaching has been widely used in education arena due to its effectiveness. It is supposed to be an effective method in promoting learners' language competence. Task-based instruction (TBI) is frequently promoted as an effective teaching approach enhancing learners' achievement, superior to 'traditional' methods. The emphasis on the task-based learning and teaching is reflected in much current research. So far, there has also been an amount of research studies that has been conducted to see the effectiveness of task-based approach in language classes including learners' learning achievement enhancement and learners' learning engagement.

1. The effects of task-based learning on students' communication ability

The effective use of task-based language teaching to enhance learners' language development has been revealed by Kavaliauskienė (2005) who investigated learners' attitudes to the advantages or disadvantages of particular tasks in task- based learning and teaching in the ESP classroom and to determine what learning outcomes are finally achieved. The data on learning outcomes have been based on learners' self-assessment. The participants were 56 respondents who have had a three-term twice a week instruction in ESP. The result of the study revealed that the respondents highlighted three learning outcomes that are build-up of vocabulary, development of speaking skill, and refinement of listening skills.

Mackey and Silver's (2006) research supports most of Kavaliauskienė's conclusions. The authors explored the relationship of interaction and second language learning applied to diverse linguistic and educational environments and with young learners to see whether task-based interactional feedback facilitates second language development for immigrant children learning English in Singapore. The results of the study indicated that interactional feedbacks learners received at input and output activate and maintain learners' language development.

There has also been evidence of task-based language teaching that promotes learners' communicative competency. Zhou (2006) investigated the effectiveness of task-based approach in the classroom English teaching. The research was conducted for around two years with 78 students for two classes at Nanjing University of Information Science & Technology in China. The research collected both quantitative and qualitative data for the study including the test and the interview. The result indicated that after the training, the students' average level of communicative competence in English was greatly improved. After one year and a half training based on the task-based approach, most students learned how to learn English by themselves and this implied student involvement and engagement in learning. As for their speaking ability, the students reported that they could talk more freely with others in English than before. The author concluded that the approach is effective in developing students' communicative competence in English learning class.

Concerning the interaction evidence, Zhao and Bitchener (2007) studied the effects of interactional patterns (teacher–learner and learner–learner) on several

features of incidental focus on form (types of focus on form; types of feedback; linguistic forms focused on and types of immediate uptake). The findings indicated that in both teacher–learner and learner–learner interactions, incidental form-focused episodes occurred frequently, and that the high frequency of immediate uptake facilitated opportunities for L2 learning. Because learners were able to work as an effective knowledge source for each other, spoken interactions should be encouraged between learners in the L2 classroom.

Task-based language learning's effect has been reported on language noticing of learners. Kumaravadivelu (2007) conducted an exploratory study aiming at taking an initial step towards understanding what the learners in the classroom actually do when presented with a problem-solving task. The target group of the study was a teacher and students at an English Language Center in San José, California. By analyzing learners' talk during task performance and their private speech about their performance, the results showed that the balanced approach to task-based learning and teaching depends on the analysis, description, evaluation and understanding of students talk during task performance and metatalk about their task performances. The dimensions of formal, functional and interactional dimensions were so intertwined that their conceptual boundaries were blurred in the minds of the learners. The learners showed a tendency to notice the gap between their current interlanguage system and the target-like system without any explicit instruction or external cues.

Moreover, the effective use of task-based approach has been reported to enhance learners' interaction in the classroom. Gass, Mackey and Ross-Feldman, (2005) investigated the ongoing task-based learning application in laboratory setting and classroom setting to see how task-based interactions in the classroom compare to task-based interaction in a laboratory setting and how different tasks influence interactions in classrooms and laboratories. The analysis revealed that the amount and type of negotiation for meaning, language related episodes and recasts, had very little impact on the interactional patterns whether learners interacted in classroom or laboratory settings. However, the task types learners carried out affected their interactions.

To conclude, from both quantitative and qualitative research of many scholars in the field of English teaching and learning education such as Kavaliauskienė (2005), Mackey and Silver (2006), Zhou (2006), Kumaravadivelu (2007), Parks (2000) and

Ruso (2007),   it has been revealed that task-based language teaching enhances learners' communicative competence building-up of professional vocabulary, development of English oral communication skills. Learners revealed a tendency to notice the gap between their existing interlanguage system and the target-like system without any explicit teaching. In addition, many researchers concluded that the approach was effective in developing students' communicative competence in English class. The aforementioned research findings may help support this research hypothesis number 1 as mentioned in chapter one that the score of the post-test is significantly higher than that of the pre-test at the level of .05.

2.The effects of task-based learning on students' engagement

In additional to the effectiveness of task-based approach on learners' language development and the amount of interaction in classroom, there has also been evidence of the enhancement of learners' engagement. Hitotuzi (2008) reported on peer-peer oral/aural interaction in the classroom at the tremendous level by a designed and implemented unit of study to experiment with clustered tasks with undergraduate Brazilian students at Federal University of Amazonas. The findings displayed three issues that were the result of the outcome of the macro task, the result on skill development and the participants' comments on the cycle of cycles of task-based learning activities. The result of the outcome of macro task illustrated that 85 percent of the classroom talk fell on the students' talk and   the task-within-task model provided learners opportunity to use the target language purposively and that could be an important enhancer of learner autonomy and students' engagement. Similarly, learners' involvement was substantial by task-based approach implementation.

Parks' (2000) case study involving the investment of three Quebec students in producing a short documentary-style video in English as a Second Language revealed the very positive result. Participants valued the task and believed that it had great learning potentials. Moreover, participants put the extensive effort into creating the task. To his surprise, some participants who disliked group work due to their past experience still deployed strategies to resist collaborative work. This case study illustrated that the language learner was a complex social being. Similarly, Ruso (2007) conducted a qualitative research study to investigate learners' opinions about task-based language learning. 55 EFL students from two English classrooms and the researcher, a Turkish teacher, participated in the study. A questionnaire, diaries and

semi-structured interviews were used as research instruments. The findings indicated that TBL approach enhanced students' learning since TBL tasks encouraged students' involvement and that led to significant improvements regarding their language performance.

Furthermore, task-based language teaching can also activate both adult and young learners' learning involvement. Carless (2002) conducted the qualitative research obtaining classroom observation data from case studies of three EFL classes with young learners in Hong Kong primary schools. Task-based learning was implemented in the study. The themes arising from the classroom observation were noise/indiscipline, the use of the mother tongue, the extent of student involvement, and the role of drawing or coloring activities. For the student learning involvement, there was a high degree of student involvement in group work for task-based learning. In addition , tasks required them to speak a lot in class. For university students, Chrirasawad (2008) investigated the effects of collaborative task-based approach with and without network-based language teaching on undergraduate students' English language achievement and student engagement. The participants were students from Suan Dusit Rajabhat University. The finding revealed no significant difference of the achievement of both groups. However, the cognitive engagement and behavioral engagement of the group with the treatment of collaborative task-based approach with network-based language teaching was higher. The evidence of learners' involvement is supported by Erten and Altay's (2009) study. The authors investigated the effects of task-based and topic-based speaking activities on student interaction and collaboration in EFL speaking classes. The participants were twenty-five trainee teachers of English with an average upper-intermediate level of English proficiency. The finding revealed that the task-based activity led to more real life language use, characterized by a larger number of short turns and questions and yielded more collaborative behaviors with real life language use.

Expectedly, the approach has also been revealed to activate a high degree of student involvement, and students' engagement in learning. Moreover, the approach yields oral/aural interaction in the classroom at the fabulous level. These imply that students have developed their lifelong learning how to learn English by themselves (Zhou , 2006; Gass, Mackey and Ross-Feldman, 2005; Hitotuzi, 2008; Parks, 2000; Ruso , 2007; Carless , 2002; Chrirasawad , 2008; Erten and Altay, 2009). The

aforementioned research findings may help support this research hypothesis number 2 as mentioned in Chapter one that the students show positive engagement in their learning process more than the average value (>3.50∕5.0).

The related studies concerning ESP course development are substantial. There have been a number of research studies concerning task-based language curriculum. Macdonough and Chaikitmongkol (2007) investigated teacher's and learner's reactions to a task-based EFL course at Chiang Mai University and to describe how their concerns were addressed. The course included a learning-strategies component and, the self-made task-based materials together with a supplementary commercial textbook. The results indicated that the course resulted in increased learner independence. However, the teachers showed some concern about the lack of grammar. The learners viewed that the course was relevant to their real-world academic needs but not to their needs outside the academic context. Both teachers and learners needed activities and information that could help them adjust to task-based teaching. Both groups had some concerns with the amount of materials and activities per lesson including a perceived lack of grammar. Also, learners required more support and guidance to carry out the task successfully. Venema and Notestine (2007) studied a task-based approach to curriculum design in a homestay program in an L2 environment. The participants were the Japanese students in a homestay program. The information of specific needs in previous homestays and the immediate specific needs of the participants were investigated. It was found that a task-based approach offered the advantage of better approximating the way languages were actually learned, as well as the guideline to tailor specific tasks to program goals and student needs. Also providing the tasks on student needs in their experiences outside class provided a strong link between real-world language and the classroom. Moreover, considering the immediate needs of students also provided the opportunity to assess the effectiveness of the program, and make corresponding adjustments.

Related research about the teaching of oral communication is vital for this study. Regina et al. (2004) investigated whether or not students could be taught to use a specific linguistic tool, a feature of private speech known as repetition, as a cognitive and communicative resource in order to facilitate their interactions with other learners. The participants in this study all enrolled in a fourth-semester undergraduate Spanish conversation course. Analysis of students' production in several different classrooms

 tasks suggested that learners were able to use repetition for a number of communicative and cognitive functions, in response to instruction and extended practice. Similarly, Sawir (2004) studied one feature of communication strategies which is allo-repetition (two-party repetition) in conversation exploring many roles of repetition through a study of informal dyadic conversations between English as a Foreign Language (EFL) learners from Indonesia, Vietnam and Japan, and native speakers of English. The findings revealed the positive roles of repetition strategy in maintaining the conversation enabling them to communicate their positive involvement and interest in conversation where language skills were unequal. Noon-ura (2008) investigated the results of the developed course to enhance listening and speaking skills of Thai students with low level of English proficiency. The typical course aimed to motivate and prepare learners for the ESP courses in the subsequent year. 28 first-year students of Thammasat University were randomly selected as the participants. The communicative approach was used with the variety of fun activities shedding light on task-based approach interacting with tourists. The findings revealed very positive results.

Alternatively, Han (2007) investigated the EFL graduate students' expressions of the particular difficulties and challenges in their academic programs needed to satisfy the oral skills based academic requirements. Both male and female interviewees of 21 students from various graduate programs participated in this study. From the interview research, the findings showed the EFL students' low satisfaction with their infrequent participation in the group discussion environment. EFL students tended to prefer small group discussions because they could participate in class discussion with less anxiety without being forced to compete within a larger group of native speakers. EFL students also revealed that their insufficient content knowledge inhibits them their active participation in class discussion.

The studies have investigated different aspects of oral communication. Overall, the studies show the significance of English oral communication for a variety of purposes. English oral communication can affect learners' interaction in both real life and their academic world of study especially for ESL and EFL learners.

Related research concerning language skills and communication needs of tourist guides is not less dominant to be referred to in this study. Mahmoud and Al-Khatib (2005) conducted an exploratory study of the use of English by tourism and

banking personnel examining the communication needs of the personnel in the workplace by shedding light on their perceptions of needs, wants and lacks. The researchers also explored the workers' attitudes toward English and the use of English in the workplace. The sample of this study consisted of thirty senior personnel who were equally divided by type of work. The data was collected by means of a questionnaire, interviews, and analysis of authentic workplace texts. The results of this study showed that the workers' perceptions of their needs, wants and lacks were greatly affected by their attitudes toward English. Similarly, Lo and Sheu (2008) reported on the development of an English tour guide project in a culture-tourism context in Taiwan. This ESP project combined the theoretical frameworks of content-based instruction and hospitality language. The project covered four stages that are planning, executing the tour guide training courses, implementing the on-site tour guide service, and evaluation. The findings indicated that in real situations, multifunctional language skills were needed for student tour guides. Those skills included imparting knowledge, interpretation, proper guiding, answering questions, and practicing hospitality etiquette. Furthermore, nonverbal skills, such as understanding gestures, were also critical in enhancing cross-cultural communication. In addition, the research on tourist guides' intercultural competence which is viewed to be necessary for tourist guide professionals was conducted by Yu, Weiler and Ham (2002). The authors investigated the intercultural competence of Chinese tour guides and the relationship of guides' intercultural competence to Chinese tourists' experiences and found that the intercultural competence of tourist guides relied on three main components that were tourist guides' knowledge, attitudes, and interpersonal communicative skills.

Tipmontree (2007) studied the use and problems of English speaking, listening and intercultural communication of 40 Thai tourist police. The instrument for data collection was a questionnaire. The results indicated that the major problems that Thai tourist police faced were their grammar and understanding foreign tourists' accents. They   indicated that they compensated their language limitation by making use of their non-verbal communication and asking some foreign volunteer for help.

The four studies reveal the necessary language skills and communication skills of tourist guides. It has been found that imparting knowledge, interpretation, proper guiding, answering questions, nonverbal skills, intercultural competence and

practicing hospitality etiquette are all important and necessary for tourist guide professionals. In addition, using target language in real situation of a student tourist guide needs to have both language skills and communication skills. Moreover, the studies reveal effectiveness and the requirement of ESP application in several ways. First, ESP enhances vocabulary and both receptive skills. Second, it is relevant to the use of target language in the future career. Moreover, the study of Lo and Sheu (2008) revealed that using target language in real situation of student tourist guide required more than the language in the class room to practice.

2.10. Summary

This study concerns the development of the English Tourist Guides course, using a task-based approach to enhance learners' oral English communication ability. The course is considered to be one of the EOP courses. The relevant elements from the literature in this chapter have been selected to be in use in the research methodology and support the study as elaborated below.

For course development, components of communicative syllabus defined by Yalden (1983) which emphasize on learners' needs are used to develop the course. The stages in program development by Yalden are seen to be relevant to this study as they serve as the principles of task-based language approach. The stages are needs survey, description of purpose selection/ development of syllabus type, production of a proto-syllabus, production of a pedagogical syllabus, development and implementation of classroom procedures, and evaluation. In terms of content selection, content is specified by tasks and needed language derived from needs analysis as they reflect what learners need to do with the language.

The evaluation of the proposed model for this study is based on Ellis's micro evaluation with a student-based, and learning -based evaluation. For the syllabus type, task-based language teaching analytic Type B syllabus which ignores synthetic and unit analysis is relevant to this study since the latter involves the presentation of the target language as whole chunks at a time without the linguistic interference.

In addition, the syllabus design in this study is based on Avermaet and Gysen's syllabus design model (2006) with the reasons that the course is designed for specific purpose of learners who have particular interests in English commonly used by tourist guides in tourism industry. Accordingly, the needs analysis needs to be conducted

prior to other steps in designing the syllabus. Next, the data gathered from the needs analysis is analyzed to get the relevant domains and language use situations. After that specifications of tasks are obtained by classifying task types. Finally, pedagogical tasks and real-world tasks are considered to be put into syllabus design.

Task-based approach with key features of meaning focus, target language use, group work, real-world or real-world related tasks (Ellis, 2003) and Skehan (1996) authenticity Willis (1996) and Nunan (2004) , are found to be relevant to this study.

For task-based lesson framework, the general framework suggested by some scholars covering pre-task, task-cycle and language focus is used. However, in each stage, the combination of several scholars' suggestions about the ideas and activities are selected to be appropriate for this study.

For this study, the communicative competence model by Canale and Swain (1980) and Canale (1983, 1984) should be applied as a target model. However, as mentioned earlier, the English Tourist Guides course using task-based approach which the researcher hope to develop to enhance the English oral communication ability of Chiang Mai Rajabhat University students should balance between language skill and communication skills in terms of both learning and assessment. Due to the current situation of Thai tourist guides' English use mainly with non-native English speakers, the grammatical competence as well as discourse competence in terms of cohesion, should not be focused and assessed using criteria based on native speakers' standard. Moreover, pronunciation intelligibility should be focused rather than that of native speakers.

For the assessment, direct performance-referenced test should be relevant for this study as it can be used to assess learners' language ability in some specific real-world activities and it follows the washback effect. English oral communication assessment may be feasible, more practical and reasonable to manipulate in language class. For this study, performance-based assessment should be used to assess students' English oral communication ability via tasks. In addition, as this course is for EFL learners who, according to the literature, have low level of English proficiency, the language features to be assessed should cover the features of basic conversational mechanics and communication skills mentioned in Standards of English for a tourist

guide (ELDC) concerning listening and speaking， and the needed skills by a tourist guide at work found from the needs analysis and other related studies.

In terms of student engagement, the engagement features of learners' use of English to clarify their problems or solutions, their collaborative work in group with contribution and a positive emotional tone and their participation in the real-world task with effort and application of ideas are adjusted from student engagement theory, are used in this study. In terms of learners' use of English to clarify their problems or solutions, language-related episodes and negotiation of meaning are chosen for the analysis. For negotiation of meaning, the features of attempts to prevent communication breakdown, and the repair features of clarification requests, comprehension check, and confirmation check are selected for the data analysis. The selected features cover the criteria for evaluating student engagement of cognitive criteria, behavioural criteria and affective criteria.

CHAPTER III
RESEARCH   METHODOLOGY

3.1.   Introduction

This chapter describes the research methodology used in this study. The description covers research design and procedures, population and samples, and instruments for each stage of the research together with data collection and data analysis methods.

The main objectives of this study are twofold: first, to develop the English Tourist Guides course using a task-based approach for Chiang Mai Rajabhat University undergraduates and, second, to study the effectiveness of the developed version of this course   using a task-based approach.

3.2.   Research design

This research study was one of descriptive and quasi-experimental research with a one-group pre-test/post-test design**.** The research was conducted in two main phases: Course development and course implementation and evaluation.

Phase 1. Course development. To develop the course, the related literature was studied. Next, a needs analysis was conducted to investigate the needs for the course. Then all the synthesized information obtained from these sources was translated into a course development plan.

Phase 2. Course implementation and evaluation. To evaluate the effectiveness of the developed course, a single group pre-test and post-test design was used with the aim of investigating the effect of the course (independent variables) on the participants' level of oral English communication ability and their learning engagement (dependent variables). To evaluate the effectiveness of the course, both quantitative and qualitative data from two sources – the whole class and a focus group – were obtained.

3.3.   Research procedures

Research procedures consist of 2 phases: course development and course implementation and evaluation. Table 3.1 demonstrates research plan and stages taken in this study.

Table 3.1: Research plan and procedures

Phase of the study	Stages taken	Steps to be taken
Phase I: Course development	Part 1: Needs analysis/ related literature review	1. Review related literature 2. Identify population and samples 3. Design the research instruments: documentary study and semi-structured interview 4. Validate the research instruments 5. Study the related documents 6. Conduct the semi-structured interview 7. Analyze the data 8. Specify important findings 9. Map the results of the findings of the related literature and the needs analysis to find course components
	Part 2: Course development	1. Explore and select the theoretical framework for the course development 2. Develop the course by steps by Yalden (1987)
	Part 3: Course verification	1. Validate the course content, lesson plan and materials by experts 2. Adjust the course accordingly 3. Conduct pilot study (4 sessions) 4. Adjust the course
Phase 2: course implementation and evaluation	Part 1: Course implementation	1. Conduct the main study (12 sessions of 36 hours)
	Part 2: Evaluating the effectiveness of the course	Evaluate the effectiveness of the course using the following instruments. 1. The oral English communication ability and the scoring rubrics 2. The student engagement questionnaire 3. The students' logs 4. The student engagement observation checklist with recordings of participants' interactions and presentations 5. Recording of students' interactions while carrying out the closed tasks

Research Question I

    3.3.1. Phase 1. Course development

To answer research question 1, 'What components should be incorporated into the English Tourist Guides course using a task-based approach?' the related literature was studied and then the needs analysis was conducted and translated into the course components.

    3.3.1.1. Needs analysis

A needs analysis was conducted to find the needs for the course. The relevant target language use, language features, tasks, and skills needed a by a tourist guide at work, and the existing course lack and needs were the main aspects to investigate.

    3.3.1.1.1. Population and samples

    1. Population

The population of the needs analysis in this study consisted of Chiang Mai Rajabhat University English teachers (2), Chiang Mai Rajabhat University alumni (8), and tourist guides working in Chiang Mai (87 tourist guides, Tourist business and guide registration office, Chiang Mai, personal communication, December, 2008)

    2. Samples

Purposive Sampling Technique was used to obtain participants for the needs analysis. The samples for needs analysis in this study consisted of 3 groups: 1) 5 tourist guides in Chiang Mai, 2) 2 English teachers who usually teach the existing course, and, 3) 4 alumni who took the existing course. All the selected participants were interviewed for the required information applying semi-structured interviews. According to Babbie (2001), it is not possible to cover the population. Emory (1976) points out that purposive sampling regularly involves the idea of the effort to obtain a sample that meets the predetermined criteria. Emory adds that a small-sized but efficient sample that provides a given precision will not lessen the significance of the study's results.

    1) 5 tourist guides in Chiang Mai

In this study, purposive sampling under the predetermined criteria of   having more than 4 years of experience as an English tourist guide in northern Thailand and being a Silver Blonde Tourist Guide (Inbound) card owner was used to obtain five tourist guide participants. The reasons for using purposive sampling were that a tourist guide who has long-term experience in the domain and in the relevant

situations should be able to provide reliable and accurate information as a professional in the area. Furthermore, a tourist guide who owns a Silver Blonde Tourist Guide (Inbound) always leads some international tourists and is qualified to work as a tourist guide in all places in Thailand, which in turn, ensures the guide's qualifications as a professional dealing with non-Thai tourists using English in a variety of situations.

2) 2 English teachers who usually teach the existing "English for Tourism 4" course

2   English teachers who usually teach the existing course were purposively selected for the data collection.

3) Chiang Mai Rajabhat University alumni

4 Chiang Mai Rajabhat University alumni were purposively selected under the predetermined criteria of having tourist guide experiences at least 3 years and having studied the existing course with the teachers who were also the participants in the interview in this study.   Only four of them were purposively selected as their qualifications met the criteria and they were able to devote their time for the interview despite the fact that they needed to receive many tourists in the high season of travel at that time.

3.3.1.1.2. Instruments

A documentary study together with semi-structured interview was conducted   for data collection and for triangulation purposes to ensure the reliability of the gathered data.

1. Documentary study

 A documentary study was done to investigate the relevant information related to the study context. The existing course description together with Chiang Mai Rajabhat University educational policies were investigated. In addition, as this study concerns a tourist guide and English as the target language used in the specific domain (Tourism), the documentary study in this project included an inquiry into the current role of the English language, language knowledge, and skills needed by a tourist guide, as well as the tasks done at work together with Standards of English for a tourist guide by The English Language Development Center (ELDC) Thailand (2005).

2. Semi-structured interviews

A semi-structured interview was administered to three groups of participants; 5 tourist guides in Chiang Mai (See Appendix A), 2 English teachers who usually teach the existing course (See Appendix C), and 4 alumni who had previously taken the existing course (See Appendix B). According to Constock (1982 cited in Long, 2005), the researcher and curriculum designer should seek a critical perspective based on dialogue with people rather than observation and manipulation. Accordingly, the semi-structured interview was employed to gather needs from them all. The main information concerning their language use at work together with their tasks done was investigated from the semi-structured interviews. The information concerning the existing course practices together with the course needs and lack was investigated from the semi-structured interviews with the teachers and the alumni.

3.3.1.1.3. Data collection

For the documentary study, the existing course description was studied to get the requirements of the course as this course needed to developed base on this existing course. Chiang Mai Rajabhat University educational policies were studied to investigate the university's needs concerning English language. The related documents and literature were studied, analyzed and synthesized to obtain the information about language features, functions, skills and tasks needed by a tourist guide.

For the interviews, data collection was done by semi-structured interviews with the tourist guides administered at sites. Information was investigated concerning what and how English language skills, language functions, the communication skills actually used and required in the work place of a tourist guide, the common problems they face and suggestions for course development. Moreover, English teachers as well as the 4 alumni were interviewed at their sites. The information concerning the existing course practices regarding the course content, resources used, teaching methods, learning activities, and the course evaluation together with the course needs and lack was investigated.

3.3.1.1.4. Data analysis

After gathering the needed data from two sources – the documentary study and the semi-structured interviews – all the information was analyzed to obtain the needed data. The data from the semi-structured interviews and from the documentary study were analyzed by content analysis**.**

This information from the needs analysis was used for designing the English Tourist Guides course syllabus in terms of course goals, content and materials, tasks, learning activities and needed skills.

3.3.1.2. Course development

The English for Tourist Guides course was developed based on the needs analysis, and related literature. Steps taken in developing this course were as follows:

Step 1. Determining the goals and objectives of the course

Step 2. Selecting the syllabus type

Step 3. Writing a proto syllabus: Establish target language use, situations in use and target language tasks, select and sequence tasks from real-world /target tasks, and consider pedagogical tasks and real-world tasks.

Step 4. Writing the pedagogical syllabus for the students of Tourism Program**:** designing the course and writing lesson plans for course implementation

(Yalden, 1987)

3.3.1.3. Validating the course

The English Tourist Guides course was developed based on the combination of the information from needs analysis and the related literature. The task-based approach was used as teaching methodology. In order to ensure that the course was effective and met the needs, the developed course validation was performed in the following ways

1. Experts' validation

The experts in this study consisted of one English language instructor with a doctoral degree and more than 30 years of teaching experience, one English language instructor with a doctoral degree with the expertise of task-based language teaching with more than 12 years of working experience, and one tourism teacher with a doctoral degree and more than 10 years of working experience, and one assessment teacher with a doctoral degree with more than 30 years of working experience. The

course modules and lesson plans together with course materials were validated by a panel of three experts. They are the expert in the field of English instruction, the expert in the field of English instruction with the expertise of task-based language teaching and the expert in the field of tourism. The experts were provided with the evaluation forms and all the materials used in this course. After receiving the evaluation from the experts, the materials were adjusted based on the experts' feedbacks. Then the pilot study was conducted.

2. Pilot study

One module was pilot tested with a group of students with similar characteristics for four weeks prior to the main study.

The pilot study was conducted with the aims of 1) determining if the proposed lesson plans and materials could be effectively and practically used for the purposes of this study and, 2) familiarizing the teacher with the lesson plans, activities, teaching materials, and learning situation.

One module with two lesson plans of pedagogical tasks was piloted for a whole month with 30 tourism students. The topic of the module was essential language skills and communication skills for a tourist guide with Thai cooking and tourist attractions and local knowledge. Learning this module, during the pre-task stage, the participants were explicitly introduced to language skills and communication skills needed by a tourist guide at work. Then they were exposed to the audio-visual inputs and carried out the closed task. In the task-cycle stage, the participants carried out the more complicated tasks of role-play simulations starting from planning, discussing , sharing group responsibilities and did the role-play simulations. The last stage of language focus, the problematic features were discussed and explain.

The module with the mentioned topics used for the pilot study due to the following reasons:

1) The first module was expected to equip participants with the language knowledge, language skills, and communication skills they may need to use during the real-world tasks in the second practicum module. Therefore, the first module was the pre-requisite in support of the second module with real-world tasks outside class.

2) The content could be reasonably and practically covered within the allocated time.

3) The first module with pedagogical tasks could be done in class while the second module with real-world tasks was mainly carried out outside class in real situations.

Research Question 2

3.3.2. Phase 2. Course implementation and evaluation

To answer research question 2, How effective is the English Tourist Guides course using a task-based approach?, 4 aspects were performed.

1) The developed course was implemented.

2) The gained score was sought.

3) The effect size was calculated.

4) Learning task engagements were investigated.

3.3.2.1. Course implementation

The actual course was implemented with 14 sessions. The instruction covered 12 sessions within 36 hours. The other 2 sessions were for the midterm and final examination. Two modules of the actual course were implemented.

3.3.2.1.1. Population and sample

1. Population

The population in this study was fourth-year undergraduate tourism students at Chiang Mai Rajabhat University (110 students).

2. Samples

The samples for the course implementation were the participants who were fourth-year undergraduate tourism students at Chiang Mai Rajabhat University. According to Yamane (1973), 43 students should be enough as the required participants. However, the sample of this study was an intact group of Tourism major students at Chiang Mai Rajabhat University who enrolled in the "English for Tourism 4" course as one of their compulsory elective subjects in which this study was implemented. This group of students was required to complete all the General English courses and the pre-requisite English for Tourism 1, English for Tourism 2 and English for Tourism 3, courses.

3.3.2.1.2. Instructional instruments

Two modules were derived from the process of course development in phase I (Course development). Two course modules together with four lesson plans (see Appendix N for further details) were constructed based on the needs analysis and the related literature. All the authentic needed materials, teaching method, activities and evaluation plan were selected and incorporated in to the lesson plans. The course materials were validated by a panel of 3 experts in the field before its use in the main study. The content validity measured by Item-Objective Congruence (IOC) Index was 0.97, which is very high.

3.3.2.2. Evaluating the course

To answer research question 2, 'How effective is the English Tourist Guides course using a task-based approach?' participants' oral English communication ability achievement and the participants' learning task engagement were investigated.

To answer research question 2.1, Will the scores of the students' post-test be significantly higher than those of the pre-test?, the participants were pre-tested and post-tested. In addition, to answer research question 2.2: What is the magnitude of the effect size?, a d.value, a kind of effect size index was calculated based on the means and S.Ds of the mentioned tests.

3.3.2.2.1. Research instruments

1. Oral English communication ability test and the oral English communication ratings

1.1. Oral English communication ability test (15 minutes)

The English oral communication ability test (See Appendix H) was a direct performance-referenced test, a simulation of a real-world task. It was used to measure participants' level of oral English communication ability against the oral English communication ratings. The test was developed by the researcher based on the course goals and objectives. It was a criterion–referenced test. Its construct was specified based on characteristics of tasks in the target language use (TLU) situation obtained by the needs analysis and the related literature.

As this was a direct performance-referenced test, a prompt with specific purpose situations was used in the test. For the skills area of the test, participants were

informed of the expected active roles as well as the skills to be assessed during the process of carrying out the task by the rater.

This performance test was used as both pre-test and post-test and administered before and after implementing the course. The pre-test was administered to assess students' oral English communication ability before the implementation. The same test was used again as a post-test after the implementation on the last day of the English Tourist Guides course. The mean scores of both the pre-test and post-test were then compared and analyzed by using the Paired-Samples t-test to determine if the post-test scores, on average, were significantly higher than those of the pre-test.

In order to ensure that the constructed test can assess what to be assessed, the test was validated by an expert in the field of assessment, an expert in the field of task-based language instruction, and an expert in the field of Tourism instruction to measure its content validity before being administered in the main study. The experts found the instrument acceptable with no comments. The overall IOC index of the content validity of the test was 1.00. For reliability, the test was piloted with a sample of 5 (five) students who had characteristics similar to those of the participants in the main study. The reliability was measured by using inter-rater coefficient (rxy) and the result was 0.806.

1.2. The oral English communication ratings

For the oral English communication ratings (see Appendix I) against the oral English communication ability test, the information from the needs analysis was analyzed and taken into consideration for the design of the oral English communication ratings.

Due to the significant role of English as a lingua franca, the evaluation in this study focused on the knowledge and language features that concern intelligibility, negotiation for meaning, and communication skills rather than native target-like skills with grammar, pronunciation, and syntax, but put more emphasis on strategic competence in communication ability, which is an important part of all communicative use. Assessment was often based on assessment of ability to carry out tasks in English.

For reasons of practicality, the oral English communication analytic rating scales used for rating oral English communication ability in this study were adapted from two sources.

1) The validated oral English communication rating scheme used for the Test of English Conversation Proficiency (TECP), at   Sanyo Gakuen University (2002) in Japan, which was constructed to measure non-native speaking students' skills. The validated oral English communication rating scheme used for the Test of English Conversation Proficiency (TECP) which conforms the norms and rules of conversational discourse (Moritoshi, 2002) were used to evaluate EFL learners' conversation proficiency. The rating also focuses on intelligibility and communication skills. The rating scales were found to be of high usefulness overall (Moritoshi, 2002).

2) The standards of English for occupations by the English Language Development Center (ELDC), Thailand, indicating the needed skills and knowledge for a tourist guide (The English Language Development Center, 2006). The Standards of English for a tourist guide by The English Language Development Center (ELDC) Thailand regarding using spoken English and understanding and using non-verbal communication appropriate to audience (see page 115) place the language and non-verbal communication used in a workplace. The two sources mentioned earlier conform with the developed course components and the tasks the participants may need to do in the current era of globalization. Therefore the two sources were seen relevant for the rating adaptation.

The level of each scale was used as a level score. The total scores were derived by summing the highest level score of each scale which was 54 scores in this study. The level scores of each scale that each participant could make were summed to give the composite scores and converted into percentage of the total marks available and the grade was assigned. The oral English communication rating scales were validated by one expert in the field of assessment, one expert in the field of task-based language instruction, and one expert in the field of Tourism instruction. The overall IOC index of the content validity of the test was 0.99. The experts found the instrument acceptable with no comments.

To answer research question 2.3, What is the degree of student engagement?, 4 research instruments were used to obtain the information from 2 sources: the whole class and a focus group on three selected features of student engagement. There included a) use of English to clarify problems or solutions, b) collaborative work with contributions and a positive emotional tone, and   c) participation in the development of the real-world tasks with efforts and applications of ideas to the specific contexts of real-world tasks.

2. The student engagement questionnaire for the whole class

A set of the student engagement questionnaires (See Appendix D) is a self-evaluation. It was employed with the whole group of participants to obtain the quantitative data concerning students' learning engagement in all the aforementioned selected features. The questionnaire was developed by the researcher. The items in the questionnaire were designed to ask the participants about their collaborative work to carry out the tasks, their English communicative interactions, their plans for the tasks, what they did to develop their tasks, the ideas they applied on those tasks, and the tasks they did outside the class in real situations. The questionnaire was designed in a Likert-type scale with five gradations.

The student engagement questionnaire was verified by one expert in the field of assessment, one expert in the field of task-based language instruction, and one expert in the field of English instruction before its use on the last day of the course implementation. The experts found the instrument acceptable with a few minor comments mostly about word choices. The instrument was adjusted accordingly. The content validity measured by Item-Objective Congruence (IOC) Index was 1.00, which is very high. Conbach Alpha coefficient was used to measure the instrument's internal consistency reliability and it was 0.847, which is quite high. The student engagement questionnaires were distributed to participants on the last day of the main study.

3. Students' logs for the whole class

One method for examining student engagement is the content of a student's log which may provide insight on the measurement of learning engagement and perhaps the theoretical underpinnings of student engagement (Drummond et al.,1995 cited in Shadel et al., 2001).

Student's logs (See Appendix F) were employed for triangulation purposes, to obtain the qualitative data concerning the participants' engagement covering the aforementioned 3 selected features. The participants were required to keep their learning logs twice after each real-world task. The logs were processed by groups of participants summarizing their participation and use of English after each real-world task. In order to obtain the relevant data from the learning logs, the participants were allowed to write their logs in Thai, and a guideline for keeping logs was provided. The items included the guideline concerning participants' collaborative work to carry

out the tasks, their English communicative interactions, their plan for the task, what they did to develop their tasks, the ideas they applied on those tasks, and the tasks they did outside of class in real situations.

The students' log guideline was validated by one expert in the field of assessment, one expert in the field of task-based language instruction, and one expert in the field of English instruction before its use during the course implementation in the main study. The experts found the instrument acceptable with a few minor comments mostly about word choices. The instrument was adjusted accordingly. The content validity measured by Item-Objective Congruence (IOC) Index was 0.86, which is very high. The students' logs were transcribed, coded and analyzed by the researcher as one rater and another well-trained rater to code the transcriptions. They were to use the Hyper Research Program separately. The findings from them were to compare if they were more or less the same.

4. The student engagement observation checklist with recordings of the focus group

The student engagement observation checklist (See Appendix E) was used to obtain in-depth quantitative data concerning students' learning engagement in their learning tasks of the particular mixed ability group of five participants during their planning time and work presentation. It was developed by the researcher and was designed to investigate participants' collaborative work in groups with contributions and a positive emotional tone and participation in the development of the real-world tasks with effort and application of ideas. The checklist was used twice, together with the recordings while coding by the researcher as one rater and another well-trained rater. The checklist was verified by one expert in the field of assessment, one expert in the field of task-based language instruction, and one expert in the field of English instruction before its use during the course implementation in the main study. Its content validity measured by Item-Objective Congruence (IOC) Index was 0.96, which is very high. The experts found the instrument acceptable with one comment; the item, "Spent a lot of time on tasks," seemed to be difficult to observe. The instrument was adjusted accordingly by deleting this item.

5. The recording of the focus group's interactions while carrying out the information-gap task.

Since tasks as a main means in learning is one of the key features of task-based language learning approach applied in this study and a closed task is believed to promote learners' negotiation of meaning (Nunan, 2004), it is worthwhile to investigate participants' use of English to clarify their problems or solutions as this can be considered one feature of student engagement.

The recording of the interactions of the focus group was administered while carrying out the information-gap task to investigate their learning task engagement in terms of their use of English to clarify their problems or solutions.

3.3.2.2.2. Data collection

For this study, both quantitative and qualitative data were collected to evaluate the effectiveness of the developed English Tourist Guides course using a task-based approach. The data collection was done with   a) the whole class, and   b) the focus group.

1)   The oral English communication ability test   was used to pre-test all participants. The test was administered twice as pre-test and post-test to obtain the quantitative data about participants' oral English communication ability achievement. The pre-test was administered in the first week of the semester before the beginning of classes while the post-test was in the last week of the semester after the end of classes. The test took about 10 minutes with 5 minutes for preparation for each participant as they needed to study the task sheet containing directions and the criteria for assessment and explore the video clip, which would be used while carrying out the test task.   Both tests were tape-recorded for later analysis by the researcher as one of the raters along with the other well-trained rater.

2)   The student engagement questionnaires for the whole class (Self-checklists) were distributed to all participants on the last day of the course implementation to obtain the quantitative data about student engagement. The researcher spared 15 minutes for all participants to respond to each statement that best describes their views and submitted it before leaving the class.

3)   The students' logs for the whole class were employed to obtain in-depth qualitative data of the participants' learning task engagement. Each group of participants was asked to write their logs after each real-world task. The log's

guideline was provided for each group. However, the participants' logs of real-world task 1 were selected to be coded and analyzed as the task's nature (Launching a tour package) was able to activate all the engagement features. Each group was asked to submit their logs one week after each real- world task.

4) The student engagement observation checklist with recordings for the focus group was employed to obtain quantitative data about participants' behaviors indicating learning task engagement while carrying out their tasks. It was employed with the particular mixed ability group of five participants and was used with the recordings twice during planning real-world tasks 1 and 2. To make sure that the data could be collected as much as possible, recordings were arranged by VDO administration during their interactions and discussion while planning the real-world tasks 1 and 2 (60 minutes of recording for real-world task 1 and 50 minutes for real-world tasks 2). Both verbal and verbal communication data were collected for the analysis. The recordings were administered globally to the whole group rather than focusing on each individual. The reasons for doing so are as follows:

a) The holistic view of group communication using both verbal and non-verbal communication in an inter-dependent fashion can be observed.

b) The recordings focus on the interactions of each of the five students carrying out the task. Therefore, the triggers and responses among the group members should be effectively observed and noticed.

c) All members' concentration, enthusiasm and their eagerness to initiate ideas in the group occurring at the same time can effectively be observed.

d) It is impractical to focus on each member of the group at the same time However, the evidence of their effort and application of ideas may not be clearly observable during their planning time. As a result, recordings of the presentations of the participants' work or products were also observed and evaluated.

5) The recording of the focus group's interactions while carrying out the information-gap task was employed to obtain the in-depth data of student engagement in terms of participants' use of English to clarify their problems or solutions. To investigate the participants' use of English to clarify their problems or solutions, the recording was done with the particular mixed ability group of 5 participants. To make sure that as much data as possible could be collected, the VDO recording was administered during their interactions while carrying out the pedagogical information–gap closed task 1 (20 minutes) during the implementation.

3.3.2.2.3. Data analysis

1. The ratings of the pre-test and post-test were conducted separately by the researcher and by the researcher's inter-rater. Then the inter-rater reliability was calculated. After that, the mean scores of both the pre-test and post-test were compared and analyzed by using Paired-Samples t-test to determine if the English Tourist Guides course resulted in any improvement in the participants' oral English communication ability. In addition, Cohen's index was applied to find the effect size. The values of the effect-size were used to interpret the correlation between the independent variable (the effect in this study) and the dependent variable (the improvement in participants' oral English communication ability) (Cohen, 1988). The effect-size is important as it shows the size of the experimental effect allowing us to acknowledge the magnitude of the effect while other calculations may limit the active interpretation (Cohen, 1992, cited in Thalheimer and Cook, 2002).

2. The data from the student engagement questionnaire (Self-checklist) was analyzed using descriptive analysis.

3. The participants' logs were translated by the researcher. Next the data was coded and analyzed separately by the researcher as the first rater and the researcher's well-trained inter-rater by means of content analysis using Hyper Research Computer Program (Version 2.6) to find the descriptive content domains according to student learning task involvement in terms of using English, collaborative work in group with contributions and a positive emotional tone, and participation in the development of the real-world tasks with effort and application of ideas to the specific contexts of the real-world tasks. Steps taken for the analysis by Hyper Research Computer Program were as follows:

a) Review the learning task engagement literature to find the features indicating the selected learning task engagement features.

b) Convert the translated log file into the 'txt' file, the participants' raw engagement descriptions, and put it into the program.

c) Put the selected engagement features as 'codes'.

d) Select and highlight the word, phases or sentences that indicate the selected learning task engagement features found in the 'txt' file and apply them for codes to get the descriptive content domain.

e) Categorize the derived domains into the categories of the selected learning task engagement features.

f) Select and highlight the word, phases or sentences that indicate the descriptive content domains, found in the 'txt' file and apply them for codes.

g) Then the researcher can get the report from the program.

Then inter-rater reliability was calculated.

4. Recordings of the participants' interactions and discussion of the focus group while planning real-world tasks 1 and 2 together with the recordings of the presentations of the participants' work or products were observed and evaluated using the student engagement observation checklists by the researcher and the researcher's inter-rater. After that, the information from the student engagement observation checklist was analyzed using descriptive analysis to obtain the level of the participants' learning task engagement.

5. The recording of the participants' interactions of the focus group while carrying out the pedagogical information-gap task was transcribed and coded separately by the researcher as the first rater and the researcher's well-trained inter-rater to investigate their use of English to clarify their problems or solutions. The analysis was done by means of content analysis using Hyper Research Computer Program (Version 2.6). The transcript file was converted into the file of 'txt'. Then the 'txt" file was put in the program. After that, the codes of selected engagement features were put in as 'codes'. Next, the selected engagement features found in the 'txt' file were highlighted and applied for codes. Then the researcher can get the report from the program. Then inter-rater reliability was calculated.

The selected interactional features used for the analysis were language-related episodes and negotiation of meaning with attempts to prevent communication breakdown, and the repair features of clarification requests, comprehension check, and confirmation check. These have been found to be facilitative of SLA (Second Language Acquisition) and/or to have been used in the literature in relation to interactions studied (Mackey, 1999 cited in Gass; Mackey; and Ross-Feldman, 2005). The chosen features were operationalized as follows:

1. Negotiation of meaning

1.1. Attempts to prevent communication breakdown (Long, 1983b, cited in Oliver, 2002). It was coded as **APCB**.

1.2. Repair (Long, 1983b; Long and Porter, 1985; Porter, 1986; Young, 1984 cited in Oliver, 2002).

1.2.1.   Clarification request refers to any expressions a speaker uses to elicit clarification of the interlocutor's preceding utterance(s) to help in understanding something the interlocutor said (Modified from Long, 1983 cited in Gass et al., 2006). It was coded as **CR**.

1.2.2.   Comprehension check refers to any expressions elicited by the speaker to check whether the   interlocutor(s) have understood the previous speaker's utterance(s) (Modified from Long, 1983, cited in Gass et al., 2006). It was coded as **CPC**.

1.2.3. Confirmation check refers to any expressions a speaker elicits after the interlocutor's utterance(s) to   confirm that the utterance has been correctly heard or understood by the speaker (Modified from Long, 1983 cited in Gass et al., 2006). It was coded as **CMC**.

2. Language related episode refers to any part of a dialogue in which a speaker talks about the language they are producing, questions their language use, or other or self-correct." This includes instances of a speaker asking for glosses of individual words or phrases (Gass et al., 2005). It was coded as **LRE**.

A statistical package called SPSS (Statistical Package for the Social Sciences, V.11.50) was also used for the statistical calculation. The research instruments used in the study are summarized in table 3.2.

Table 3.2: List of research instruments

Instruments	Purpose	Schedule/ period	Validation		Means of analysis
			Validity	**Reliability**	
Documentary study	To investigate the current and future status, role, significance and education direction of English, the target language use, target language use tasks and skills needed for a tourist guide at work *This information is for qualitative data used for developing the course	At the initial stage of the study	-	Triangulation by cross-checking with the data obtained from the semi-structured interview	Content analysis
Semi-structured interviews with 5 tourist guides	To obtain information about a tourist guide's target language use, target language use tasks including problems and needs of using English at work *This information is for qualitative data used for developing the course	At the initial stage of the study	-	Triangulation by cross-checking with the data obtained from the documentary study	Content analysis
Semi-structured interviews with 2 English teachers	To obtain information about the data concerning the existing course in terms of course content, resources used, teaching methods, learning activities and the course assessment. *This information is for qualitative data used for developing the course	At the initial stage of the study	-	Triangulation by cross-checking with the data obtained from the interview with the alumni	Content analysis
Semi-structured interviews with 4 alumni	To obtain information about the data concerning the existing course in terms of the course content, resources used, teaching methods, learning activities and the course assessment as well as suggestions for course improvement *This information is for qualitative data used for developing the course	At the initial stage of the study	-	Triangulation by cross-checking with the data obtained from the interview with the English teachers	Content analysis
Oral English communication ability test	To measure participants' level of oral English communication ability against oral English communication rating. *This information is for quantitative data obtained to investigate the effectiveness of the developed course	Before and after implementing the course	By the panel of three experts in the fields applying the Index of Item-objective Congruence (IOC $\geq$0.75).	By means of inter-rater coefficient and a t-test	t-test with the significance level at 0.05. In addition, Cohen's index was also applied to find the effect size: a medium

					effect (around 0.5) is expected
Questionnaire	To investigate participants' engagement *This information is for quantitative data obtained to investigate the effectiveness of the developed course	At the end of the course	By a panel of three experts by applying the Index of Item-objective Congruence (IOC ≥0.75).	Conbach Alpha coefficient was used to measure the instrument's internal consistency reliability	-Mean ($\bar{x}$)
Recordings	To investigate in-depth data of participants' engagement while they are carrying out the assigned tasks *This information is for qualitative and quantitative data obtained to investigate the effectiveness of the developed course	While implementing the course	-	Triangulation by cross-checking with the data obtained from the student engagement questionnaire and students' logs	Content analysis
Student engagement observation checklist	To observe and quantitatively evaluate participants' engagement. The student engagement observation checklist is used together with the recordings	While implementing the course	By the panel of three experts in the fields applying the Index of Item-objective Congruence (IOC ≥0.75).	By means of inter-rater coefficient and a t-test	-Mean ($\bar{x}$)
Oral English communication ratings	To be in use as criteria for assessing the oral English communication ability of the participants in the main study	When grading the test	By the panel of three experts using the index of Item-Objective Congruence (IOC ≥0.75).	-	-
Student's logs	To qualitatively investigate participants' engagement *This information is for qualitative data obtained to investigate the effectiveness of the developed course	After the real-world tasks	By the panel of three experts applying the Index of Item-objective Congruence (IOC ≥0.75).	By means of inter-rater coefficient and a t-test	Content analysis

3.4.   Summary

This chapter describes the research methodology of the present study, which was a descriptive and quasi-experimental research project with a one-group pre-test-post-test design. The study consisted of 2 phases: course development and course implementation and evaluation.

For course development, needs analysis was conducted. The samples for needs analysis in this study obtained from Purposive Sampling Technique, consisted of 5 tourist guides working in Chiang Mai, 4 Chiang Mai Rajabhat University alumni who had taken the existing course, and 2 English teachers who usually teach the existing course. At the same time, the related literature were gathered, studied and analyzed. Then the data gained from the needs analysis and the document analysis was analyzed and synthesized. After that, the important findings were specified. Then the course modules, lesson plans and course materials were constructed based on the needs analysis and the related literature. After that, the course modules with lesson plans and course materials were validated by three experts and later piloted with a different group of 30 tourism students. Then the course was adjusted accordingly.

For course implementation and evaluation, the course was implemented for a whole semester of 4 months.   The samples for the course implementation consisted of 24 students at Chiang Mai Rajabhat University. They were the intact group.

To answer the first research question "What components should be incorporated into the English Tourist Guides course using a task-based approach?" two instruments: related literature review and needs analysis, were used. The literature was reviewed and studied. Next, the instruments of the documentary study and semi-structured interviews were employed to conduct the needs analysis. Then, the information gathered from the two sources mentioned above was analyzed and synthesized to obtain the relevant data of the components to be incorporated in the developed course.

To answer the second research question, "How effective is the English Tourist Guides course using a task-based approach?, three sub-questions needed to be answered.

To answer the first sub-question 2.1, "Will the scores of the students' post-test be significantly higher than those of the pre-test at the .05 level?", the participants were pre-tested and post-tested and their mean scores were compared and analyzed.

To answer the second sub-question research question 2.2, "What is the magnitude of the effect size?", Cohen's index was applied to find the effect size.

To answer the third sub-question research question, "What is the degree of student engagement?", both quantitative and qualitative assessments were used with both the whole class and with the focus group of 5 participants. The research instruments employed to assess participants' engagement were the student engagement questionnaire (quantitatively/whole class), student logs (qualitatively/ whole class), student engagement observation checklist (quantitatively/focus group) and, the recording of participants' interactions while carrying out the information-gap task (qualitatively/focus group). For a clear picture, the steps in developing the English Tourist Guides course are presented in figure 3.1.

Figure 3.1. Steps in developing the English Tourist Guides course

Phase I
Development of the English Tourist Guides course for CMRU undergraduates

Semi-structured interviews
Documentary study

Step 1

Related literature review

Needs analysis
1. Identify the target groups
2. Identifying target language use situations

Determining the goals and objectives of the course

Step 2
Course development

Step 3
The verification of the developed course

Selecting the syllabus type

Writing the proto syllabus

The validation of the developed course and materials by the experts

Writing the pedagogical syllabus for the students of Tourism Program

The pilot study: 1 module with 2 pedagogical tasks

Phase II
Course implementation and evaluation

Course implementation

Course evaluation

An experiment (12 sessions)

During the training
• Student engagement observation checklist
• Recordings of students' interactions
• Students' logs

After the training
• Post-test of oral English communication
• Student engagement

Before the training
• Pre-test of oral English communication

CHAPTER IV
RESULTS AND FINDINGS

4.1. Introduction

This study aims to develop an English Tourist Guides course, using a task based approach to enhance Thai undergraduates' oral English communication ability to prepare them with English needed in the work places for their future careers. This chapter presents the findings of the study as follows: the components that should be incorporated into the English Tourist Guides course and the effectiveness of the developed course in terms of students' learning achievement and students' engagement. The results and findings are reported both quantitatively and qualitatively as follows:

Research question 1: What components should be incorporated into the English Tourist Guides course, using a task-based approach?

To respond to this research question, needs analysis was conducted and the related literature was reviewed. Next the course components were drawn from the needs analysis and the review of the related literature. Then the derived components were incorporated in the developed course.

4.2. Needs analysis and related literature review

4.2.1. Needs analysis results

1. Documentary study

a) The existing course description. The existing "English for Tourism 4" is one of the English for Tourism courses in a series and is one of the compulsory electives for tourism students. This course is considered to be one of the courses in communicative English for specific purposes. When the Tourism major students of the Faculty of Humanities and Social Sciences at Chiang Mai Rajabhat University study in the fourth year, they can select the "English for Tourism 4" (ENG 3516) as one of their compulsory electives in the first semester.

The course descriptions of this course were written in order to provide the framework or guideline for teachers to follow. After studying the description of the existing course, it was found that the course aims to develop learners' four skills in aspects of the tour, such as planning, conducting a tour, providing descriptions and

information about the tour sites in both oral and written forms. Learners were expected, after taking the course, to be able to plan, organize and conduct tours and to give descriptions or information about the tour sites.

b) Chiang Mai Rajabhat University' educational policy

Two main policies of faculty of Humanities and Social Sciences of Chiang Mai Rajabhat University concerning this study are 1) to promote its students language proficiency including English and 2) to preserve, enhance and maintain Thai culture especially local culture and promote students' awareness of those cultures. It can be inferred form the policies that the university has an aim to enhance its students' English proficiency and encourage them to use English to promote their local culture.

c) Standards of English for a tourist guide by The English Language Development Center (ELDC) Thailand

Standards of English concerning the core skills of speaking and listening for a tourist guide were studied and selected as they are the skills most used in this profession. In addition, as this course is for EFL students who, according to the literature have a low level of English skills and are not familiar with conversational mechanics/social exchanges and basic communication skills, the basic language and communication skills mentioned in the standards were selected as follows:

Table 4.1. The selected language skills and communication skills obtained from Standards of English for a tourist guide by The English Language Development Center (ELDC) Thailand

Language skills	Communication skills
Using spoken English 1. Use and respond to basic courtesy formulas, e.g. greetings, leave-taking, introductions 2. Ask and respond to tourists' questions or requests 3. Explain and describe information to tourists, e.g. itineraries, daily activities, weather, programs . 4. Present information about Thai history, culture (art, music, food, drinks, fruits, festivals, sports, etc. 5. Initiate and carry on small talk 6. Speak with considerable fluency and accuracy with emphasis on clear pronunciation patterns 7. Adjust language for clarity and accuracy	**Understanding and using non-verbal communication appropriate to audience** 1. Understand and use gestures, facial and body language appropriate to tourists' cultures, e.g. appropriate space to maintain while standing, sitting near tourists, level of eye contact, etc. 2. Use intonation, pitch, volume and tone of voice appropriately

d) The documents including an inquiry into the current role of the English language, language knowledge, and skills needed by a tourist guide, as well as the tasks done at work have been covered in Chapters I and II.

1.2.   Semi-structured interviews

Semi-structured interview is the second instrument used for obtaining the data for needs analysis. The semi-structured interviews were done with tourist guides working in Chiang Mai, English teachers who usually teach the existing "English for Tourism 4" course and Chiang Mai University alumni who took the existing course.

1.2.1.   Semi-structured interview with tourist guides working in Chiang Mai
The interviews with 5 tourist guides working in Chiang Mai were conducted. The gathered information is presented in Table 4.2.

Table 4.2. Information from the interviews with tourist guides

Items	n	%
A tourist guide's main tasks at work		
Receiving tourists at a particular place	5	100 %
Describing points of interests and/or local knowledge	5	100 %
Giving required information	5	100 %
Answering questions	5	100%
Seeing tourists off at a particular place	5	100 %
Planning and creating a tour itinerary	2	40 %
Necessary language skills a tourist guide needs at work		
Speaking	5	100 %
Listening	5	100 %
Reading	3	60 %
Writing	1	20%
The most needed skills for a tourist guide		
Speaking	5	100 %
Listening	5	100 %
Reading	0	0 %
Writing	0	0 %
The English language functions used by a tourist guide at work		
Greeting	5	100 %
Introduction	5	100 %
Small talk	3	60 %
Describing points of interests and/or other local knowledge	5	100 %
Giving information	5	100 %
Answering questions	5	100 %
Making and confirming appointments with tourists	5	100 %
Making a decent joke	2	40 %
Closing the conversation	5	100 %
Tourists' interests towards Thai local wisdom and indigenous knowledge		
It depends on individual tourists	4	80 %
Thai local wisdom and indigenous knowledge are in the interests of many tourists	1	20%
A Thai tourist guide needs Thai local wisdom and indigenous knowledge	5	100 %
Communication skills used at work		
Verbal communication	5	100%
Non-verbal communication	5	100%
Negotiation of meaning	2	40%

Difficulties and problems regarding oral communication of a tourist guide at work		
The ability to answer tourists' detailed questions	5	100%
Understanding of non-native of English speaking tourists' pronunciation or accent	2	40 %
Understanding of native of English speaking tourists' pronunciation or accent	2	40%
Qualifications of a tourist guide in terms of language skills, communication skills and other skills		
Having effective speaking skill	5	100 %
Having effective listening skill	5	100 %
Having sufficient knowledge of points of interests and/or other local knowledge	5	100%
Having effective communication skills	4	80 %
Having group work skill	2	40%
Having cross-cultural awareness	2	40%
The world tourism trend		
No idea	4	80%
Eco-tourism and culture tourism	1	20%
Tourists tour agencies in Chiang Mai receive		
The tourists from the agencies in Bangkok or oversea agencies with ready-made tour packages	5	100 %
The back pack-tourists with the tailor-made tour package	5	100 %
Effective ways used in English class to help students to communicate with tourists effectively		
Using English in class a lot more	5	100 %
Practicing listening a lot more	4	80 %
Practicing listening to a variety of accents of English	4	80 %
Learning by doing	5	100 %
Speaking English on the topics they like	5	100 %
Speaking English without worrying about the correct grammar	5	100 %
The inclusion of knowledge of the places and the knowledge of local traditions or local wisdom	5	100 %
Observing a tourist guide at work in real situations	5	100 %

From table 4.2, all of the participants (100%) indicated that the tourist guide's tasks were receiving the tourist at a particular place, describing points of interests and/or other local knowledge. Moreover, giving required information, answering questions and seeing the tourists off at a particular place were the main tasks. 40% indicated that a tourist guide needed to plan and create the tour itinerary.

In terms of language skills, 100% said that speaking and listening were necessary for a tourist guide at work, 60% indicated reading skill while 20% mentioned writing skill. Regarding the most needed skill, all the participants (100%) indicated both speaking and listening skills.

When asked about English language functions used by a tourist guide in the workplace, 100% indicated that greeting, introduction, describing points of interests and/or other local knowledge, giving information, answering questions, and closing the conversation were English language functions used by a tourist guide at work. 60% indicated small talk while 40% indicated making a nice joke.

In terms of tourists' interests of Thai local wisdom and indigenous knowledge, 80% indicated that it depended on each tourist's interest whereas 20% indicated that many tourists were interested in Thai local wisdom and indigenous knowledge. However, 100% said that a Thai tourist guide needed to have Thai local wisdom and indigenous knowledge.

Regarding the communication skills used at work, 100% of the participants indicated that verbal communication and non-verbal communication were necessary skills while 40% said that negotiation of meaning was necessary for a tourist at work.

Interestingly, all the participants pointed out that using the language naturally was the best for a tourist guide's work. Both verbal and non-verbal communication features definitely occurred naturally when people talked. For those who indicated negotiation of meaning, most of them had a great chance to interact with both native and non-native speaking tourists and said that a tourist guide needed to find the way to understand the tourists especially the non-native speakers of English as their accents were not easy to understand and also many vocabulary and accents of the native ones were often difficult to understand. Moreover, some tourists spoke softly and too fast to catch up with. Accordingly, the phrase like "Sorry" was often used.

When asked about the difficulties and problems regarding oral English communication at work, 100% mentioned that they sometimes had difficulties or problems in answering tourists' questions which required detailed explanation, 40% indicated capturing non-native speaking tourists' pronunciation or accents, and understanding of native of English speaking tourists' pronunciation or accents.

Amongst those who mentioned the difficulties or problems in capturing non-native speaking tourists' accents or pronunciation, they all pointed out that it was difficult to understand those accents as they had rarely listened to them and they did not get used to them. This problem usually inhibited the effectiveness of communication. Moreover, they pointed out that they didn't sometimes understand native speaking tourists' accents when they spoke softly. They also said that the more they experienced, the less the difficulty was.   The other surprising information provided by those who mentioned the difficulties about answering the tourist's deep detailed questions was that many tourists often asked the "Why" questions,   which required the reasons behind certain practices such as " Why aren't women allowed to

step into the Ubosot (Ordination hall), which is in the temple compound? " or " Why can't a woman touch a monk and what happens when one does?".

When asked about the qualifications of a tourist guide professional in terms of language skills, communication skills and other skills, all the participants (100%) indicated that a tourist guide needed to have effective speaking, listening skills and had sufficient knowledge of points of interests and/or other local knowledge while 80% mentioned that a tourist guide professional needed to have effective communication skills. However, 40% of the participants indicated group work skill and cross-cultural awareness.

For those who mentioned listening skills, four of them pointed out that apart from listening skill regarding the ability to understand what a tourist was saying, a tourist guide needed to know or notice or become aware of the tourists' needs, and feeling during their presentations or conversations. A tourist guide may even need to change the topics or justify their talk to suit with the certain situation. A tourist guide should not just only present what he has prepared and not pay any attention or listen to the tourists. A good tourist guide needed to listen to tourists and be able to interpret his/her tourists' needs. Similarly, two participants who mentioned cross-cultural awareness said that many Thai tourist guides were often considered rude for not looking at the interlocutor's eyes when talking with and using the words or sentences showing intimacy to tourists when they first met such as "Hi, Honey, are you interested in joining my cycling tour?". Also, the tour agencies often got complaints about their tourist guides for not keeping their distances and about their touching when having a conversation with the tourists. For those who mentioned group work skill, all pointed out that a tourist guide usually worked with staff such as tour leader, other tourist guides, tour agency staff, the staff who was at the particular place where tourists visited and even with the driver.

When asked to express the idea about world tourism trend, 80% said that they had no ideas about the topic while 20% of them mentioned the sustainable growth of eco-tourism and culture tourism. Regarding the tourists tour agencies in Chiang Mai receive, 100% said that many agencies received the tourists from the agencies in Bangkok or oversea, agencies with the common practice tour package or with optional choices such as Kan-Tok or particular local tradition, Lanna style wedding ceremony. However, some agencies were said to receive the tourists from

the agencies in Bangkok or oversea agencies with the common practice tour package as well as welcoming the backpackers with the tailor-made tour packages.

When asked to suggest ways used in an English class to help students to communicate with tourists effectively, all of them (100%) suggested having learners use as much English in class as possible, learning by doing, speaking English on what they want to speak, speaking English in unstressed situation without the immediate and superfluous grammar correction, observing a tourist guide at work in the real situations and the inclusion of knowledge of the places and local traditions or wisdom. 80% of them suggested practicing listening a lot more and practicing listening to a variety of accents of English.

1.2.2. Semi-structured interview with CMRU English teachers

To investigate the ongoing situation of the existing course in terms of teaching methodology, content , activities materials, the assessment practice, interviews of two CMRU English teachers, interestingly shows that the course content has been very academic with the descriptive texts. The teaching methodology has been reading-based. There have been some individual oral presentations but with a rote memory focus. Moreover, the main tests were paper-based. It can be inferred from the results of the interview with this group of teachers that the existing course practice fails to equip tourism students with the demand for English in the workplace. The gathered information is presented in Table 4.3.

Table 4.3. Information from the interviews with the English teachers

Topics	Items	n	%
Needs analysis	• Needs survey	0	0%
Course content	• Thai history	2	100%
	• Attractions	2	100%
	• Hill tribe	2	100%
	• Temples	2	100%
	• Thai food	2	100%
	• Thai festival	2	100%
Teaching materials	• Texts downloaded from the websites	2	100%
	• Passages related to the content from the text books	2	100%
Teaching method	• Text translation	2	100%
	• Teacher talk	2	100%
	• Teacher's explanation	2	100%
Learning activities	• Reading texts and answering the following questions	2	100%
	• Role-play activities by a certain dialogue	2	100%
	• Conducting a tour with the teacher as a tourist	2	100%

	• Individual work presentation on the topic based on the content mention earlier.	2	100%
	• Group work interactions or discussion	0	0%
	• Conducting a tour with the teacher as a tourist.	2	100%
Course assessment	• Paper-based test for the midterm exam	2	100%
	• Paper-based for the final exam	2	100%

It can be noticed that the information of the interviews of the two teachers absolutely agreed with each other as they both usually teach this existing course for many years and they usually work and plan the course together.

1.2.3. Semi-structured interview with CMRU alumni

The interviews of four CMRU alumni, more interestingly, reveal similar results. Undoubtedly, all alumni made some suggestions for the developed course. 100% suggested adding more authentic language, activities that allowed them to use English freely on any topics they felt like to without immediate error correction, and more conversations in class. 75% of them suggested more listening, listening to different accents including group work practice in real situations. It can be inferred from the alumni's suggestions that they wanted to focus on speaking skill in class. In terms of the tourist guide's main tasks at work, all of them indicated planning and describing a tour itinerary and conducting a tour with the mirco-tasks of receiving tourists at a particular place, describing points of interests and/or local knowledge, giving required information, answering questions and seeing tourists off at a particular place. In terms of skills, most of them mentioned that speaking and listening skills together with communication skills including verbal and non-verbal communication were needed. 75% of them mentioned negotiation of meaning. All of them usually faced with the difficulties to reply for tourists' detailed questions and understand the tourists' variety of accents and pronunciation. When asked about the good qualifications of a tourist guide, most of them indicated the qualification of having good speaking and listening skills, communication skills, and the ability to describe the tour sites while the majority of them mentioned having group work skill and having cross-cultural awareness.

Table 4.4. Information from the interviews with CMRU alumni

Topics	Items	n	%
Needs analysis	• Needs survey	0	0%
Course content	• Thai history • Legend • Attractions • Hill tribe • Temples • Thai food • Thai festival	4 4 4 4 4 4 4	100% 100% 100% 100% 100% 100% 100%
Teaching materials	• Texts downloaded from the websites • Passages related to the content from the text books	4 4	100% 100%
Teaching method	• Text translation • Teacher talk • Teacher's explanation	4 4 4	100% 100% 100%
Learning activities	• Reading texts and answering the following questions • Role-play activities by memorizing a certain dialogue • Conducting a tour with the teacher as a tourist • Individual work presentation on the topic based on the content mention earlier. • Group work interactions or discussion • Conducting a tour with the teacher as a tourist.	4 4 4 4 0 4	100% 100% 100% 100% 0% 100%
Course assessment	• Paper-based test for the midterm exam • Paper-based for the final exam	4 4	100% 100%
Suggestions	• More authentic language • More conversations in class • No immediate grammatical errors correction • Speaking English on their favorite topics • Practicing listening a lot more • Listening to different accents • Group work practice in real situations	4 4 4 4 3 3 3	100% 100% 100% 100% 75% 75% 75%
Items	**Target language use, target language use tasks, skills, problems and qualification of a good tourist guide**		
A tourist guide's main tasks at work • Receiving tourists at a particular place • Describing points of interests and/or local knowledge a particular • Giving required information place • Seeing tourists off at a particular place Answering questions • Planning and creating a tour itinerary		4 4 4 4 4	100% 100% 100% 100% 100%
Necessary language skills a tourist guide needs at work • Speaking • Listening • Reading • Writing		4 4 1 1	100% 100% 25% 25%
The most needed skills for a tourist guide • Speaking • Listening • Reading • Writing		4 4 0 0	100% 100% 0% 0%
The English language functions used by a tourist guide at work • Greeting • Introduction		4 4	100% 100%

• Small talk	4	100%
• Describing points of interests and/or other local knowledge	4	100%
• Giving information	4	100%
• Answering questions	4	100%
• Making and confirming appointments with tourists	4	100%
• Making a decent joke	1	25%
• Closing the conversation	4	100%
Tourists' interests towards Thai local wisdom and indigenous knowledge		
• It depends on individual tourists	4	100%
• Thai local wisdom and indigenous knowledge are in the interests of many tourists	3	75%
• A Thai tourist guide needs Thai local wisdom and indigenous knowledge	4	100%
Communication skills used at work		
• Verbal communication	4	100%
• Non-verbal communication	4	100%
• Negotiation of meaning	3	75%
Difficulties and problems regarding oral communication of a tourist guide at work		
• The ability to answer tourists' detailed questions	4	100%
• Understanding of non-native of English speaking tourists' pronunciation or accent	4	100%
• Understanding of native of English speaking tourists' pronunciation or accent	4	100%
Qualifications of a tourist guide in terms of language skills, communication skills and other skills		
• Having effective speaking skill	4	100%
• Having effective listening skill	4	100%
• Having sufficient knowledge of points of interests and/or other local knowledge	4	100%
• Having effective communication skills	4	100%
• Having group work skill	4	100%
• Having cross-cultural awareness	3	75%
	3	75%
The world tourism trend		
• Eco-tourism and culture tourism	4	100%

Tables 4.3 and 4.4 yield similar information regarding the existing course practices. However, in the suggestion part, the alumni's suggestions deviated from the course practices indicating the needs for more English speaking, listening to authentic language and focus on meaning rather than form.

Table 4.5: Summary of information from needs analysis obtained from the semi-structured interviews

Information from tourist guides	Information from English teachers	Information from CMRU alumni
Required task: **1. Conducting a tour** • Receiving the tourist at a particular place, • Describing points of interests and/or other local knowledge. • Giving required information • Answering questions • Seeing the tourists off at a particular place were the main tasks. **2. Launching a tour package** • Planning and creating the tour itinerary. • Tour package presentation **3. Entertaining tourists** **4. Helping tourists in all aspects they need**	• No needs analysis • Very academic content with descriptive texts • Reading-based and text translation teaching methodology • Some individual oral presentations but with a rote memory focus • Paper-based tests	• No needs analysis • Very academic content with descriptive texts • Reading-based teaching methodology • Teacher talk with text translation • Some individual oral presentations but with a rote memory focus • Paper-based tests
The most used language skills: • Speaking • Listening • Reading (60%) • Writing (20%)	--------------------	**The most used language skills:** • Speaking • Listening
Language functions used: • Greeting, • Introduction, • Describing points of interests and/or other local knowledge, • Giving information, • Answering questions, • Closing the conversation • Small talk (60%) • Making a nice joke (40%).	-------------------	**Language functions used:** • Greeting, • Introduction, • Describing points of interests and/or other local knowledge, • Giving information, • Answering questions, • Closing the conversation
Communication skills used at work: • Verbal communication • Non-verbal communication • Negotiation of meaning(40%)	--------------------	**Communication skills used at work:** • Verbal communication • Non-verbal communication • Negotiation of meaning(40%)-

Difficulties and problems regarding oral communication of a tourist guide at work: • The ability to answer tourists' detailed questions • Understanding of native of English speaking tourists' pronunciation or accents • Understanding of non-native of English speaking tourists' pronunciation or accents	--------------------	**Difficulties and problems regarding oral communication of a tourist guide at work:** • The ability to answer tourists' detailed questions • Understanding of non-native of English speaking tourists' pronunciation or accents • Understanding of non-native of English speaking tourists' pronunciation or accents • Unexpected questions
Effective ways used in English class to help students to communicate with tourists effectively: • Using English in class a lot more • Learning by doing • Speaking English on the topics they like • Practicing listening to a variety of accents of English(80%) • Practicing listening a lot more (80%)	--------------------	**Suggestions** • Adding more authentic language, • Activities that allow them to use English freely on any topics they feel like to without immediate error correction, • More conversations in class. • Practicing listening a lot more (75%) • More listening to different accents 75% including group work practice in real situations (75%) • Speaking English on their favorite topics -

Specify important findings from needs analysis	
Main tasks associated with English language use required by a tourist guide at work: • Conducting a tour and launching a tour package **Language skills and functions:** • Greeting introduction, describing points of interests and/or other local knowledge, giving information, answering questions, and closing the conversation small talk **Communication skills used at work:** • Verbal communication • Non-verbal communication • Negotiation of meaning	**The existing course practice** • No needs analysis • Traditional ways of teaching that fail to cater the demand for English in the work place) • Academic content • Individual focus • Reading and text translation-based instruction • Paper-based evaluation
Suggestions for course development • English in real situation practices • More English speaking and listening in class • A variety of accents of English exposure • English use on learners' topics of interest	**Suggestions for course development** • Authentic language exposure, • Activities with English use on learners' favorite topics they feel like to without immediate error correction, • More conversations in class. • More listening to different accents • More group work practice in real situations

Note: The symbol '---------' = Not included in the interview.

Table 4.6: Summary of information from needs analysis obtained from the semi-structured interviews and documentary study

Items	Documentary Study	Semi-structured interviews		
		Tourist guides	English teachers	Alumni
Target task				
1. **Conducting a tour**	X	X	----------	X
• Receiving the tourist at a particular place,	X	X	----------	X
• Describing points of interests and/or other local knowledge	X	X	----------	X
• Giving required information	X	X	----------	X
• Answering questions	X	X	----------	X
• Seeing the tourists off at a particular place were the main tasks.	X	X	----------	X
2. **Launching a tour package**	X	X	----------	X
• Planning and creating the tour itinerary.	X	X	----------	X
• Tour package presentation	X	X	----------	X
3. **Entertaining tourists**	X	X	----------	X
4. **Helping tourists in all aspects they need**	X	X	----------	X
The most used language skills				
• Speaking	X	X	----------	X
• Listening	X	X	----------	X
Language functions used:				
• Greeting,	X	X	----------	X
• Introduction,	X	X	----------	X
• Small talk	X	X	----------	X
• Describing points of interests and/or other local knowledge,	X	X	----------	X
• Giving information,	X	X	----------	X
• Answering questions,	X	X	----------	X
• Closing the conversation	X	X	----------	X
• Making a nice joke	X	X	----------	X
Communication skills used at work:				
• Verbal communication	X	X	----------	X
• Non-verbal communication	X	X	----------	X
• Negotiation of meaning	X	X	----------	X
• Thai local wisdom and indigenous knowledge	X	X	---------	X
• English as a lingua franca	X	-------	---------	---------
Suggestions for course development				
• English in real situation practices	----------	X	----------	X
• Authentic language exposure,	----------	X	----------	X
• Activities with English use on learners' favorite topics they feel like to without immediate error correction,	----------	X	----------	X
• More English speaking and listening in class	----------	X	----------	X
• More listening to different accents	----------	X	----------	X
• More group work practice in real situations	----------	X	----------	X

Items	Documentary Study	Semi-structured interviews		
		Tourist guides	English teachers	Alumni
The existing course practice				
• No needs analysis	-----------	---------	X	X
• Very academic content with descriptive texts	-----------	---------	X	X
• Reading-based and text translation teaching methodology	-----------	---------	X	X
• Some individual oral presentations but with a rote memory focus	-----------	---------	X	X
• Paper-based tests	-----------	---------	X	X
Specify important findings from needs analysis				
Target task **1.Conducting a tour** • Receiving the tourist at a particular place, • Describing points of interests and/or other local knowledge • Giving required information • Answering questions • Seeing the tourists off at a particular place were the main tasks. **2.Launching a tour package** • Planning and creating the tour itinerary. • Tour package presentation **3.Entertaining tourists** **4. Helping tourists in all aspects they need**	**The most used language/ skills:** • Speaking • Listening • English as a lingua franca	**Language functions used:** • Greeting, • Introduction • Small talk • Describing points of interests and/or other local knowledge • Giving information • Answering questions • Closing the conversation • Thai local wisdom and indigenous knowledge	**Communication skills used at work:** • Verbal communication • Non-verbal communication • Negotiation of meaning	**Suggestions for course development** • English in real situation practices • Authentic language exposure, • Activities with English use on learners' favorite topics they feel like to without immediate error correction, • More English speaking and listening in class • More listening to different accents • More group work practice in real situations

Note: The symbol '---------' = Not included

4.2.2. Related literature review

This study aims to develop the English for Tourist Guides course to enhance Thai undergraduates' oral English communication ability to prepare them for careers in the hospitality sectors. Therefore, related literature concerning effective teaching methodology of task-based approach, language acquisition and input, interaction and output hypothesis was relevant to the study. The related literature review has been covered in Chapter I and II.

4.2.3. Analysis of the needs assessment and the related literature review

All the information from the 2 sources from needs analysis was analyzed and synthesized to obtain the relevant needed information for developing the course. They are as follows:

1. A tourist guide's tasks associated with English language use at work

From the analysis of both documentarty study and the semi-structured interviews with five tourist guides, it was found that the two sources agree that a tourist guide's tasks associated with English language use at work are mainly as follows:

1.1. Leading a tour

a)   Receiving tourists at a particular place

b)   Giving information, describing points of interest or other local knowledge

c)   Answering tourists' questions

d)   Seeing the tourists off at a particular place

1.2. Creating and describing a tour plan and itinerary

e)   Creating a tour plan and itinerary

f)   Describing a tour itinerary

Accordingly, the real-world tasks selected for the developed course were planning and creating a tour itinerary, and conducting a tour. For the course content, the English language functions required by a tourist guide at work were greeting, introduction, small talks, describing points of interest and/or local knowledge, giving information, answering questions, and closing the conversation. The aforementioned tasks and the English language functions were then used as the course content.

Due to the current popularity of ecotourism, as discovered from the review and from the semi-structured interviews, local wisdom and indigenous knowledge were included in the part on listening inputs. In addition, in the part of the pedagogical tasks and real-world tasks, learners were encouraged to include or select local wisdom and indigenous knowledge in their work. Inclusion of local wisdom and indigenous knowledge also fits one of CMRU policies, which is to preserve, enhance, maintain, and promote students' awareness of Thai culture – especially local culture.

2. Language skills and communication skills

The existing course description indicates the aims of developing learners' four language skills. However, listening and speaking skills were found from the needs analysis and related studies as the core and most needed skills for a tourist guide at work and for oral communication. In addition, language skills, communication skills such as verbal and non-verbal communication and negotiation of meaning were

found to be crucial for a tourist guide to enhance his or her oral communication especially among non-native speakers.

3. English as a lingua franca

English used as a lingua franca (ELF) is by far the most common form of English in the world today (Jenkins, 2003; Graddol, 2006; El-Sharkawy, 2007). The outstanding role of English as a lingua franca has been evidently supported by the report of tourism trends. It has been found that 85 percent of all business including tourism is done between non-English speaking countries (Graddol , 2006). Moreover, it has been found that over 50 percent of the tourists that Thai tourist guides interacted with were non-native English speakers (Tourism Authority of Thailand, 2005). As a result of the widespread use of English, a variety called "World Englishes" inevitably comes with local linguistic and cultural influences affecting the way in which such English is spoken in its L2 locations in terms of accents, structures, lexis, pragmatic features etc. (Jenkins, 2003).

The significant role of English as a lingua franca, together with the needs for listening, speaking, and communication skills to be the focus, lends itself to an integration of authentic English listening inputs with a variety of accents associated with the relevant language functions and tasks as teaching materials for this developed course. The aim was to better prepare the students to cope with the difficulty of understanding non-native English speaking tourists' pronunciation or accents. It was hoped that those visual and listening inputs downloaded from the internet websites would activate participants' recognitions of the easily self-accessible resources available. Those inputs, it was hoped, would encourage the students to self-access more extensive details of any information they need, all of which cannot be covered by the study. In terms of teaching and evaluation, the English language used in the course focused on intelligibility rather than native targets of grammar, pronunciation, and syntax.

4. Task-based language learning

Regarding teaching methodology and learning activities, task-based language learning with the key features of meaning primacy, target language use, real-world related tasks as the main means in learning, authenticity of exposure and group work operation, were found to be relevant for this study.

The key features of the task-based language approach are relevant to communicative competence. The key feature of meaning primacy of task-based language learning fits with the language knowledge of communicative competence, which emphasizes meaning fulfillment of the language. The key features of authenticity and tasks as the main means for learning fit with pragmatic knowledge. The key feature of group work interaction using the target language to carry out the tasks fits with the strategic competence which requires learners to make use of verbal and non-verbal communication in getting the job done. In addition, the key features of the task-based language approach serve the significance of subconscious acquisition, input, interaction, and output hypothesis, which are believed to enhance language acquisition (Long, 1996; Krashen, 1994; Willis, 1996; Skehan, 1996; Swain, 1985, cited in Nunan, 1999).

The key features of the task-based language approach also fulfill the needs and lack of the Chiang Mai Rajabhat University alumni. They mentioned a great need for increased English speaking in class conveying the message in stress-free situations with no immediate error correction (meaning primacy). They also mentioned the need for more listening practice including a variety of accents of English, more real life language use (authenticity of exposure), and group work practice in real situations (Group work doing tasks). The aforementioned features were identical to those identified in the needs analysis from the interviews with tourist guides working in Chiang Mai regarding the issue of the effective ways to be adopted in the English class to help students to communicate with tourists effectively. Moreover, the effectiveness of task-based language learning towards oral English communication ability may help fulfill one of Chiang Mai Rajabhat University's policies of promoting its students' English language proficiency.

The task-based language learning approach as adopted in this study

The task-based language learning approach as adopted in this study consists of 5 key features, namely, 1) meaning primacy, 2) authenticity of exposure, 3) target language use, 4) real-world related tasks, and 5) group work operation. The details are outlined below.

1) Meaning primacy refers to whatever language form students want to use to convey their message to carry out the tasks. There was no error correction during their interactions.

2) Authenticity of exposure in this study covers substantial authentic listening inputs (samples of VDO clips and audio CDs with situations containing relevant language knowledge and communication skills for tourist guides), reading inputs (samples of authentic Chiang Mai tour itinerary, samples of descriptive brochures of places of interest) and inputs of their interactions of what they want to say or hear in the classroom. (Long, 1996; Krashen, 1994).

3) Target language use means the conditions under which the students needed to use English to carry out the tasks. They interacted with peers and teachers in English, making use of their own existing knowledge resources including verbal and non-verbal language.

4) Real-world related tasks and real-world tasks in this study were focused as a means for learning. Real world-related tasks covered role-play simulations, interacting and discussing in class using English to accomplish the assigned tasks, and presenting their work to the whole class. Real-world tasks covered launching a tour package and conducting a short tour outside class in a real situation.

5) Group work operation was focused in this study. Students worked in groups or in pairs while carrying out the tasks.

4.2.4. Mapping of the results of the findings of the related literature and the needs analysis, to find course components

The results of needs analysis and the related literature were mapped to obtain the components to be incorporated into the developed course as shown in table 4.7.

Table 4.7: The course components drawn from mapping results of the findings of the related literature and the needs analysis

The English for Tourist guides course using a task-based approach
The course content (From needs analysis)
Task content: Launching a tour package and conducting a tour **Language content:** **Language skills:** Greeting, introduction, small talk, describing points of interest and/or local knowledge, giving information, answering questions, leave-taking **Communication skills:** Verbal and non-verbal communication and negotiation of meaning
Teaching and learning activities (From needs analysis/ literature review)
Target language use -English as a lingua franca
Materials: - Authentic English listening inputs based on the course content with a variety of accents associated with the selected language functions and tasks - Some authentic reading inputs with tour plans and itineraries
Learning activities Task-based language learning with pre-task, task-cycle, and language focus with pair work or group work **Language skills:** Speaking and listening as the core skills
Tasks applied **2 pedagogical tasks** **Task 1:** A tourist guide and social exchanges, language, and communication skills: Thai Cooking **Task 2:** A tourist guide and social exchanges, language and communication skills (Revision): Tourist attractions and local knowledge   *Information-gap tasks and role-playing simulations **2 real-world tasks** Launching a tour package and conducting a tour
Evaluation practice (From literature review/needs analysis) **-**Criterion-reference based test -Performance-based/role-playing simulation -Intelligibility focus rather than native targets

All the ingredients illustrated above were used to develop the course that met the needs.

4.3. Course development

4.3.1.   Exploring theoretical frameworks for the course development

In order to develop the specific framework for the course, several related theoretical frameworks were explored. They were the process of needs assessment by Graves (2000), course development by Yalden (1983), language acquisition, input, interaction and output hypothesis, task-based approach, and the social constructivism scaffolding by (Vygotsky 1987). The process of needs assessment by Graves (2000) provided the idea for conducting the process of needs analysis.   The other theories were chosen to be the groundwork for course development, course design, content and materials selection , instructional process, and evaluation. Figure 4.1 illustrates the theoretical frameworks that were used.

Figure 4.1: The theoretical frameworks for the English Tourist Guides course development
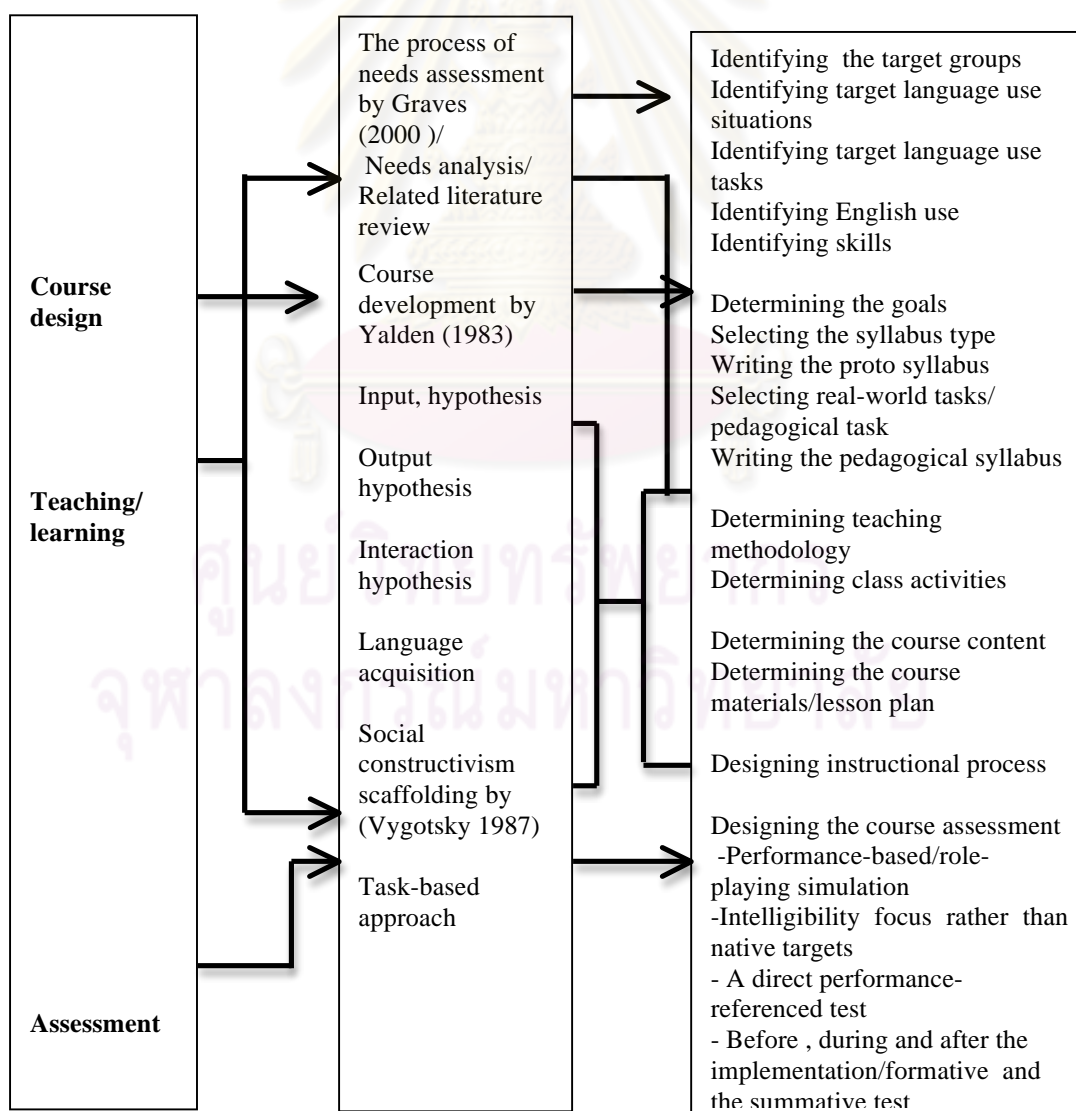
4.3.2. Course development

The English Tourist Guides course was developed based on the needs analysis, and related literature. Steps taken in developing this course were as follows:

Step 1. Determining the goals and objectives of the course

Step 2. Selecting the syllabus type

Step 3. Writing a proto syllabus: Establish target language use, situations in use and target language tasks, select and sequence tasks from real-world /target tasks, and consider pedagogical tasks and real-world tasks.

Step 4. Writing the pedagogical syllabus for the students of Tourism Program**:** designing the course and writing lesson plans for course implementation   (Yalden, 1987)

Each step was performed was as follows:

Step 1. Determining the course goals

The goals of the developed course were derived from the results of the needs analysis. The goals of the course focused on learners' ability to use the specific appropriate language knowledge, language skills, and communication skills required by a tourist guide at work.

The English Tourist Guides course goals

1. To enhance students' ability to give information about spots of interest and/or local knowledge,

2. To enhance students' ability to express common necessary language skills and communication skills,

3. To enhance students' ability to plan, create, and present some easy tour itineraries,

4. To enhance students' ability to conduct a short tour outside of class.

Step 2. Selecting the syllabus type

Regarding teaching methodology and learning activities, task-based language learning was applied in this study.

Step 3. Writing the proto syllabus

1. Establish target language use, situations in use and target language tasks

Due to the increase of non-native English-speaking tourists and the communication between non-native speakers using English as a lingua franca, English was used for the target language use in this study. As a result, the English language used in the course teaching and evaluation focused on intelligibility rather than native targets of

grammar, pronunciation, syntax. In addition, listening and speaking skills and communication skills – verbal and non-verbal communication and negotiation of meaning – were focused in this study. In terms of **target language use situations,** greetings, introductions, small talk, describing points of interests and/or local knowledge, giving information, answering questions, and closing the conversation were included. For the **target language use tasks,** leading a tour and creating and describing a tour plan and itinerary were the main target language tasks.

2. Select and sequence tasks from real-world /target tasks

The tasks derived from the needs analysis were mainly two: 1) creating and describing a tour plan and tour itinerary, and 2) leading a tour. Creating and describing a tour plan and tour itinerary was the first sequence while leading a tour was the second due to the complexity and cognitive demand of the tasks.

Consider pedagogical tasks and real world tasks for designing course.

Tasks used in this study

Tasks used in this study were selected from the target real-world tasks obtained from the needs analysis. Two pedagogical tasks and two real-world tasks were selected.

Pedagogical tasks were included with the reasons of scaffolding and preparing participants with the language knowledge and skills and crucial communication skills so that the participants may be able to make use them in their real-world task performances. According to Nunan (1988), task-based syllabus design should address some degree of contextual support provided to learners including the complexity of the language that learners are required to process and produce. Pedagogical tasks were selected and sequenced, yielding information-gap tasks and pedagogical role-play simulations which are believed to promote negotiation of meaning and task outcome. Moreover, real-world simulation tasks were provided for them to experience experimenting with their existing knowledge as well as with knowledge and skills they had been taught during the pedagogical tasks.

1. Pedagogical tasks

Pedagogical tasks consisted of two micro tasks aiming to equip participants with language skills and communication skills with needed functions and tasks required by a tourist guide including the knowledge of social exchanges of English for tourist guides. Micro task one was about Thai cooking (Role-play simulation). Micro task

two was about spots of interest or local knowledge: local tourist spots, local festivals or traditions, and indigenous knowledge (Role-play simulation).

2. Real-world tasks

Real-world tasks were applied when the participants had been equipped with language skills and communication skills that they could make use of when carrying out the real-world tasks. Real-world tasks consisted of launching a tour package and conducting a short tour.

Task I: Launching a tour package. Working in group launching a tour package, participants needed to decide on the type of tour they were interested in, and then do the survey. The survey consisted of interviewing at least 5 tourists to find out what they would like to see and do in Chiang Mai. Participants then gathered the necessary information for designing and presenting a tour package.

Task II: Conducting a tour. For conducting a tour, each group interviewed at least 5 tourists travelling to Chiang Mai about their perceptions of what a good tourist guide is and presented the findings to the whole class. Then each group was assigned to do a tour plan, including getting their own tourists, taking them to the sites, and conducting the tour. After that each member of the group was requested to act as a tourist guide using English in a real situation outside of class. Recordings of their work were also requested for their work presentation in class. Finally, participants presented their work.

Step 4. Writing the pedagogical syllabus: designing the course and writing lesson plans for course implementation.

1. **Design the course**

The course components

1.1. Course content (What to learn)

The course content of the developed course included the task content of launching a tour package and conducting a tour outside class and English language skills and communication skills required by a tourist guide at work.

Language skills included greetings, introductions, small talk, describing points of interest and/or local knowledge, local wisdom and indigenous knowledge, giving information, answering questions, and closing the conversation.

Communication skills included verbal and non-verbal communication and negotiation of meaning.

1.2. Teaching and learning activities

a) Course materials

For course materials, authentic English listening inputs with a variety of accents associated with the relevant selected language functions and tasks were focused on. However, some reading inputs with tour plans and itineraries were included to be exemplary ideas or scaffolding models for participants while carrying out the tasks.

b) Teaching methodology (How to learn)

Regarding teaching methodology and learning activities, task-based language learning was adapted from several task-based advocates and applied covering 3 stages of teaching in this study as follows:

Table 4.8: Task-based lesson framework proposed in this study

Pre-task stage To prepare students to perform the task, objectively facilitating language acquisition (Ellis, 2003)	Phase 1. • Introduction to topic and task including activities which help prepare them with language and skills they make use of in the next phase including activities raising learners' consciousness about the specific features of the task performance • Perform a task which is similar to the main task, or they may only observe a model of how the task can be performed Phase 2. • The next phase is the actual task phase. This phase concerns options related to how the task can be carried out and can be prior to the actual performance of the task.
Task-cycle Willis (1999)	• Task • Planning • Task performance (Ellis) • Report
Language focus (Ellis, 2003)(Willis,1999)	Attention to problematic forms/ Analysis of problematic linguistic features

c) Instructional process

For instructional process, the mixture of task-based language learning frameworks for task-based lessons of Ellis (2003), Nunan (2004) and Willis (1996) were adapted and applied in this study. The framework for task-based lessons covered pre-task, task cycle, and language focus. The pre-task stage provided a model(s) for participants to observe the specific language and/or communication skill features of the target task performance required for a tourist guide at work. Participants were encouraged to observe and notice these language features in the models which would be beneficial for them during the task cycle stage. For the task cycle stage,

participants were required to do the task – role-play simulation in small groups. Next, participants prepared to report to the whole class. Then they presented their work to the class orally. For the last stage, language focus, participants examined and discussed the problematic linguistic features of the presented models or recordings of their works. Due to the nature of the task-based approach, students were required to work together to complete the assigned tasks.   Pair work, group work, and/oral presentation were   included during the process of teaching and learning.

1.3. Student evaluation

For the assessment plan, the direct performance-referenced test was applied because this kind of test aimed to assess learners' language performances and it concentrated more on knowledge requiring test takers to demonstrate an ability to use the target language. The assessment required test takers to perform a task simulation that they would have to perform in a real-life situation as tourist guides. The oral English communication ability of the learning participants was assessed using a direct performance-referenced test. The test tasks were those that they would have to perform in a real-life situation as tourist guides.

2. Writing lesson plans for the course implementation.

The modules and lesson plans were written accordingly. There were two modules. Module one concerned essential language skills and communication skills for a tourist guide with Thai cooking and tourist attractions and local knowledge (Pedagogical tasks) while module two focused on the practicum providing participants with real-world experiences. Module one consisted of two lesson plans. The first lesson plan comprised pedagogical task 1, working on Thai cooking. The second lesson plan incorporated pedagogical task 2, working on   local spots of interest and local knowledge. Module two consisted of two lesson plans. The first came with real-world task 1 providing participants' with an opportunity to launch a tour package creating and presenting a tour itinerary. The second   came with real-world task 2, providing participants with an opportunity to conduct a tour acting as tourist guides in the real situation. Simply put, this study offered two modules with two pedagogical tasks and two real-world tasks with four lesson plans. (See appendix N for further details.).   Table 4.9 below illustrates the over view of the English Tourist Guides course, using a task-based approach.

Table 4.9: Overview of the English Tourist Guides course using a task-based approach

Module1: Essential language skills and communication skills for a tourist guide

Sample lesson plan: Pedagogical task 1: A tourist guide and social exchanges, information presentation, language and communication skills: Thai Cooking

Sample lesson plan: Pedagogical task 2: A tourist guide and social exchanges, information presentation, language and communication skills (Revision): Tourist attractions and/or local knowledge

Performance objectives of pedagogical task 1:
1. Students will be able to identify and use the social exchanges such as greeting, introduction, small talk and leave-taking. 2. Students will be able to identify and use communication skills such as verbal-nonverbal communication skills, backchannels and negotiation of meaning. 3. Students will be able to do the role-play simulation as tourist guides using language skills and communications skills demonstrating how to cook a Thai dish

Performance objectives of pedagogical task 2:

1. Students will be able to obtain and orally give the required information as well as express their opinions of what they like and dislike about each tour presentation in the presented VDO clips.
2. Students will be able to do the role-play simulation as tourist guides using language skills and communications skills receiving a tour group at a particular place and taking the tour group to the tourist sites.
3. Students will be able to present the local knowledge, local life, local tradition, or local tourist attractions via PowerPoint presentation or other better preferred method.

Course content	Teaching and learning activities			Student evaluation
Content: task /language content	Activities /Teacher's activities	Learners' activities	Materials	Evaluation/Remarks
Language content: 1. Social exchanges and communication skills needed by a tourist guide. 2. Thai cooking 3. Places of interest/ local wisdom	**Pre-task** 1. Introduction of the topic of social exchanges and communication skills needed by a tourist guide. **2.** Exposure of English audio CD, audio-visual clip model containing needed language and communication skills/ Thai cooking/ **tourist guides describing places of interest, local life and local wisdom** 3. Activities activating learners' consciousness about the required language	- Learners observe the inputs, the clips mediating with the inputs (Authentic exposure with meaningful inputs/ self-mediation with inputs). - Learners identify the required language features (Whole class/ individual activities). - Learners work in group of five doing the information-gap tasks. (Learners as language users)	- Supplementary sheets about necessary social exchanges needed /examples of communication skills (negotiation of meaning and backchannels) -A set of three short audio-visual clips of conversations containing the features of social exchanges and communication skills needed by a tourist guide. - Four different clips of Thai cooking with scripts -Supplementary sheets about Thai	- Scripts are given to each learner. - All the clips are given to each learners after class for more access if they want to. - Some related websites are offered to students

	4. Information-gap task sheets on the topic of "What's my favorite dish?" / **" Umbrella making"**		cooking. - Audio CD of English conversation of tourist guides and a tour group with scripts - A set of 5 audio-visual clips of a tourist guide at work - Task sheets: Information-gap task sheet - Learners' interactions - The related internet websites	for more access.
Task content: Role-play simulation task.	**Task-cycle** 1. The role-play simulation task as tourist guides demonstrating how to cook a Thai dish at a Thai cooking school of their own. 2. **The role-play simulations as tourist guides leading a tour group, starting from receiving tourists from the airport to the place of interest/local festivals or traditions/visit the local life/visit local wisdom or other interesting things of their interest**	**Learners act as language users using English to carry out the tasks** - Learners work in group selecting what they want to demonstrate, sharing responsibilities, planning who is doing what etc. to carry out the tasks. - Each group completes a task sheet with planning guideline and then hand in a copy to the teacher. - Learners do the role-play simulations. - Learners evaluate their own and their peers' role-play simulations.	- Task sheet 2: Planning guideline task sheet - Learners' interactions - Evaluation sheet	*Self evaluation *Peer evaluation *Presentation evaluation by teacher Remark**:** the sign * refers to assessment part ***Mid-term examination:** A direct performance-referenced test/ role-play simulation as a tourist guide conducting a tour
	Language focus 1. Clarification or discussion of the problematic language or linguistic features**.**	- Learners ask questions on the problematic language or linguistic features.	- Audio-visual inputs/recordings of learners' presentation	

Module2: Practicum

Sample lesson plan: Real-world task 1/ 2: Launching a tour package / **Conducting tour outside class**

Main performance objectives of real-world task1: 1. Students will be able to conduct a mini-interview with some tourists travelling to Chiang Mai for information needed for tour launching. **2.** Students will be able to plan and launch the reasonable tour package with an itinerary 3. Students will be able to do the role-play simulations presenting the tour package to the tourists in front of the class.	
Main performance objectives of real-world task 2: 1. Students will be able to interview some tourist travelling to Chiang Mai for the information needed for conducting a tour and present the result of the interview in front of the class. **2.** Students will be able to plan and conduct a tour outside class in the real situation.	

Course content	Teaching and learning activities			Student evaluation
Content: task / language	Activities /Teacher's activities	Learners' activities	Materials	Evaluation/Remarks
Launching a tour package / **Conducting tour outside class**	**Task-cycle** 1. Interview with tourists travelling in Chiang Mai for the information of what they want to do and see in Chiang Mai / **their perceptions on being a good tourist guide** 2. Launching a tour package **3. Conducting a tour outside class**	**Learners act as language users using English to carry out the tasks** - Learners work in group planning for the interview job. - Learners do the interview job outside class - Learners plan for the task. - Learners launch a tour package. - **Learners conduct a tour outside class .** - Learners plan and prepare to report their work. - Learners present the tour package to the whole class. - Learners report their experiences to the whole class. - Learners ask questions on the problematic language or linguistic features.	-Learners' interactions -Task sheet 1 -Recordings - Authentic tour itineraries (as examples) -PowerPoint presentation or any better methods - Evaluation sheet - recordings of learners' presentation / work	*Self evaluation *Peer evaluation(Real-world task 1) ***Presentation** evaluation by teacher Remark**:** the sign * refers to assessment part ***Final examination** A direct performance-referenced test/ role-play simulation as a tourist guide conducting a tour
Language content	**Language focus** 2. Clarification or discussion of the problematic language or linguistic features.			

Table 4.10: List of resources used as references

http://www.metacafe.com/watch
www.thairecipe.com
http://www.thaifoodtonight.com/thaifoodtonight /index.htm
http://www.thaifoodcast.com
www.thaipods.com
www.youtube.com
www.openchiangmai.com
http://templeofthai.com
Jones, L. 2002. *Let's talk 2*.Cambridge: Cambridge University Press.

4.4. Course verification

The English Tourist Guides course was developed based on the combination of the information from needs analysis, , and the related literature. The task-based approach was used as teaching methodology. In order to ensure that the course was effective and met the needs, the developed course validation was performed in the following ways

4.4.1. Experts' validation

The course modules and lesson plans together with course materials were validated by a panel of three experts. The content validity measured by Item-Objective Congruence (IOC) Index was 0.86, which was very high. One expert suggested the careful proofreading and some improvements in the areas of class activities. The explicit teaching of verbal, non-verbal communication and communication skills should not take a whole session of teaching. In addition, the activities of identifying verbal, non-verbal communication and communication skills should be better done shortly by the whole class. Moreover, the interactions of learners in class should focus on the actual tasks rather than comparing their answers of the identifications of skills. The adjustment was done according to the expert's comments and suggestions**.**

4.4.2. Pilot study

The pilot study was done with a group of students with similar characteristics for four weeks prior to the main study.

One module with two lesson plans of pedagogical tasks was piloted for a whole month with 30 Tourism students. The topic of the module was essential language skills and communication skills for a tourist guide focusing on Thai

cooking, tourist attractions and local knowledge. In this module, in the pre-task stage, the participants were exposed to the needed language features through handouts containing those features and audio-visual clips, observing and identifying those features. Next, they did the information gap-tasks using their own language to complete the task. At the task-cycle stage, the participants planned for the simulation tasks, interacting, discussing ideas and sharing group responsibilities to carry out the tasks. Finally, they carried out the tasks. At the language-focus stage, the problematic language features found in the inputs were discussed and explained.

The pilot study was conducted on a 3-hour-a-week basis in January, 2010 at Chiang Mai Rajabhat University. At the end of the pilot study, the participants were required to complete a set of student engagement questionnaires. In its full form, the questionnaire consisted of 15 items all together. However, the questionnaires employed in the pilot study consisted of 9 items, for the reason that items 10 -15 were specifically designed to assess student engagement in the real-world tasks, which was not included in the first module piloted. The questionnaires contained the Likert scale of five gradations: 5 = usually, 4 = often, 3 = sometimes, 2 = seldom, 1 = never. Descriptive statistics on means and standard deviations of each behavior of student engagement using SPSS are presented in table 4.11.

Table 4.11: Descriptive statistics on evaluation of student engagement

Behavior	n	Mini-mum scale	Maxi-mum scale	Mean	Std. Deviation
1. You asked the other group members to repeat what they had said	30	2	5	3.66	.68
2. You asked the other group members to clarify what they had said	30	1	5	3.4	.83
3. You checked if you correctly understood what the other group members had said.	30	3	5	3.86	.64
4. You asked if the other group members understood what you had said.	30	3	5	3.60	.54
5. You corrected the other group members' words.	30	2	5	3.03	.75
6. You shared with other group members on the assigned tasks	30	3	5	4.0	.96
7. You worked with other students on tasks during class.	30	3	5	4.46	.60
8. You discussed ideas about the assigned tasks with group members	30	3	5	4.16	.57
9. You used your English to check if you had finished your task or what you needed to do.	30	2	5	4.03	.83
Total	-	-	-	3.84	0.71

Note: n= Number of participants in the pilot class.

From table 4.11, the mean values of all the student engagement behavior indicators range from 3.03 and 4.46, indicating that participants in the pilot study sometimes use English to clarify their problems or solutions and often work collaboratively in groups.

It should be noted that the results obtained from the evaluation of student engagement from the pilot study revealed that the average mean value (mean value of items 1-5 with 3.66, 3.4, 3.86, 3.60 and 3.03, respectively, in the above table) of the communication features of negotiation of meaning used by the participants was quite low. The researcher decided to do the formal interviews with 5 participants who were active and usually attended class, asking why they sometimes used negotiation of meaning to solve communication problems in spite of the fact that they needed to do more. All responded that they rarely used English in class and often had no idea of what to say. In addition, there were many tasks to finish on time and the time allotment was quite tight as indicated in table 3.6 below.

The interviews with the participants were done to evaluate the overall effectiveness of the pilot classes regarding the course content, materials, class activities, and time allotment. Each interview took approximately 10 minutes and the main points are presented in table 4.12.

Table 4.12: Information from the interviews with participants in the pilot study

Descriptors	Samples	%
Audio and visual clips and CDs are attractive and interesting.	5	100
Some audio and visual clips are too noisy and too long.	4	80
The task sheets are appropriate.	5	100
The topics of social exchanges and communication skills are too easy.	3	60
The contents about spots of interest are very interesting and relevant.	5	100
The activities provide great opportunity to listen to real English.	5	100
The activities provide great opportunity to practice speaking English in class.	5	100
Each listening should be played more than two times.	5	100
It is good to speak English using the language knowledge we have without immediate grammatical error correction.	5	100
There are too many activities.	4	80
The time allotment for each part is quite tight.	4	80

From table 4.12, all participants (100 %) said that the audio and visual clips and CDs were attractive and interesting and the task sheets were appropriate. However, 80 % indicated that some audio-visual clips were too noisy and too long.

When asked about the content, 60 % said that the content about social exchanges was too easy, but 100 % indicated that the content about spots of interest was very interesting and relevant.

In terms of learning activities, 100 % said that the activities provided great opportunities to listen to real English and to practice speaking English in class; 100 % also said that each listening session should be provided more than two times, and it was fun to speak English without being corrected immediately. However, 80 % indicated that there were too many activities and the time allotment for each part was quite tight.

To conclude, the interviews provide information about the module evaluation of the pilot study regarding the content, materials, class activities, and time allotment. It can be inferred from the findings that the module may be overloaded with activities. Some audio-visual clips may need to be shorter and clearer. Some topics of social exchange need to be reformed to eliminate redundancy.

The finding from the interviews supports the comments of one of the expert's validation of the lesson plans, which indicated that communication skills could be taught implicitly.

4.4.3. Course modification

The lesson plans were adjusted for appropriateness according to the suggested information by the experts' comments and the pilot study's results. The social exchanges and communication skills were mixed into one unit deleting some redundant activities. Some audio-visual clips consisting of features of social exchange and communication skills were deleted, while more effective relevant audio-visual clips about Thai cooking were added. Moreover, some audio-visual clips about spots of interest or indigenous knowledge which were noisy and too long were replaced by some more appropriate ones. Regarding the teaching materials, they were adjusted accordingly. In addition, the researcher planned to slow down the pace of the lessons during the main study and reserved time for participants to mediate with the

inputs, and self-mediate through private speech. Moreover, the student engagement questionnaire was adjusted to cover the selected engagement features.

To sum up, the final product of the study is the English Tourist Guides course for Chiang Mai Rajabhat University students and its components are as follows:

1. Course content

The content of this course consists of task content and language content.

1.1. Task content

Leading a tour, launching a tour package, and creating a tour itinerary are the main components of the task content in this course; as mentioned in the needs analysis and related studies, they are the main tasks of a tourist guide at work.

To be effective tourist guides carrying out the task mentioned earlier, learners need communicative skills. The communicative needs for leading a tour task are receiving tourists at a particular place, presenting information, answering questions and seeing the tourists off at a particular place. The communicative needs for launching a tour package task are describing the tour package and itinerary.

To accomplish the communicative needs and effectively carry out the tasks, learners need language and communication skills, as mentioned in the needs analysis and related studies. For these reasons, the course needs content of language skills and communication skills.

1.2. Language content

Based on the main tasks mentioned earlier and the needs analysis, the language skills needed are relevant social exchanges, presentation of information and answering questions. Also, relevant communication skills which enhance effective communication are common non-verbal communication of body language, distances, backchannel and negotiation of meaning, which are all crucial for English as a means of international communication. Accordingly, the mentioned language and communication skill features are the language content of this particular course.

To be equipped with the mentioned competence in both language skills and communication skills, learners need to be exposed to them as well as to practice and use them. Thus, the task-based approach, which is believed to enhance language acquisition, is used as the main means for these purposes.

This course is for EFL learners, who, according to research studies, have a low level of English and are familiar with the Thai traditional way of teaching and learning. Therefore, each selected task is meaningful and have characteristics that encourage them to engage in learning. In addition, to scaffold and motivate EFL learners, the tasks provided in this course contain the characteristics that facilitate each other and build upon the ones that have gone before. The prior tasks prepare learners with the language and communication skills they need to use in subsequent tasks, which are more complicated. Moreover, the tasks provided are repetitive, as mentioned in the related studies by Bygate (1996, 1999, 2001 cited in Hitotuzi, 2008), to contribute to enhancing the development of L2 learners and provide them with more task familiarity and opportunities to test their existing linguistic knowledge. Therefore, the tasks used in this course are enabling pedagogical tasks and real-world tasks.

Pedagogical tasks are included for reasons of scaffolding and preparing participants with language knowledge and crucial communication skills so that they may be able to make use of these skills in their real-world task performances. According to Nunan (1988), task-based syllabus design should address some degree of contextual support provided to learners, including the complexity of the language that they are required to process and produce.

The real-world tasks are included to link classroom language learning with language activation outside the classroom. Learners need the opportunity to experience experimenting with their existing knowledge as well as with knowledge and skills they had been taught during the pedagogical tasks.

Pedagogical tasks in this course are used to equip participants with language and communication skills with the needed functions and tasks required by a tourist guide at work. Therefore, they contain characteristics that serve the practice of required language and communication skills for a tourist guide together with the practice of performing related tasks.

Pedagogical information-gap tasks and pedagogical role-play simulations are used for this course as they are closed tasks and are believed to promote learners' interactions, negotiation of meaning and the task outcome. And the simulation communicative tasks, which require the target setting, provide learners with opportunities to use authentic materials and specific tasks to meet real-world language objectives.

Moreover, pedagogical information-gap tasks used in this study facilitate pedagogical role-play simulations, which are similar but more real, complicated and challenging. Their topics and activities are more or less the same as those mentioned by Ellis(2003) who points out that redundancy of input aids both comprehension and acquisition.

The pedagogical tasks for this course are about Thai/local food and places of interest or local knowledge which meet the needs and contain the ideal characteristics mentioned earlier. For pedagogical task 1, the information-gap task is about Thai cooking (A Thai dish: Fried rice) to prepare the participants with related topic they may need while conducting a tour, while the role-play simulation task assigns learners to present their favorite dish to the whole class using authentic materials. For pedagogical task 2, the information gap-task is about umbrella making at Borsang village, a famous tourist attraction in Chiang Mai. The role-play simulation task assigns learners to take a group of tourists to the tour site and present the places or local knowledge to them (this is the in-class activity). For each task, learners are required to appropriately use the language and communication skills they have learned or been exposed to.

The real-world tasks of launching a tour package and conducting a short tour are included in this course. These two real-world tasks meet the needs analysis for the course and are sequenced appropriately according to their complexity. They are also long-term projects, which are believed to promote learners' learning task engagement which in turn, enhances their learning achievement. To promote learners' lifelong learning and outside-class experience, the interview task is included. Real-world task 1, launching a tour package, help prepare learners' language and communication skills to be usable in the coming real-world task 2. Furthermore, the interview task, as a part of each real-world task, helps facilitate the other part of each real-world task.

In conclusion, the typical content for this course are the task content of the real-world task of leading a tour and launching a tour package together with the facilitating pedagogical tasks of closed-tasks and simulation tasks. In addition,   the language content of relevant language skills and communication skills required by a tourist guide to effectively carry out the tasks is included. Moreover, the selected pedagogical tasks and real world-tasks are repetitive and contain the characteristics that can enable learners' oral language proficiency in a spiral manner.

2. Teaching and learning activities

2.1. The materials for this particular course

The materials for this course contain the characteristics that provide support and introduce learners to noticing and acquiring the language of their interest, which is associated with the particular discipline of a tourist guide. So they are materials that 1) are comprehensible and meaningful to learners, 2) present a holistic view of dialogue communication in its specific context, ready to be used in real situations, and 3) activate learners' lifelong learning.

The materials for this particular course are 1) authentic models of English audio-visual inputs with a variety of accents associated with the selected language functions and tasks, 2) authentic reading inputs with tour plans and itineraries, 3) authentic learners' interactions, and 4) related internet websites.

These materials are comprehensible and meaningful to learners as they contain the language features and tasks that learners need to use in their future career. In addition, learners' interactions contain the message they want to convey and receive to carry out the tasks so they are comprehensible (Krashen, 1994).

1) The models of English audio-visual inputs associated with the selected language functions and tasks for this course contain the features of social exchanges, information presentation, body language, backchannels and negotiation of meaning (language and communication skills needed by a tourist guide) so that learners can be exposed to and notice how those features are used and work holistically in the particular contexts. They also come with a dialogue rather than monologue.

English audio-visual inputs contain a variety of accents rather than focusing on the native target as learners have the opportunity to be exposed to and be familiar with the variety of accents of English by the non-native tourists, who far outnumber native speakers.

2) The authentic reading inputs, including brochures with tour plans and itineraries, are authentic so that learners can see authentic models with specific language use, the written format and a variety of creative designs. By being exposed to these real materials, learners may be motivated and would want to create their own, applying their ideas.

These models are accompanied by activities designed to foster learners' consciousness about the specific features of social exchanges, information presentation, non-verbal language, backchannel and negotiation of meaning which are crucial for a tourist guide.

3) Learners' interactions in class are among the materials for this course as they are considered to be the comprehensible inputs for the learners. Krashen (1994) states that the natural communication or interactions among learners who are concerned not with the form of their utterances, but with the messages they are conveying and understanding are comprehensible inputs and they activate language acquisition.

4) The related internet websites are those containing the best materials for EFL learners in this course as they provide extensive knowledge of language and skills together with more interesting models for learners to be exposed to at their convenience. These Internet websites can help foster the lifelong-learning strategies that learners need in their work.

2.2. Teaching methodology

2.2.1. The underlying methodology and activities

The underlying methodology used for this course is task-based language learning with its relevant key features of meaning primacy, target language use, real-world related tasks, and real-world tasks as the main means of learning, authenticity of exposure, and group work operations. The framework for task-based lessons covers pre-task, task cycle, and language focus.

a) The pre-task stage. On the pre-task stage, at the very first phase, learners are explicitly introduced to the knowledge of necessary conversational mechanics or social exchanges and communication skills of non-verbal language, backchannel and negotiation of meaning needed by a tourist guide as learners are not familiar with these features and rarely used them even in their native Thai language. Then, they are exposed to the audio-visual models of face-to- face communication containing the specific language and/or communication skills together with the relevant information presentation of the target task performance, so that they can see how those features actually work harmoniously in real communication and notice them.

By this stage, learners work on their own, mediating with those inputs. Also, they do the activities that raise their consciousness about the required language and communication skill features. The teacher's role here is to introduce those skills and help point out how they work holistically in real communication. In this phase, learners are provided with those related audio-visual model clips so that they can access them as much as they want. By the latter phase of this pre-task-stage, learners have the opportunity to experiment and use the accumulative language and communication skills they have learned in the previous phase to carry out the enabling of information–gap tasks using their own existing knowledge. In this phase, learners speak English almost all the time to get the task done. Small group work is applied as it yields a large amount of interactions as well as negotiation of meaning.

b) The task cycle stage. By the task cycle stage, learners observe the prime role as a language user using English to carry out the task. They need to speak English substantially to get the task done.

This stage provides learners opportunities to work at their own pace, making use of their existing linguistic knowledge and their knowledge of the world so that they can put their contributions, effort and application of ideas and their personal talents into planning the task sharing and discussing ideas, and solving related problems to get the best product. They work in groups to foster their feeling of being safe, supportive and engaged. Group work with group consensus using English is the key performance at this stage.

 In addition, learners have the opportunity to practice presenting their work/product in front of people (in front of the class). This way, they can feel their work is valuable, which in turn, fosters their motivation and confidence. In addition, they can compare their work among groups and learn from each other.

By this stage, the teacher takes the role of linguistic advisor, scaffolding them in any aspect they need. In addition, he/she evaluates the learners' work and provide them with feedback.

c) The language focus stage. By this stage, learners' problematic language or linguistic features from inputs or clips of their work are examined, discussed and clarified. Learners are asked to comment, or ask questions on problematic language or linguistic features. The teacher's role is to fill in what learners miss

and correct common errors they have made during the previous stages. Extra practice of those problematic features are provided as optional.

2.2.2. Skills to be focused on

Listening and speaking skills are the focus of this course; as determined by the needs analysis and related studies, these are the core skills for a tourist guide.

2.2.3. English to be focused on

English as a lingua franca was focused in this study.

3. Student evaluation

The evaluation meant for this course is authentic and a method that can evaluate the learners' competence of what they need to perform in their future career. This course is the English course for tourist guides and the main tasks of a tourist guide obtained from the needs analysis and related studies are conducting a tour and launching a tour package. Therefore, to ensure validity, the evaluation of the course focuses on learner's ability to carry out these two tasks. The direct performance-reference tests with role-play simulation tasks as a tourist guide are applied for the evaluation for both formative and summative tests

The evaluation also caters to the dimensions of English as an international language. As the significant role of English lingua franca, the English language used in the course teaching and evaluation focuses on intelligibility rather than native targets of grammar, pronunciation and syntax. Therefore, the oral English communication analytic rating scales evaluating learners' language skills and communication skills that they perform during the test are used to ensure the test accuracy and validity.

Furthermore, learners' self-evaluation and peer evaluation of their work, together with feedback from the inputs or clips of learners' tasks, are done during learning so that they can diagnose their strengths and weaknesses and make use of what they have learned to improve their subsequent work.

4.5. Course implementation and evaluation

4.5.1. Course implementation

The course was implemented in the first semester of the year 2010 with 14 sessions. However, the instruction covered 12 session with 36 hours leaving 2 session for the in-class midterm exam and final exam(Post-test). The course was implemented with two modules. The participants were 24   fourth-year

undergraduate tourism students who enrolled in the "English for Tourism 4" course as one of their compulsory elective subjects which this study was implemented.

4.5.2. Course evaluation

This part describes the finding of the study according to the second research question.

Research question 2: How effective is the English Tourist Guides course using a task-based approach?

Research question 2.1. Will the scores of the students' post-test be significantly higher than those of the pre-test?

Research question 2.2. What is the magnitude of the effect size?

Research question 2.3. What is the degree of student engagement?

4.5.2.1. Learning achievement

Several instruments were used to gather the information both in terms of quantitative and qualitative aspects. The results and findings are reported both quantitatively and qualitatively as follows:

Research question 2.1. Will the scores of the students' post-test be significantly higher than those of the pre-test?

The recorded oral English communication performances of both the pre-test and post-test were rated. The scores of the pre-test and post-test were tested by a Paired-Samples t-test. The difference was significant at a .05 level of confidence.   The results from the t-test are presented in table 4.13.

Table 4.13: Oral English communication ability test (Paired-Samples t-test)

Test	n	$\overline{X}$	S.D.	df	t	Sig (1-tailed)
Pre-test	23	21.28	7.686	22	-13.090*	0.0005
Post-test	23	41.10	4.306			

$*p < 0.05$

From   Table 4.13, the t-value of -13.090 from the t-test indicates that the participants' post-test scores in oral English communication, on average,   were

significantly higher than their pre-test scores (p < .05). Therefore, hypothesis 1 was accepted.

The scores of each scale of the pre-test and post-test were tested by a Paired-Samples t-tests. The differences were significant at a .05 level of confidence.

The results from of the participants' level of the ability of each scale have been illustrated in the Table 4.14 as shown below.

Table 4.14: The comparison of the average scores of each scale of the pre-test and post-test

Paired Samples Test

	Paired Differences					df	t	Sig(1 tailed)
	Mean	Std. Deviation	R xy	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 Pre-Greet Post-Greet	-.6522	.99356	.20717	-1.0818	-.2225	22	-3.148*	.0025
Pair 2 Pre-Intro hes Post-Intro hes	-.8913	1.23359	.25722	-1.4247	-.3579	22	-3.465*	.001
Pair 3 Pre-Intro tec Post-Intro tec	-1.6304	1.02489	.21370	-2.0736	-1.1872	22	-7.629*	.0005
Pair 4 Pre-Smal Post-Smal	-1.5217	.59311	.12367	-1.7782	-1.2653	22	-12.305*	.0005
Pair 5 Pre-Info Post-Info	-4.1304	1.58986	.33151	-4.8179	-3.4429	22	-12.459*	.0005
Pair 6 Pre-Repl Post-Repl	-1.3478	.87171	.18176	-1.7248	-.9709	22	-7.415*	.0005
Pair 7 Pre- Nego Post- Nego	-2.3261	1.07247	.22363	-2.7899	-1.8623	22	-10.402*	.0005
Pair 8 Pre-NVC Post-NVC	-.9565	.96428	.20107	-1.3735	-.5395	22	-4.757*	.0005
Pair 9 Pre-Back Post-Back	-1.1087	1.01081	.21077	-1.5458	-.6716	22	-5.260*	.0005
Pair 10 Pre- Voca Post-Voca	-1.4130	.84816	.17685	-1.7798	-1.0463	22	-7.990*	.0005
Pair 11 Pre-Gra Post-Gra	-1.1522	.74521	.15539	-1.4744	-.8299	22	-7.415*	.0005
Pair 12 Pre-Pro Post-Pro	-.8043	.70290	.14657	-1.1083	-.5004	22	-5.488*	.0005
Pair 13 Pre-Clos Post-Clos	-1.8913	.96480	.20117	-2.3085	-1.4741	22	-9.401*	.0005
Pair 14 Pre-Tot Post-Tot	-19.8261	.7.26387	1.51462	-22.9672	-16.6850	22	-13.090*	.0005

*p < 0.05

From Table 4.14, the t-value of -3.148 from the Paired-Sample t-test indicates that the participants' post-test scores of the scale 1 (Ability to initiate a greeting appropriately), scale 2 (Ability to initiate introductions with sub-scale 2a of the degree of hesitation and sub-scale 2b of the introduction technique used), scale 3 (Ability to initiate small talk), scale 4 (Ability to describe points of interests and/or other local knowledge), scale 5 (Ability to provide relevant reply to the questions asked by tourists), scale 6 (Use of negotiation of meaning strategy), scale 7 (Use of non-verbal communication and backchannels with sub-scale 7a of the use of NVC to convey or enhance meaning and sub-scale 7b of the use of back-channel feedback), scale 8 (Vocabulary), scale 9 (Grammar), scale 10 (Pronunciation), and scale 11 (Ability to close a talk appropriately) in oral English communication, on average, were significantly higher than their pre-test scores (p < .05).

Figure 4.2: Comparison of the average scores of each scale of the pre-test and post-test
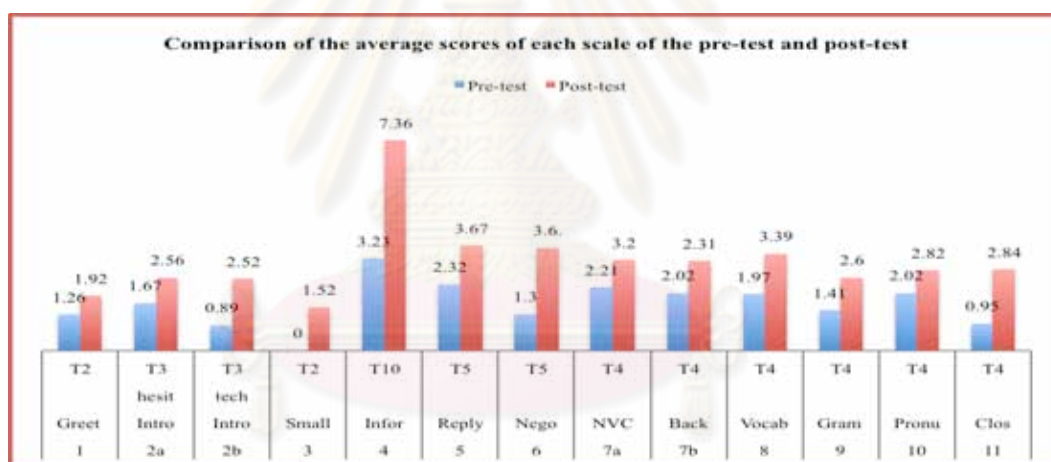
Note: T =Total scores

From the Figure 4.2, illustrating the comparison of the average scores of each scale and sub-scale of the pre-test and post-test below, it is seen that some scales of participants' ability dramatically improved such as scale 4 with the ability to describe points of interests and/or other local knowledge (from 3.23 to 7.36), scale 6 with ability to use negotiation of meaning(from 1.3 to 3.6),and scale 11 with ability to close a talk appropriately(from 0.95 to 2.84).

Some other scales were highly improved such as sub-scale 2b with ability to use introduction technique (from 0.89 to 2.52), scale 5 with ability to provide relevant reply to the questions asked by tourists (from 2.32 to 3.67) and scale 3 with ability to initiate small talk(from .00 to 1.5).

Some scales were averagely improved such as scale 8 with the vocabulary (from 1.97 to 3.39), and scale 9 with grammar (from 1.4 to 2.6) .

However, sub-scale 2a with the degree of hesitation of introduction (from 1.67 to 2.56), sub-scale 7a with ability to use of NVC to convey or enhance meaning (from 2.2 to 3.2),   sub-scale 7b with   ability to use back-channel feedback (from 2.02 to 3.1),   scale 1 with ability to initiate a greeting appropriately (from 1.26 to 1.92) and scale 10 with their pronunciation (from 2.02 to 2.82) were slightly improved.

This means that the developed course helped improve the participants' language skills (ability to greet appropriately, initiate appropriate introductions and small talk, describe points of interest and/or other local knowledge, provide relevant replies to the questions asked by tourists and close a talk appropriately), and communication skills (use of negotiation of meaning strategy, non-verbal communication and backchannels). Moreover, their grammar, vocabulary and pronunciation improved considerably since taking the course. The sample of the pre-test and post-test scripts illustrating the significant different language use of one participant are exemplified in Appendix M.

Research question 2.2. What is the magnitude of the effect size?

In terms of the effect-size, Cohen's d is an appropriate effect size measurement for the comparison between two means. The effect-size measurements tell us the relative magnitude of the experimental treatment (Thalheimer and Cook, 2002). It can be used to report the standardized difference   between two means of t-test to judge the practical significance of the results derived. Cohen's d can be calculated as the difference between the means divided by the pooled standard deviation (Wikiversity, 2010).

Cohen (1992, cited in Thalheimer and Cook, 2002) indicates that effect sizes of .20 are small, .50 are medium, and .80 are large. The effect-size in this study is illustrated in Table 4.15 below.

Table 4.15: Effect-size result

t value	df
12.05	46
Cohen's d	effect-size r
3.58	0.87

From Table 4.15, the effect-size   of 0.87 from the calculation of the effect-size using t values and df = 46   indicates a large effect-size. This means that the developed course had a large positive effect on the participants' oral English communication ability.

4.5.2.2. Students' learning task engagement

Research question 2.3. What is the degree of student engagement?

The data of participants' engagement were from two sources: The whole class and a focus group.

1. **The result of participants' engagement analysis: The whole class**

To determine participants' learning engagement by all selected engagement features, the student engagement questionnaires (Self-checklist) and students' logs were used to collect the data from the whole class.

1.1.   The result of participants' learning task engagement analysis using the student engagement questionnaire with whole class.

Information obtained from the student engagement questionnaires   (Self-checklist) has been summarized and is presented in table 4.16.

Table 4.16: Information from student engagement questionnaire

Participants' engagement	n	Fre-quen-cies (%)	Sum cate-gories (%)
Use of English to clarify problems or solutions			
1. You asked the other group members to repeat what they had said.			
Usually			
Often	2	8.4%	
Sometimes	11	45.8%	54.2%
Seldom	9	37.5%	
Never	2	8.3%	
Total	0	0%	45.8 %
	24	100%	100%
2. You asked the other group members to clarify what they had said.			
Usually	2	8.3%	
Often	6	25.0%	33.3
Sometimes	12	50.0%	
Seldom	4	16.7%	
Never	0	0%	66.7
Total	24	100%	100%
3. You checked if you correctly understood what the other group members had said			
Usually	1	4.2%	
Often	11	45.8%	50.0%
Sometimes	9	37.5%	
Seldom	3	12.5%	

Participants' engagement	n	Fre-quen-cies (%)	Sum cate-gories (%)
Never	0	0%	50.0%
Total	24	100%	100%
4. You asked if the other group members understood what you had said.			
Usually	2	8.3%	
Often	10	41.7%	50%
Sometimes	11	45.8%	
Seldom	1	4.2%	
Never	0	0%	50%
Total	24	100%	100%
Collaborative work in groups with contributions and a positive emotional tone, and participation in the development of real-world tasks with effort and application of ideas to the specific contexts of the real-world tasks.			
5. You interacted with the group members.			
Usually	13	54.2%	
Often	9	37.5%	91.75%
Sometimes	2	8.3%	
Seldom	0	0%	
Never	0	0%	8.3%
Total	24	100%	100%
6. You shared ideas with the other group members on the assigned tasks.			
usually			
Often	11	45.8%	
Sometimes	8	33.4%	79.2%
Seldom	5	20.8%	
Never	0	0%	
Total	0	0%	20.8%
	24	100%	100%
7. You worked with other group members on tasks.			
Usually	14	58.3%	
Often	8	33.3%	91.6%
Sometimes	2	8.4%	
Seldom	0	0%	
Never	0	0%	8.4%
Total	24	100%	100%
8. You discussed ideas about the assigned tasks with group member			
Usually	12	50.0%	
Often	8	33.3%	83.3%
Sometimes	4	16.7%	
Seldom	0	0%	
Never	0	0%	16.7%
Total	24	100%	100%
9. You helped your group members to plan the real-world tasks.			
Usually	16	66.6%	
Often	7	29.2%	95.8%
Sometimes	1	4.2%	
Seldom	0	0%	
Never	0	0%	4.2%
Total	24	100%	100%

Participants' engagement		n	Fre-quen-cies (%)	Sum cate-gories (%)
10. You shared responsibilities in group work.				
	Usually	8	33.3%	
	Often	9	37.5%	70.8%
	Sometimes	7	29.2%	
	Seldom	0	0%	
	Never	0	0%	29.2%
	Total	24	100%	100%
11. You found more information for your tasks from other sources outside class.				
	Usually	9	37.5%	
	Often	13	54.2%	91.7%
	Sometimes	2	8.3%	
	Seldom	0	0%	
	Never	0	0%	8.3%
	Total	24	100%	100%
12. You helped your group members to produce creative tasks.				
	Usually	8	33.3%	
	Often	12	50.0%	83.3%
	Sometimes	4	16.7%	
	Seldom	0	0%	
	Never	0	0%	16.7%
	Total	24	100%	100%
13. When you had problems with assigned tasks, you thought of ways to solve them.				
	Usually	6	25.0%	
	Often	13	54.2%	79.2%
	Sometimes	5	20.8%	
	Seldom	0	0%	
	Never	0	0%	20.8%
	Total	24	100%	100%
14. You spent a lot of time on tasks.				
	Usually	7	29.2%	
	Often	10	41.6%	70.8%
	Sometimes	7	29.2%	
	Seldom	0	0%	
	Never	0	0%	29.2%
	Total	24	100%	100%
15. The assigned tasks were challenging and you enjoyed doing them.				
	Strongly agree	13	54.2%	
	Agree	11	45.8%	100%
	Neutral	0	0%	
	Disagree	0	0%	
	Strongly disagree	0	0%	
	Total	24	100%	
16. You applied your ideas to the assigned tasks.				
	Strongly agree	6	25.0%	
	Agree	17	70.8%	95.8%
	Neutral	1	4.2%	
	Disagree	0	0%	
	Strongly disagree	0	0%	4.2%
	Total	24	100%	100%

Participants' engagement	n	Fre-quen-cies (%)	Sum cate-gories (%)
17. You are proud to present valuable and accurate information to tourists in the real-world tasks.			
Strongly agree	13	54.2%	
Agree	11	45.8%	100%
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	24	100%	
18. The real- world tasks have taught you how to deal with tourists.			
Strongly agree	17	70.8%	
Agree	7	29.2%	100%
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	24	100%	
19. This course can prepare you to be a good tourist guide in the future.			
Strongly agree	20	83.3%	
Agree	4	16.7%	100%
Neutral	0	0%	
Disagree	0	0%	
Strongly disagree	0	0%	
Total	24	100%	

Note: n= Number of participants

As can be seen in table 4.16, the first four indicators were about participants' use of English to clarify their problems or solutions while carrying out the tasks.

The results indicate that in terms of asking "the other group members to repeat what they had said" (Q1), 45.8% indicated 'often', 37.5% indicated 'sometimes', 8.3% indicated 'usually' and 8.3% indicated 'seldom'. The total percentage of participants who rated 'usually' and 'often' for asking the other group members to repeat what they had said was 54.1%.

 For the indicator of asking "the other group members to clarify what they had said" (Q2), 50,0%, 25.0%, 16.7% and 8.3% replied, 'sometimes', 'often', 'seldom' and 'usually', respectively. The total percentage of participants who rated 'usually' and 'often' for asking the other group members to clarify what they had said was 33.3%.

When asked "how often they checked if they correctly understood what the other group members had said" (Q3), 45.8% indicated 'often', 37% indicated 'sometimes', 12.5% indicated 'seldom', and 4.2% indicated 'usually'. The total percentage of participants who rated 'usually' and 'often' for checking if they correctly understood what the other group members had said was 50%.

In terms of asking "if the other group members understood what they had said" (Q4), 45.8%, 41.7%, 8.3% and 4.2% indicated frequencies of 'sometimes', 'often', 'usually', and 'seldom', respectively. The total percentage of participants who rated 'usually' and 'often' for asking if the other group members understood what they had said was 50%.

The first 4 indicators of the questionnaire indicated that the participants sometimes use English to clarify their problems or solutions.

The next sixteen indicators investigated participants' collaborative work with contributions and a positive emotional tone and participation in the development of the real-world tasks with effort and application of ideas to the specific contexts of the real-world tasks.

In terms of group interaction (Q5), 54.2% stated that they usually interacted with the group members while 37.5% said that they often interacted with the group members, and 8.3% sometimes did so. The total percentage of participants who rated 'usually' and 'often' for interacting with other group members was 91.7%.

For "sharing ideas within the group on the assigned tasks"(Q6), 45.8% indicated 'usually', 33.3% indicated 'often' and 20.8% indicated 'sometimes'. The total percentage of participants who rated ' usually' and 'often' for sharing or expressing ideas within the group on the assigned tasks was 79.1%.

Regarding working with other students on tasks (Q7), 58.3%, 33.3% and 8.3% stated that they 'usually' , 'often' and 'sometimes' worked with other students on tasks, respectively. The total percentage of participants who rated 'usually' and 'often' for working with other students on tasks was 91. 6%.

When asked about "discussing ideas about the assigned tasks with group members" (Q8), 50.0% indicated 'usually', 33.3% indicated 'often" and 16.7% indicated 'sometimes'. The total percentage of participants who rated 'usually' and 'often' for their discussing ideas about the assigned tasks with group members was 83.3%.

In terms of their concentration on the assigned tasks (Q9), 62.5% stated that they usually concentrated on the tasks while 25.0% and 12.5% indicated 'often' and 'sometimes', respectively. The total percentage of participants who rated 'usually' and 'often' for concentrating on their tasks was 87.5%.

When asked "if they helped their group members to plan the real-world tasks" (Q10), 66.6% indicated 'usually', 29.2% 'often' and 4.2% 'sometimes'. The total percentage of participants who rated 'usually' and 'often' for helping their group members to plan the real-world tasks was 95.8%.

Concerning sharing group responsibilities (Q11), 37.5% said that they often shared responsibilities in group work while 33.3% usually did and 29.2% sometimes did. The total percentage of participants who rated 'usually' and 'often' for sharing group responsibilities was 70.8%.

Regarding seeking more information for their tasks from the other sources outside class (Q12), 54.2% indicated 'often', 37.5% indicated 'usually' and 8.3% indicated 'sometimes'. The total percentage of participants who rated 'usually' and 'often' for seeking for more information for their tasks from the other sources outside class was 91.7%.

When asked "if they helped their group members to produce creative tasks" (Q13), 50.0% stated that they often helped their group members to produce creative tasks while 33.3% usually did and 16.7% of them sometimes did. The total percentage of participants who rated ' usually' and 'often' for helping their group members to produce creative tasks was 83.3%.

When asked "if they thought of ways to solve task-related problems" (Q14), 54.2%, 25.0% and 20.8% indicated 'often', 'usually' and 'sometimes', respectively. The total percentage of participants who rated 'usually' and 'often' was 79.2%.

Concerning time consumed on tasks (Q15), 41.1% stated that they often spent time on tasks while 29,2% usually and sometimes did. The total percentage of participants who rated 'usually' and 'often' for their time consumed on tasks was 70.3%.

When asked "if they agreed that the assigned tasks were challenging and if they enjoyed those assigned tasks" (Q16), 54.2% indicated they 'strongly agree' while 45.8% indicated they 'agree'. The total percentage of participants who rated 'strongly agree' and 'agree' for the statement that the assigned tasks were challenging and they enjoyed those assigned tasks was 100% each.

When asked "if they applied their ideas to the assigned tasks" (Q17), 70.8% indicated 'agree' and 25.0% indicated 'strongly agree' while only 4.2% indicated 'neutral'. The total percentage of participants who rated 'strongly agree' and 'agree' for their application of ideas to the assigned tasks was 95.8%.

Regarding the statement, "they were proud to present valuable and accurate information to the tourists in the real-world tasks" (Q19), 54.2% indicated that they strongly agreed with it, while 45.8% indicated that they agreed. In addition, 70.8% strongly agreed that the real-world tasks taught them how to deal with tourists, while 29.2% agreed. The total percentage of participants who rated 'strongly agree' and 'agree' for the statements that they were proud to present valuable and accurate information to the tourists in real-world tasks, and that the real-world tasks have taught them how to deal with tourist was 100% each.

When asked "if the course can prepare them to be a good tourist guide in the future" (Q20), 83.3% strongly agreed, while 16.7% agreed. The total percentage of participants who rated the course merit with 'strongly agree' and 'agree' was 100%.

The remaining sixteen indicators of the questionnaire indicate that the participants usually work collaboratively in groups with contributions. In addition, they strongly agreed that they put effort on, and applied their ideas to the assigned tasks. They also strongly agreed that the course and tasks were valuable for them.

Table 4.17: Levels of participants' learning task engagement from student engagement questionnaires

	n	Min	Max	Mean	S.D.
Questionnaire	24	3.25	4.82	4.18	.341

Note: n= Number of participants

Table 4.17 indicates that participants showed their learning task engagement in all selected features on an average level of 4.18, which is higher than the average value (>3.50 ∕ 5.0). The minimum level of all items (20 items) is 3.25 while the maximum level is 4.82.

One–Sample t-test was used to test the significance difference between the pre-determined average value ((>3.50∕5.0) and the obtained value(4.18). The results have been shown in table 4.18.

Table 4.18. One-Sample Test result (Questionnaires)

One-Sample Statistics				
Student engagement questionnaire	n	Mean	Std. Deviation	Std. Error Mean
	24	4. 18	.341	.0697
	One-Sample Test			
	Test Value = 3.5			
Student engagement questionnaire				95% Confidence Interval of the Difference
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
	9.888	23	.001	.68958	.5453	.8339

From table 4.18, the t-value of 9.888 from the t-test indicates that the value (4.18) obtained from the questionnaire, on average, was significantly higher than the determined average value ((>3.50/5.0).

1.2. The result of participants' engagement analysis using the students' logs with the whole class.

Ten descriptive content domains based on the key selected engagement features were derived and are presented in table 4.19.

Table 4.19: Descriptive content domains

Descriptive content domains	
1.	English use
2.	Sharing group responsibility
3.	Participation with a positive emotional tone
4.	Participation with application of ideas
5.	Participation with concentration
6.	Participation with effort
7.	Participation with substantial time
8.	Problem solving
9.	Talk and discussion
10.	Task quality care

All of the 10 indicated descriptive content domains can be put into the categories of student engagement selected for this study as shown in the table below:

Table 4.20: Selected student engagement features and descriptive content domains

Selected student engagement features and descriptive content domains.		
Use of English to clarify the problems or solutions	**Collaborative work with contributions and a positive emotional tone**	**Participation with effort and application of ideas**
English use	Sharing group responsibilities	Participation with application of ideas
	Participation with a positive emotional tone	Participation with concentration
	Talk and discussion	Participation with effort
		Participation with substantial time
		Problem solving
		Task quality care

Table 4.20 shows that the derived descriptive content domains cover all the student engagement features selected for the analysis in this study.

The results of the content analysis of the participants' raw engagement descriptions based on the derived descriptive content domains are reported with some extracts ((unedited)) as follows.

1. English use: From participants' logs, most groups shared similar comments that they used English to set questions, interview tourists, talk to tourists, and answer any questions the tourists asked together with solving the immediate language problems while interviewing. They also used their English to discuss ideas to carry out the tasks and present their work to the class. Moreover, they used English to find more information from various sources and to launch the brochures. Extracts from some groups of participants demonstrating this domain are as follows.

Extract 2.
Group 1: Porn…. took care of English language for work presentation. She worked with interesting and appropriate English sentences for our work so that the audience could easily understand what we were presenting.

Extract 3.
Group 2: During the interview work, all members shared the duties of asking questions and talking to the tourists to get the needed information. Most of them were eager to talk with us and exchanged knowledge and ideas. Also, when the tourists didn't understand what we had said, we added explanations in our own words. For launching the tour itinerary, we added some information gotten from actual brochures and internet websites. We also had a chance to speak English in class

Extract 4.

Group 4: Carrying out this task, we had a chance to speak a lot of English. We needed to talk in English all the time starting from job planning, interviewing tourists, and presenting our work. In carrying out the tasks, we talked with the foreigners in English and we tried to use English naturally.

Extract 5.

Group 5: While working, each member took the opportunity to talk and ask questions and we tried to relax and reduce our excitement when talking with the foreigners in English. We tried to use English naturally. Some questions were the immediate questions extended from the questions we prepared. For example, if some tourists were interested in an adventure tour, we would ask or talk about the adventure tour in detail.

2.   **Group responsibility sharing:** For the group responsibility sharing, they mentioned that every group member shared task responsibilities according to his/her skills and capability. One or some of them took care of the fine language to be used (questions to ask tourists, language for their oral presentations, and promotional language to add to the software program and the brochure) while some of them operated the appropriate software program to be used while presenting. Most of them mentioned that all of them usually took part as group presenters presenting their work. Extracts from some groups of participants demonstrating this domain are:

Extract 6.

Group 2: We helped each other while working and shared the group's responsibilities. Each member shared responsibilities according to her skills and abilities. During the interview work, all members shared the duties asking questions and talking to the tourists to get the needed information. Khun Ying and Pee Pu took care of………

Extract 7.

Group 3: Then we shared responsibilities among members of the group on the questions for the interview and many other things we needed to handle and prepare. Launching a tour package, we again shared the responsibility among the members. Nic and Wil took care of nice and relevant pictures, more information from the internet websites concerning tour itinerary.

Extract 8.

Group 5: While working, each member took the opportunity to talk and ask questions. Some members recorded videos.

We shared the group responsibilities for our work. Khun Bird, Khun Meow and Khun Farang took care of compiling all the information obtained from the interviews……..

3. Participation with a positive emotional tone: Most of the groups also talked about their participation with a positive emotional tone. They said that the assigned task was not easy but not too difficult for them. The task was very challenging as they had a chance to talk to the tourists and interview them in a real situation. The tourists were very nice and helpful. They enjoyed interviewing the tourists. Some groups of participants decided to add more tourists to interview as it was fun and challenging. They indicated that it was a win-win situation as both parties learned new things from each other. They also said that they made some new foreign friends while carrying out the interview task. Both the tourists and everyone in the group made a very good impression on each other. They further mentioned that this task was very impressive as all the members of the group were well-prepared and focused on the tasks. Most of them pointed out that   their work was very nice and successful. Extracts from some groups of participants demonstrating this domain are:

Extract 9.

Group 1: We had difficulties in…… However, difficult situations like this provided us the opportunity to practice solving problems and it turned out that we made a good relationships with the tourists we interviewed. We saw that this piece of task was very impressive as we got great cooperation from all members who made suggestions, comments, and discussion including work analysis which, in turn, promoted the success of the task.

Extract 10.

Group 2: We were very happy talking with the tourists. At first we planned to interview 5 tourists but it turned out that we interviewed 7 because we had fun and it was a win-win situation doing so. We all got the big benefits carrying out this task.

Extract 11.

 Group 3: Our creativity in this task was doing the "Movie Maker" presentation which was more interesting than PowerPoint, and our brochure with a colorful and attractive design gave the feeling of touching nature. The printing paper used was " Photo" type so we got the nice, attractive, and authentic-looking brochure. **We were sure that anyone who saw it would want to read it!**

4. Participation with application of ideas: The logs also contain evidence of participants' application of ideas on the tasks and task presentations. Participants often applied their existing skills and capabilities to the tasks. While working outside class interviewing tourists, they used recording devices such as a sound recorder, a digital camera, a VDO recorder, and cell devices.

They searched for new software technology programs to present their work. These programs included ProShowGold, Movie Maker and PowerPoint. Using these programs, they added classical songs they thought appropriate to the presentation contexts. Some groups spent much time recording the voices of the group members describing the pictures in the programs they used. In addition, most of the groups searched for related information from various sources such as Internet websites, actual brochures, and local tourist guides and then applied this information to create their tour types, their brochures, and tour itinerary. They selected attractive colors and pictures together with brochure designs to well fit the types of tours they were launching. Extracts from some groups of participants demonstrating this domain are:

Extract 12.

Group 1: All the members of the group brainstormed ideas offering many new different ways with high technology including impressive ways to get and present the work so that our product could be outstanding and different from the other four groups. Each member was eager to suggest ideas to apply to the work. The ideas were from their past experiences, from their skills, and ability, etc.

Extract 13.

Group 2: Finally, everybody agreed to launch a special type of tour with the combination of both the aforementioned tour types. For the brochure, we added a relaxing sea green color and soft blue. We also posted tourist spots with a natural environment with real pictures of the places and relevant and promotional information. We got all the information from interviewing some tourist guides we know together with some information from real brochures and internet websites.

Extract 14.

Group 3: Our creativity of this task was expressed through the "Movie Maker" presentation which was more interesting than PowerPoint, and our brochure had a colorful and attractive design giving the feeling of touching nature. The paper used was " Photo" type so that we got a nice, attractive and authentic–looking brochure. We were sure that anyone who saw it would want to read it!

5. Concentration on tasks: Their concentration on the tasks was also obvious. One group mentioned that each member was ready to start working as soon as they had a clear understanding of what the task was and how to handle it. Some groups indicated that the work needed to be clear and everybody needed to have the same understanding about the task as ordinarily each had different ideas, opinions, and interpretations. Furthermore, each member was eager to suggest ideas while carrying out the task. One group pointed out that they usually put their concentration and

attention on all pieces of the tasks and sub-tasks since none of the tasks were more demanding for them. Extracts from some groups of participants demonstrating this domain follow:

Extract 15.

Group 1: As soon as we got the assigned work, we first studied it and made clear of what the work was about.

Extract 16.

Group 2: Finally the success of the work reached our expectations because each member fully contributed to the group and was very cooperative. **We all put our concentration and attention into all aspects of the project. And** this task required time, energy, effort, **readiness to become a success**. We tried our best!!!!!!

Extract 17.

Group 3: This project was successful as all members concentrated on it and tried our best. We all tried hard to get the appropriate name of our company, the name of the tour package, the price of the tour together with the tour video presentation. We made a nice brochure with an interesting and attractive tour itinerary for our customers.

Extract 18.

Group 4: When we got enough information, we all went through all the information and considered whether some information was missing, what else we needed, and what we should find more of to get all the information we needed**.**

6. Participation with effort and substantial time: Participants' logs also showed the evidence of their investment of effort and substantial time in participating in the project. As Chiang Mai Rajabhat University students are not technology specialists, so it was extremely demanding for them to apply computer software programs to their work. However, they all tried hard and put all their efforts and a lot of time to study how to apply these programs to get the job done as perfectly as possible. Some groups mentioned that it took them a whole week to mange to get the software program ready for the presentation. Apart from technology, they needed to deal with the language to get the job done satisfactorily. Some groups said that they needed to put all their energy and courage to interview tourists in real situations since they were not sure about their language as this was their first time doing the interviews. Moreover, they said that they also spent time finding more needed information to perfect their work. One group said that on the day of the interview it rained all day and, thus, it was even harder to get the job done but they did not give up. The other group said that they interviewed 7 tourists instead of 5 as mentioned in the

work sheet to get precise information for their project. Extracts from some groups of participants demonstrating about this domain follow.

Extract 19.

Group 1: This project was not easy   because it was very demanding and time consuming. We needed time to study and make clear what we needed to do to complete the tasks. We also needed to put all our energy into this task, which was very time consuming so we needed to persevere with a lot of difficulties to get each sub-task done.

Extract 20

Group 3: When we got feedback from the teacher, we tried to fill in the missing pieces and that took a lot of our time and energy. After that we mixed sound and pictures with the correct information approved by the teacher and made "Movie Maker". We could say that we got a great success with this project -- the tour itinerary and brochure which we all helped each other to finish   with all our effort and energy.

Extract 21.

Group 4: We could say that it was so hard and demanding to get this attractive brochure. We needed to know how to post words, pictures, colors, patterns or spaces to get it to look good. We needed to study for it. To be more interesting and professional**,** we needed to repeat the recording around 5 or 6 times to get this great and perfect VDO presentation. This part of the project took us a whole week to finish because it was quite complicated. We were sure that our task was very successful and each member of the group put all their effort and energy into this part of the task in order to get the best product.

7. Problem solving: While carrying out the tasks, most of the groups faced many task-related problems and they tried to solve them. They often disagreed during their discussions and they said that they raised the issues in the discussions again and finally came to a group consensus with clear understanding. While interviewing tourists, they had difficulties in catching what the tourists were saying due to their unfamiliar accents, pronunciation, and vocabulary. Also, a similar situation occurred when the tourists did not understand what they were saying due to their accents, pronunciation, and lack of effective vocabulary. They solved the problems by making use of negotiation of meaning, giving more examples, writing the vocabulary down for them to see, making use of word changes, using non-verbal communication, and changing the topics or using the tourists' languages.   They also reported about problems with their recording. They solved the problems by using high technology devices. One big problem for them was that they had different class schedules and they seldom had the same free time period so it was very hard for them to meet. They dealt with the problems by sharing the group responsibility and working on weekends instead. Extracts from some groups of participants demonstrating this domain follow:

Extract 22.

Group 2: … we had some problems while getting the job done. We often had the problems in our listening skills. We did not often understand what they were saying. However, we tried to solve the problems by asking the tourists to repeat what they had said and asked them to speak more slowly. Also, when the tourists didn't understand us, we gave them further explanations with our own words. The other problem was that the sound of our recordings was quite soft and we did not hear the tourists' voices properly when we opened the clips to check our work. To deal with this difficulty, we decided to download   all the clips into a laptop and tried increasing the volume**.**

Extract 23.

Group 4: We faced many problems while using English. Our pronunciation is not so good and clear and we sometimes could not understand some difficult vocabulary. We sometimes could not think of the vocabulary to use while talking and we were too excited to speak in English. Moreover, we tried to relax and reduce our excitement when talking with the foreigners in English and tried to use English naturally without worrying about grammatical errors. We encouraged each other to speak English.

Extract 24.

Group 5: The other problem was that we were seldom free at the same time to get together. However, we solved the problem by sharing responsibilities. When it was the time to meet and each member got his job done, we met and put each task on the table and started to go through each part together to investigate if it was correct, appropriate, and relevant**.**

8. Talks and discussions: Most of the participants mentioned that they often discussed the project with the other members of the group. They started by talking to each other in the group to get a clear understanding of what to do to carry out the assigned task. They discussed effective steps to carry out the task and sub-tasks. They often discussed many optional ways to collect the information, to get some suitable media, and present their work effectively. They discussed sharing group responsibilities and how to handle the tasks. They said that they also discussed the problems they faced at tourist sites to find ways to solve them during their interview work. They also got to discuss fixing the problems with their recordings of the interview that seemed to be unusable due to the operational errors of the devices they were using during the interview. Extracts from some groups of participants demonstrating about this domain follow:

Extract 25.

Group 3: As soon as we got the assigned work from the teacher, we all sat down and discussed the work plan, the time, date, place, tourists to interview and how we would share the responsibilities**.**

Extract 26.

Group 4: We brainstormed on the brochure design and content to get a nice brochure presenting a tour to the tourists. We also discussed what and how to present our project to the whole class. We discussed finding an interesting way to launch the tour package. Each member of the group shared different ideas since we were not technology experts and each program was very complicated and difficult to deal with.

Extract 27.

Group 5: As soon as we got the assigned work, we discussed the questions to ask tourists and the   information we needed from the tourists so that we got the relevant information which was useful for our work**.** During the interviews, some of the tourists we interviewed could not understand all the questions so we got to talk and share ideas to get new and correct questions that we hoped would work.

10. **Task quality concern**. The last issue mentioned by all the groups in their logs was about their task quality concern**.** Most of the groups cared about the quality of their work. They wanted their work to be the best and they often compared it with that of the other groups. They usually worked hard to get pleasant, accurate language in their work (questions to ask tourists in order to get the needed information they want, nice and promotional language to put in their launched brochure and software program to use along with the work presentation and suitable language to use while presenting), and attractive products with high technological performance   for their work. Extracts from some groups of participants demonstrating about this domain are:

Extract 28.

 Group 1: There was a lot to say regarding the creativity we applied this task. The members of the group brainstormed ideas offering many new different ways with high technology including the impressive way to get and present the work so that our work and product could be outstanding and different from the other four groups. Each member was eager to suggest ideas to apply to the work. We could say that each piece of work we produced was successfully outstanding and perfect as you could see.

Extract 29.

Group 2: After that Khun Ying and Khun Khem made the PowerPoint presentation with the design we all thought that would work well attracting tourists' interest. We added a relaxing sea green color and soft blue. We also posted tourist spots of natural environment with real pictures of the places with relevant information. We got all the information from interviewing some tourist guides we know, together with some information obtained from actual brochures and internet websites. Our brochure looked professional, attractive, and informative. It may not be exactly the same as the authentic professional one since we did not have a large budget but it came with good quality.

Extract 30.

Group 3: We needed a teacher to help with the grammar and the appropriate use of English so we decided to put the sound in the movie maker leaving the overview part behind. After getting the assignment from the teacher we needed to add the sound to this part, which was quite complicated and time consuming

Extract 31.

Group 4: Finally, we ended up   choosing the ProShowGold program which we considered to be more appropriate for the time being since it was not so complicated but interesting and we could add any tactics we wanted. In addition, we discussed making an attractive brochure and we searched for more ideas and examples from the websites on the internet. It took us a day to produce this brochure since we focused on making it interesting and attractive. To be more professional, Khun Dol recorded each member's voice presenting the tour package, and put them in the VDO program.

Extract 32.

Group 5: We used a PowerPoint presentation to present our work as the program allowed us to create or put any interesting things such as motion pictures so that our work could be more interesting and attractive.

2. The results of participants' learning task engagement analysis: A focus group.

2.1. The results of participants' use of English to clarify their problems or solutions

The results of the analysis of participants' use of English to clarify their problems or solutions indicate that the number of interactional features of participants' use of English to clarify their problems or solutions was large, with 111 turns out of 226, which is about 50% of the total turns, as illustrated in Figure 4.3.

Figure 4.3: Participants' use of English to clarify their problems or solutions
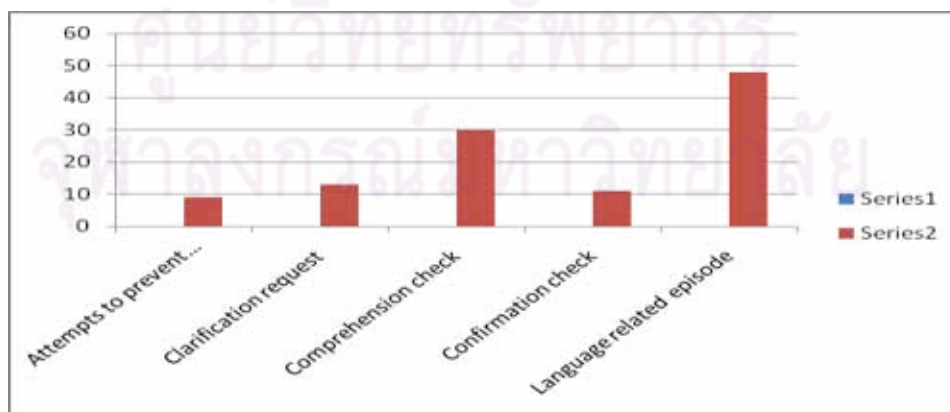
As can be seen in figure 4.3, the analysis indicates that participants produced 9 features of attempts to prevent communication breakdown, 13 features of clarification request, 30 of comprehension check, 11 of confirmation check, and 48 of language-

related episodes. Among the five features of negotiation of meaning and language related episodes, participants produced the highest number of language-related episodes, followed by comprehension checks, clarification requests, confirmation checks, and attempts to prevent communication breakdown, respectively.

Among those five participants with mixed ability, the more capable participants (H1, M1, M2, respectively) produced a higher number of turns to clarify occurring problems or solutions than the less capable participants (L4 and L5, respectively).

Their interactions were recorded, and their transcriptions and coded categories are exemplified below:

Extract 1: (Unedited)

Name	Transcriptions	Categories
L2	Number seven.. four….C-L-O-V-E-S	-
H	**What?**	CR
L2	Four.......	-
H	**Spell that** ?	LRE
L2	C-L-O-V-E-S of garlic	-
M1	Garlic (Repetition)	-
H	Garlic (Repetition)	-
M2	**Four garlic?**	CMC
L2	Yes.	-
M1	Er… I think that… **see the garlic … four picture?**	LRE
L2	(Show hand gesture drawing circles)	-
M1	Er…	-
M2	**Four small garlic?**	LRE
L2	Garlic…(Nods her head and raises her four fingers) four.	-
H	**One garlic?**	LRE
M1	**One?**	LRE
L2	Four…	-
M2	**Four (raising her four fingers) garlic and knife?**	LRE
L2	(Nods her head)	-
M1	O.K.	-
L1	**Number seven?**	CMC
L2	Yes……**Finish?**	CPC
H	Yes.	-
M1	(Nods her head)	-

** CR means comprehension check, CMC means confirmation check, CPC means comprehension check, and LRE mean language related episode

2.2.   The results of participants' collaborative work with contributions and a positive emotional tone, and participation in the development of the real-world tasks with effort and application of ideas to the specific contexts of the real-world tasks.

Recordings of real-world-tasks 1 and 2 were analyzed using the student engagement observation checklists. The results are as follows:

Table 4.21: Participants' observed behavior results

Indicators of level of engagement. Code 5 = Most of the time (60/50 mins) 4 = Often (48/40 mins) 3 = Sometimes (36/30 mins) 2 = Seldom (24/ mins) 1 = Not yet (0/0 min)				
Descriptors	Real-world task 1	Fre-quency (%)	Real-world task 2	Fre-quency (%)
1. Worked together to carry out the tasks during class.	5	100%	5	100%
2. Interacted within the group members	5	100%	5	100%
3. Shared ideas with other group members on the assigned tasks	4	80%	4	80%
4. Discussed ideas about the assigned tasks with the group members in class	4	80%	4	80%
5. Showed concentration on tasks	5	100%	4	80%
6. Showed interest and enthusiasm	5	100%	5	100%
7. Were eager to initiate ideas	4	80%	4	80%
Indicators of level of engagement. Code Yes = 5 No = 0				
8. Planned the real-world tasks	5	100%	5	100%
9. Shared responsibilities	5	100%	5	100%
10. Enjoyed the assigned tasks	5	100%	5	100%
11. Applied the ideas to the assigned tasks	5	100%	5	100%
12. Produced creative tasks	5	100%	5	100%

Table 4.21 indicates that while carrying out real-world task 1, participants worked together to carry it out during class, interacted within the group members, showed concentration on tasks, showed interest and enthusiasm most of the time (60 minutes). They often (80% of the time) shared ideas, discussed ideas with the other group members on the assigned tasks, and showed their eagerness to initiate ideas. Moreover, they planned the real-world task, shared responsibilities, and applied the ideas to the assigned task and also produced creative results. In addition, they showed enjoyment while carrying out the assigned task.

While carrying out real-world task 2, participants worked together to carry it out during class, interacted within the group members and showed interest and enthusiasm most of the time (60 minutes). They often (80% of the time) shared ideas, discussed ideas with the other group members on the assigned task, and showed

concentration. They also often showed their eagerness to initiate ideas. Moreover, they planned the real-world task, shared responsibilities, and applied the ideas to the assigned   task and also produced a creative result. In addition, they showed their enjoyment while carrying it out.

The result of the analysis indicates that the participants showed positive engagement in terms of collaborative work with contributions and a positive emotional tone, and participation in the development of the real-world tasks with effort and application of ideas to the specific contexts of the real-world tasks, more than the average value ($>3.50 / 5.0$) as illustrated in table 4.22 and table 4.24.

Table 4.22: Level of participants' learning task engagement in real-world-task 1

Recordings	n	Min	Max	Mean	S.D.
Real-world task 1	12	4	5	4.75	0.452

Note: n = Number of items in the student engagement observation checklist.

Table 4.22 indicates that participants showed their engagement in the real-world task 1, at an average level of 4.75, which is much higher than the average value ($>3.50 / 5.0$). The minimum level of all items (12 items) was 4 while the maximum level was 5.

One–Sample t-test was used to test the significance difference between the pre-determined average value (($>3.50 / 5.0$) and the obtained value(4.75). The results have been shown in table 4.23.

Table 4.23: One-Sample Test result (Student engagement observation checklist of real-world task 1)

One-Sample Statistics				
Real-world task 1	n	Mean	Std. Deviation	Std. Error Mean
	12	4.75	.452	.131
One-Sample Test				
Test Value = 3.5				
Real-world task 1					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
	9.574	11	.001	1.250	.96	1.54

From table 4.23, the t-value of 9.574 from the t-test indicates that the value (4.75) obtained from the questionnaire, on average, was significantly higher than the determined average value (($>3.50 ⁄ 5.0$).

Table 4.24: Level of participants' learning task engagement in real-world task 2

Recordings	n	Min	Max	Mean	S.D.
Real-world task 2	12	4	5	4.67	0.492

Note: n = Number of items in the student engagement observation checklist

Table 4.24 indicates that participants showed their engagement in real-world task 2, at an average level of 4.67, which was much higher than the average value ($>3.50 ⁄ 5.0$). The minimum level of all items (12 items) was 4 while the maximum level was 5.

One–Sample t-test was used to test the significance difference between the pre-determined average value ((>3.50 ⁄ 5.0) and the obtained value (4.67). The results have been shown in table 4.25.

Table 4.25: One-Sample Test result (Student engagement observation checklist of real-world task 2)

One-Sample Statistics				
Real-world task 2	n	Mean	Std. Deviation	Std. Error Mean
	12	4.67	.492	.142
	One-Sample Test			
	Test Value = 3.5			
Real-world task 2					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
	8.208	11	.001	1.167	.85	1.48

From table 4.25, the t-value of 8.208 from the t-test indicates that the value (4.67) obtained from the questionnaire, on average, was significantly higher than the determined average value ((>3.50 ⁄ 5.0).

4.6. Summary

This chapter presents results and findings of the study in response to the research questions. As for the course components, it can be summarized from the findings that the course content centered on language skills and communication skills needed by a tourist guide at work. The materials focused on audio-visual inputs with a variety of accents related to the course content. Learners acted as language users. The language skills centered on speaking and listening. Furthermore, the focus was on English as a lingua franca rather than the English of native-speaker standards. The purpose-related tasks were the simulations of communicative tasks required of the target setting that were two pedagogical tasks and two real-world tasks. For the teaching methodology, task-based language teaching was used. In addition, direct performance-referenced test was as a means of evaluation.

Regarding the effectiveness of the course, the increase in the scores of the participants' post-test was statistically significantly higher than those of the pre-test which means that the oral English communication ability of the participants improved significantly. The magnitude of the effect size was also large, indicating the large size of the developed course effect. In terms of student engagement, the overall results indicated that the participants quantitatively and qualitatively showed more than average positive engagement in terms of their use of English to clarify problems or solutions, collaborative work in groups with contributions and a positive emotional tone and participation in the real-world tasks with effort and application of ideas.

In conclusion, the developed English Tourist Guides course using a task-based approach in an English classroom for Chiang Mai Rajabhat Unversity tourism undergraduates could enhance their oral English communication ability and their learning task engagement.

The final chapter will cover the summary, discussion, suggestions, and recommendations for further study.

CHAPTER V
SUMMARY AND DISCUSSION

5.1. Summary

The present study has two main objectives: 1) developing the course, English Tourist Guides, for Chiang Mai Rajabhat University undergraduates based on the related literature, and the needs analysis; and 2) evaluating the effectiveness of the course by investigating participants' learning achievement and learning task engagement in terms of using English to clarify their problems or solutions, collaborative work in group with contributions and a positive emotional tone, and participation in the development of the real-world tasks with effort and application of ideas to the specific contexts of the real-world tasks.

Participants in the needs analysis were tourist guides working in Chiang Mai, English teachers who usually teach the existing course, and Chiang Mai Rajabhat University alumni who took the existing course when they were students. Participants in the main study were fourth-year tourism students. Twenty-four participants completed the course. The main study started during the first semester of academic year 2010, from June to September. The total number of the course hours was 36 in 12 sessions.

There are two main parts of the study: course development and course implementation and evaluation.

5.1.1. Course development

In order to develop the course, the related literature was studied. Then a needs analysis was conducted to obtain the needs for the course. After that, the course was developed based on the information obtained from the two aforementioned sources. The details are described below.

1. Needs analysis

A needs analysis was conducted to obtain the needs of participants required in their target situations regarding such components as target language use, target language use tasks and needed skills. The instruments consisted of a documentary study and semi-structured interviews.

1. The documentary study was done to investigate relevant information related to the study's context, including the current role of English and language knowledge, language skills, and the communication skills needed by a tourist guide, as well as the university's needs.

2. Semi-structured interviews were conducted with 5 tourist guides working in Chiang Mai Province, 4 Chiang Mai Rajabhat University alumni who took the existing course, and 2 English teachers who usually teach the existing course.

2. Course development

The English Tourist Guides course was developed based the related literature, and the needs analysis. Task-based language learning was the underlying principle in designing the teaching methods. The content of the lessons, course materials, activities, and course assessment were based mainly on the needs analysis.

The developed course and all instruments were validated by three experts in the field. After that, one module with two sample lesson plans was piloted with 30 participants having similar characteristics with the participants in the main study.

The developed course was adjusted according to the experts' comments and suggestions, and the results of the pilot study.

3. Course implementation and evaluation

The course was implemented with 24 fourth-year tourism students of Chiang Mai Rajabhat University who were the participants in the main study, for a whole semester of four months with 14 sessions of three hours each. The participants were randomly assigned to 5 groups of one high-, two medium- and two low-score achievers per group. One of these 5 groups was randomly selected to be the focus group for the investigation to obtain the in-depth qualitative and quantitative information of the participants' learning task engagement via recordings.

To evaluate the effectiveness of the developed course both qualitatively and quantitatively with the focus group and the whole class, a number of instruments were used to investigate participants' learning improvement and learning task engagement. The instruments used and their timing are summarized below.

1. The oral English communication ability test was administered before and after the course implementation to evaluate the participants' learning improvement quantitatively.

2. The magnitude of the effect size was calculated quantitatively to determine the relative magnitude of the course or the size of the course effect.

3. Participants' interactions among the members of the focus group were recorded during the course implementation to evaluate their learning task engagement qualitatively.

4. Students' engagement observation checklists with recordings of the focus group were used during the course implementation to evaluate the participants' learning task engagement quantitatively.

5. Students' logs were used with the whole class and gathered during the course implementation to evaluate the participants' learning task engagement qualitatively.

6. The engagement questionnaires were distributed to all participants to rate each aspect after the course implementation to evaluate their learning task engagement quantitatively.

5.1.2. Findings

5.1.2.1. Course development

Research question 1: What components should be incorporated into the English Tourist Guides course, using a task-based approach?

The final product of the study is the English Tourist Guides course for Chiang Mai Rajabhat University students and its components are as follows:

1. Course content

The content of this course consists of task content and language content. The typical content for this course is the task content of the real-world task of leading a tour and launching a tour package which meets the needs analysis together with the facilitating pedagogical closed-tasks and simulation tasks. In addition, the language content of relevant language skills and communication skills required by a tourist guide are included. Moreover, the selected pedagogical tasks and real world-tasks are recurring and contain the characteristics that can enable learners' oral language proficiency in a spiral manner.

2. Teaching and learning activities

2.1. Materials for this particular course

The materials for this course are the input-providing materials which contain the characteristics that enable learners to notice the language of their interest, which is

associated with the particular discipline of a tourist guide. They are materials that are comprehensible and meaningful to learners, present a holistic view of dialogue communication in its specific context, and activate learners' lifelong learning. The materials for this particular course are 1) authentic models of English audio-visual inputs with a variety of accents associated with the selected language functions and tasks, 2) authentic reading inputs with tour plans and itineraries, 3) learners' interactions, and 4) related internet websites.

2.2. Teaching methodology

The underlying methodology used for this course is task-based language learning. The framework for task-based lessons covers pre-task, task cycle, and language focus. At the pre-task stage, at the very first phase, learners are explicitly introduced to the language skills and communication skills needed by a tourist guide, and they are exposed to the audio-visual models presenting how those features actually work harmoniously in real communication. In addition, they have the opportunity to experiment and use the accumulative language and communication skills they have learned in the previous phase to carry out the enabling of information–gap tasks. At the task-cycle stage, learners act as language users using English to carry out the task. They need to speak English substantially to get the task done. Group work is the key performance. At language focus stage, learners examine, discuss and clarify problematic language or linguistic features from inputs or clips of their work. The teacher may need to explain the problematic features. Extra practice may be required if necessary. For the skills to be focused on, listening and speaking skills are the focus of this course; as determined by the needs analysis and related studies, these are the core skills for a tourist guide. For English used, English as a lingua franca is focused.

3. Student evaluation

The evaluation of this course is authentic and uses a method that can evaluate the learners' competence of what they need to perform in their future career to ensure the accuracy and validity. The evaluation of the course focuses on learner's ability to carry out the tourist guide's tasks at work. Direct performance-reference tests with role-play simulation tasks as a tourist guide are applied in the evaluation for both formative and summative tests.

The evaluation also caters to the dimensions of English as an international language. The oral English communication analytic rating scales evaluating learners' language skills and communication skills are used. In addition, learners' self-evaluation and peer evaluation of their work are done during learning.

5.1.2.2. Course evaluation

1. Participants' learning achievement

Research question 2: How effective is the English Tourist Guides course using a task-based approach?

Research question 2.1: Will the scores of the students' post-test be significantly higher than those of the pre-test?

The results of -13.090 from *t-test* indicates that participants in the study had higher scores in their oral English communication ability post-test at a significant level

($p < .05$). The t-value of each scale from the Paired-Sample t-test indicates that the participants' post-test scores in oral English communication, on average, were significantly higher than their pre-test scores ($p < 0.05$).

Research question 2.2: What is the magnitude of the effect size?. The effect-size of 0.87 from the calculation of the effect-size using *t* values and *df=46*   indicates a large effect-size.

2. Participants' learning engagement

Research question 2.3: What is the degree of student engagement?

1) Results from the analysis of the students' engagement questionnaires applied to the whole class indicated that participants showed their learning task engagement in all selected features on the average level of 4.18, which is higher than the average value (>3.50∕5.0). The t-value of 9.888 from the One–Sample t-test indicates that the value (4.18) obtained from the questionnaire, on average, was significantly higher than the determined average value ((>3.50∕5.0).

2) Results from the analysis of the students' logs qualitatively indicated that participants actively used English to clarify their problems or solutions, collaboratively worked in groups with contributions and a positive emotional tone, and participated in the development of the real-world tasks with effort and application of ideas.

3) Results from the analysis of the recording of participants' interactions of the focus group indicated the large number of interactional features of participants' use of English to clarify their problems or solutions while carrying out the information-gap task, with 111 turns out of 226, which is about 50 percent of the total turns of interactions.

4) Results from the analysis of the students' engagement observation checklists with recordings of the focus group showed their active engagement in terms of collaborative work with contributions and a positive emotional tone, and participation in the development of the real-world tasks 1 and 2 with effort and application of ideas to the specific contexts of the real-world tasks, at the average levels of 4.75 and 4.67, respectively. The t-value of 9.574 and 8.208 of real-world task 1 and 2 respectively, from the One–Sample t-test indicates that the value of 4.75 and 4.67 obtained from the real-world task 1 and 2 respectively, on average, was significantly higher than the determined average value ((>3.50∕5.0).

All these results indicate significant improvement in participants' oral English communication ability and a high level of participants' learning task engagement, thereby demonstrating the effectiveness of the course.

5.2. Discussion

This study demonstrated how the English for the English Tourist Guides course can be developed based on both literature review and analysis. Some distinguishing features of the study that have contributed to the course development and to the participants' improvements in their language, skills and communication skills together with their learning engagement are discussed.

1. Course development

1. How has the discrepancy between the information obtained from the first three tourist guides and the last two ones from needs analysis been resolved?

The English for Tourist Guides course has been particularly designed to meet the needs of tourism students as participants in this study. Needs analysis is seen as an effective tool for obtaining information that caters to the needs of a particular group of learners. However, the information obtained from various sources may reveal certain areas of diversity. That is to say there is a need to find more information from other sources in order to triangulate the information so that the researcher or teacher

can obtain the accurate and relevant information for the developed course.   In this study for example, the needs analysis of the language and communication skills and their main tasks, obtained from the tourist guides working in Chiang Mai, is quite different. Only two out of five participants (40%) mentioned planning and creating a tour itinerary as one of a tourist guide's tasks, understanding of native-English speaking tourists' pronunciation or accents as one of a tourist guide's difficulties and problems regarding oral communication, while group work skills and cross-cultural awareness were seen as the qualifications of a tourist guide. These two participants have their own tour agencies offering optional tailor-made packages to backpackers. They need to lead the tour group doing everything as well as travelling along with the tourists for long-term stays. Accordingly, this group of participants often have experiences that include the mentioned difficulties, group work skills and cross-cultural awareness, seeing these issues as being crucial for their jobs. Nevertheless, 60% of the participants pointed out they did not have difficulty with capturing non-native speaking tourists and understanding native English speaking tourists' pronunciation or accents. One reason may be that their only responsibility is that of describing spots of interest without being exposed to more interactions with tourists. It may also be due to their being professionals with long-term working experience, as one of them said that a tourist guide needed more experience to cope with these problems. Another reason is that they usually lead the tour with native speakers but seldom work with non-native speakers.

However, the significance of including the tasks of creating and describing a tour plan and itinerary, the awareness of difficulties of understanding of native or non-native English speaking tourists' pronunciation or accents together with group work skills and cross-cultural awareness as part of the content in this study, was seen. The reasons are as follows:

 a) There have been some changes in tourist behaviors. The report about international tourism trends by the World Tourism Organization (2004) revealed an increase in individual travel (not organized) and non-native travellers. There have been more and more people travelling alone or in groups seeking their own travel through Internet websites. These travellers usually make direct contact with local communities and they prefer accommodations in country houses rather than hotels.

 b) As the participants in this study are all locals who have the potential to form their own local tour agencies or work for local institutes welcoming tourists for a

long-term stay, they may need to plan and organize tours and activities and interact with tourists more in their local communities.

It has been found in this study that needs analysis for ESP courses especially for the tourism sector should be drawn from various sources, including an analysis of documents regarding future trends to increase the credibility of the interpretation of the obtained data to ensure that the course will be able to fulfill the demand for English at work places and learners will gain the greatest benefit from the course.

2. Why should the oral English communication analytic rating scales be used in this developed course?

Due to the significant role of English as a lingua franca, the needed language and communication skills obtained from the needs analysis, and the washback effect, the evaluation in this study focused on the knowledge and language features that concern intelligibility, negotiation for meaning, and communication skills rather than native target-like skills with grammar, pronunciation, and syntax. Instead more emphasis was put on strategic competence in communication ability, which is an important part of all communicative use. Assessment was often based on assessment of ability to carry out tasks in English.

The oral English communication analytic rating scales used in this study were adapted from 1) the validated oral English communication rating scheme used for the Test of English Conversation Proficiency (TECP), at   Sanyo Gakuen University (2002) to measure non-native speaking students' skills, and 2) the selected standards of English for occupations by the English Language Development Center (ELDC), Thailand, indicating the needed skills and knowledge for a tourist guide (The English Language Development Center, 2006). The rating scales were adapted to cater to the significant role of English as a lingua franca, the washback effect covering the assessment of all taught language and communication skills. Therefore, 11 scales with level scores and their descriptions were obtained. The analytic rating scales used may decrease the practicality. However, the analytic rating scales were believed to increase the accuracy of the average score. They require greater demands in rating than other, more objective, discrete point marking systems (Hughes,1989; Bachman and Palmer, 1996 cited in Moritoshi, 2002). In addition, the test used in this study was a criterion–referenced test which is highly recommended to be used in task-based language learning assessment (Nunan,2004). Its construct was specified based on

characteristics of tasks in the target language use (TLU) situation. Therefore it is worth using the analytic scales for the capacity to assess test takers' oral English communication proficiency in a range of prior performance criteria rather than comparing test takers against each other, or against native speakers. The analytic scales should be able to show what each participant can do and cannot do rather than how much better or how much worse he or she is compared to another. By considering the rating results, the test takers can see their strengths and weaknesses and may adjust their learning later.

Take the participants' samples of score performance, shown in Table 5.1, as an example. The researcher, teacher or individual learner could obviously see what participants could and could not do after taking the course. The researcher can also report both holistic results and the results of each individual's learning improvement in detail from the results from the analytic rating scales. Furthermore, the performance profile can provide effective feedback to each individual learner as is illustrated in table 5.1.

Table 5.1: Participants' samples of scores

The English Tourist Guides course spreadsheet

St.		1	2a	2b	3	4	5	6	7a	7b	8	9	10	11	
		Gret	Intro	Intro	Sma	Infor	Repl	Nego	NVC	Back	Voca	Gr	Pr	Cl	
			hesit	tech											
	Total	T2	T3	T3	T2	T10	T5	T5	T4	T4	T4	T4	T4	T4	T
1	Pre-	0	0	0	0	4	3	4	2	3	2	2	3	1	24
	Post-	2	2	3	2	9	5	5	3	3	4	3	3	3	47
2	Pre-	2	0	2	0	6	3	3	4	3	4	3	3	1	34
	Post-	2	3	3	2	10	5	5	4	3	4	4	4	4	53
3	Pre-	0	0	0	0	4	2	2	2	2	2	1	2	0	17
	Post-	2	2	3	2	9	3	4	3	3	3	2	3	1	40
4	Pre-	2	1	0	0	3	1	0	2	1	1	1	2	0	14
	Post-	1	3	1	1	7	4	5	3	2	3	2	2	1	35
5	Pre-	0	0	0	0	6	3	1	3	3	2	1	2	1	22
	Post-	2	2	3	2	10	4	4	4	4	3	2	2	4	46
6	Pre-	2	2	2	0	2	1	0	1	2	1	1	2	1	17
	Post-	2	3	2	2	7	4	4	4	2	3	1	3	3	40

Furthermore, the analytic rating scales can also help the researcher or teacher to analyze and discover what language elements have been improved and what elements have not. As a result, the researcher or teacher may be able to diagnose and adapt their teaching to better fit the further needs of the course later. Figure 4.2 and its descriptions on page 155 in Chapter IV, exemplify the benefits of the use of the analytic rating scales in this study.

From the Figure 4.2 (page 155) it can be seen that sub-scale 2a with the degree of hesitation of introduction (from 1.67 to 2.56), sub-scale 7a with the ability to use NVC to convey or enhance meaning (from 2.2 to 3.2), sub-scale 7b with the ability to use back-channel feedback (from 2.0 to 3.1),   scale 1 with the ability to initiate a greeting appropriately (from 1.26 to 1.92), and scale 10 with their pronunciation (from 2.02 to 2.82) improved slightly.   This may have been due to the following reasons:

a) The participants were familiar with greeting others and introducing themselves and they often use these skills as they seem to be the primary requirement for any student when he/she presents his/her work. Also, these two skills usually occur together. Self-introduction usually immediately follows greeting and students have practiced using them in that way. And it may have been the participants' excitement and nervousness that reduced their scale level in their pre-test. From this we may infer that the participants in this study were less excited and nervous but felt more relaxed doing their post-test.

b) The nonverbal communication and the backchannel feedback are universal language features and research has suggested that between 60 and 70 percent of all meaning is derived from nonverbal behavior (Hindre, 1979). Accordingly, the participants' use of nonverbal communication and the backchannel feedback in the pre-test and post-test in this study did not differ greatly. However, it has been noted that the nonverbal communication the participants used during their pre-test were often in a passive way, such as nodding their heads, looking at the rater or leaning towards the rater while listening and finger pointing, hand raising while speaking. For the backchannel feedback, they usually say "Yes". By contrast, they produced more language and they used a variety of nonverbal cues such as head movement body movement, eye contact, hand movement drawing object/ thing to enhance the meaning of the conversation. In terms of backchannel feedback some alternative ' Yer' ,'Aha', 'Right', 'Ah!'. 'Er-hue' emerged during the conversations. However,

there were no backchannel feedbacks such as 'Wow', 'Excellent', 'Right', ' That's great', 'I know','Good, good, yeah', 'Great!' , 'Oh, good', 'Of course!', 'Yeah', 'Oh, Right', 'Ahhh! Fun!' that they had exposed to. This may have been due to their lack of language command and / or their cultural inhibitions and individual personality as it is said by the research that nonverbal communication is based on arbitrary symbols, which differ from culture to culture. Also, the participants may not be familiar with them and did not practice using them in their learning.

c) The pronunciation and accents often differ from one individual to another and cannot be changed easily. Also, the course implementation took only 12 sessions with 36 hours of instruction so it is impossible for them to improve their pronunciation significantly. However, their pronunciation improvement could be evidenced by the fact that the language they produced was more intelligible.

d) It can be noticed that the participants' ability to close a talk appropriately improved significantly while their ability to initiate a greeting appropriately did not. The scale evaluating ability to close a talk appropriately used in this study included the requirement of the provision of the appropriate reason for closure and bidding farewell for a tourist guide. These language features may be new to the participants. Moreover, they were not familiar with bidding farewell and especially the provision of the reason for closure and they seldom used them even in their native language.

From the analysis of the participants' language performance obtained from the analytic ratings in this study as exemplified above, it can be seen that the teacher may be able to diagnose what is going on and what he or she should do to best benefit his or her teaching.

It can be concluded that as the assessment is the crucial part in learning, the ESP course developer or teacher may need to adapt or create his own assessment tools that are relevant, make sense in the specific contexts, follow the washback effect and fit the type of test used. Despite the fact that using the analytic rating scales is time consuming and demanding, it may be worth using with criterion-reference test to investigate learners' "Can do" proficiency. In addition, the analytic rating scales may be an effective tool providing vital detailed information about learners' improvement which benefits both the teacher and learners.

3. Why is task-based language learning suitable for this new course?

The English Tourist Guides course was developed based on the literature review and the needs analysis. The underpinning theories and principles of language acquisition, the input, interaction and output hypothesis and task-based approach together with the needs analysis were incorporated to construct the course framework yielding the relevant and effective course components. The developed course was for Chiang Mai Rajabhat University tourism students whose English level is low and who are not familiar with task-based language learning. Therefore, the course was designed in a way that enhanced the merit of the course fostering learners' language acquisition, motivation and encouragement together with learning task engagement. The course components (ingredients) were carefully selected and designed based on the underpinning theories and the needs analysis.

The researcher developed the inputs as the materials used in this course. They afforded the participants rich inputs of the target language. They were the inputs that provide greater exposure to the target language (English for a tourist guide) with linguistics and non-linguistics. The authentic materials used in this study were considered, selected, and developed based on the belief of the effectiveness of comprehensible inputs with receptive skills, authenticity of exposure and the evidence of listening and speaking skill focus for a tourist guide. As a result, many audio-visual inputs with a variety of accents containing the needed language features, functions, and expressions together with authentic brochures with substantial samples of tour itineraries were included. These input-providing materials were carefully selected and adjusted to fit the participants' level of proficiency, their needs, and serve the goals of learning in order to make them comprehensible.

The course content (task content and language content) and activities for this course have been graded according to the complexity of the tasks and designed in a way that scaffolded and motivated learners as much as possible. The individual activities and tasks reinforced each other and developed students' learning achievement in a spiral manner.

The tasks in this course were both input-based and output-based. The participants were exposed to the inputs (audio-visual clips and authentic brochures and tour itineraries) and did consciousness raising activities which activated their consciousness of the language (including vocabulary and pronunciation). Such tasks

were effective both for practicing listening comprehension and as a means for presenting new linguistic material to students (Ellis, 2009). Then they completed the closed tasks and simulation tasks with similar topics making use of their own resources, both linguistic and non-linguistic. The real-world tasks were output-based. The participants used their existing English resources to carry out the tasks both in and outside class in real situations. The participants always knew that the main purpose of the task they performed. In addition, all the learning tasks resulted in linguistic activities and there was a large amount of English production. The course emphasized meaning over form and provided the participants with opportunities for natural language use (real spoken language) making use of their resources. The participants usually worked in small groups which facilitated learner-centeredness. The teaching and learning also focused on form. The consciousness-raising activities including corrective feedback were done in the contexts of communication activities at the pre-task stage and the language focus stage (post-task stage). In addition, recasts (negative feedback) which were said to be attention to language form were found during the participants' interactions while carrying out the tasks.

The selected teaching methodology of task-based language learning with the selected key features used in this study matched the needs analysis and principles of communicative competence as shown in table 5.2:

Table 5.2: The match of teaching methodology, needs analysis and communicative competence

TBA features	Needs by the alumni	Communicative competence
Meaning primacy	No immediate error correction,	The language knowledge of communicative competence, which emphasizes meaning fulfillment of the language
Authenticity of exposure	More authentic language,	Pragmatic knowledge
Target language use	More conversations in class Speaking English on their favorite topics	Strategic competence requiring learners to make use of verbal and non-verbal communication in an attempt to get the job done
Real-world related tasks Group work operation.	Group work practice in real situations	

The performance test, the test task used in the assessment part required that learners utilize the languages skills, functions and communication skills they learned. The test task was similar to the tasks they did while learning and was the one they need to do in their future careers so they were familiar with the test task to some

extent. Many of the participants shared that the test task was both familiar and challenging for them. They were much less excited but had much more fun doing it compared to their pre-test. To sum, the developed course provided tasks tailored to the participants' proficiency level and needs and it fostered the value of the selected input-providing materials. In addition the course included form focus investigating the participants' problematic linguistics and the assessment which followed the washback effect.

The components of the course, as mentioned above might compensate for some of the criticisms of TBT regarding the inaccuracy of the interactional language, the inadequate coverage of grammar, limitation of attention to form, vocabulary and pronunciation ignorance, and the emphasis on the output rather than the input (Ellis, 2009). This developed course provided that the participants be exposed to the needed language at the pre-task stage. In addition, problematic language features were discussed and explained in the language focus stage. Moreover, the audio-visual inputs with their scripts provided substantial relevant grammar and pronunciation in contexts which enhance their comprehension and allow the students to see how those features work in a particular context. In addition, the tasks in this course were both input-based and output-based as elaborated above. Regarding the impoverished interaction issue, it has been discussed under the topic, " The issues concerning participants' use of English" on page 172.

Moreover, the components of the course also compensate for the deficiencies of the irrelevant and ineffective English curricula offered in Thai educational institutes as mentioned in the background of the study in Chapter one. First, the course is precise and caters to the populace's needs. Second, the course content contains both language and communication skills needed in real situations. Third, listening and speaking skills which are used most in the workplace are the focus of this course. Fourth, the learning activities promote a considerable amount of real spoken interactions both in and outside of class. Learners take on the prime role of language users using substantial amounts of English. Fifth, the method of learning in class emphasizing meaning appears to enhance language acquisition. Sixth, the course caters to the dimensions of English as an international language. Finally, the direct performance-referenced tests employed in this course follow the washback effect.

2. Course effectiveness

1. Why does the new course yield a large effect size?

It is obvious that this course was very fruitful and challenging for the participants. The analysis result revealed the large effect size of the course. The possible reasons for this are listed below.

a) The intensity of authentic exposure.

The participants had opportunities to be exposed to authentic comprehensible inputs with audio-visual VDO clips containing language knowledge, language features, and communication skills. In addition, peer interactions including negotiation of meaning together with recasts emerging during interactions are evidence of comprehensible input that helped develop their oral performance. Through these comprehensible inputs, participants may notice, internalize, and may notice some small chunks of language of their interests incidentally. They also used those language skills in their presentation and their oral performance test to convey and enhance the meaning in their conversation, which, in turn, enhanced their oral English communication ability. According to Ellis (2003), redundancy in input facilitates both comprehension and acquisition. The following extracts (unedited) are the supporting evidence found in this study.

Extract 1. During the performance test (Language skills)

	Sentence/phrase/vocabulary	Sources
S1	" Do you have any questions before we start?"	Audio CD
S10	"Are you ready?" , " Have you been there before?" " You want to try? (these costumes)" , " They are so cute",	Peers Teacher
S5	" I suggest you call Reclining Buddha" " I am your tour guide" " I am sorry" " What you think about the weather in Chiang Mai"	Clips Clips Peers
S2	" Are you feeling wide awake?'	Audio CD
S6	"I hope you enjoy with me and hope to see you again next time"	Peers
S8	" Do you have any questions before we start to present you?" " **Originally,** hill tribe home has two floors	Audio CD Brochure
S12	"Lunch box", " No, not included", " we have breakfast for guests" "I don't know the word", " local food," " Normally"	Brochures Teacher
S14	"Sa paper is made from Sa Tree " Do you know Sa tree", "Pond from wooden mallet" "The design are flower…….dragon motive"	Clips Brochures
S13	"Do you have any questions before I start?" " This is mahout" " We have mosquito spray." "You can see er.. put **coconut milk** in the pot"	Clips Brochures Peers, teacher Clips
S22	"The mosquito is the animal eat blood" " Yes, um…." " Everything is bamboo"	Peers Peers Teacher

b) The effect of the substantial practice of the oral English performance.

The participants had to learn and use English all the time during class. They used English to carry out the assigned tasks to get the task outcome. Moreover, they had the opportunity to use their English outside of class interviewing tourists and conducting a tour in a real situation. Substantial practice using English both in and outside of class may foster participants' oral English communication ability. The following extracts ((unedited)) are the supporting evidence found in this study.

Extract 2.

Group 2: During the interview work, all members shared the duties of asking questions and talking to the tourists to get the needed information. Most of them were eager to talk with us and exchanged knowledge and ideas. Also, when the tourists didn't understand what we had said, we added explanations in our own words. For launching the tour itinerary, we added some information gotten from actual brochures and internet websites. We also had a chance to speak English in class

Extract 3.

Group 4: Carrying out this task, we had a chance to speak a lot of English. We needed to talk in English all the time starting from job planning, interviewing tourists, and presenting our work. In carrying out the tasks, we talked with the foreigners in English and we tried to use English naturally.

c) Participants' motivation and relaxed mood. The course devoted less time and effort to focus on grammar. The participants used English conveying the message they wanted to convey without grammatical error correction. This method probably resulted in the student higher motivation. In addition, the tasks might have enhanced their motivation in learning since what they practiced was what they would do in their future careers. Also, working cooperatively among close friends, they felt safe, supportive, and engaged in learning. The previously mentioned relaxed environment of teaching and learning may have established participants' motivation, self-confidence, and a feeling of trust, which in turn, enhanced their oral English communication ability. According to Gardner (1982), motivation and situational anxiety is one of the four individual differences which is believed to be the most influential in second language acquisition and an important factor in L2 achievement. Moreover, Weiss and Pasley (2004) point out that teaching strategies, such as collaborative learning, are key factors in promoting engagement and achievement in the classroom. Also, the selected instructional strategies which meet the academic needs of all students are key factors in promoting engagement and achievement in the classroom. The following extracts (unedited)) are the supporting evidence found in this study.

Extract 4.

Group 1: We had difficulties in…… However, difficult situations like this provided us the opportunity to practice solving problems and it turned out that we made a good relationships with the tourists we interviewed. We saw that this piece of task was very impressive as we got great cooperation from all members who made suggestions, comments, and discussion including work analysis which, in turn, promoted the success of the task.

Extract 5.

Group 2: We were very happy talking with the tourists. At first we planned to interview 5 tourists but it turned out that we interviewed 7 because we had fun and it was a win-win situation doing so. We all got the big benefits carrying out this task.

c) Gaining more skills from learning

The participants in this study were explicitly provided the relevant knowledge of language, language features of relevant expressions, and communication skills including negotiation of meaning features and backchannels needed by a tourist guide at work. The communication skills and some language features and expressions such as introduction, small talk, and leave-taking with reason for closure followed by bidding farewell, are not common for them. They were not familiar with these features and had hardly used them even in their native Thai language. Accordingly, very few participants used them in their pre-test, which in turn, decreased their pre-test scores. During the implementation, participants were usually aware of including those language features and language functions in their talk or presentations. Using these language features repetitively may have activated participants' use of them in their post-test, which in turn, dramatically increased their scores. The following extracts (unedited)) are the supporting evidence found in this study.

Extract 6.

S1 Pre-test	Post-test
S: Good afternoon (Afternoon) lady and gentlemen.. we..we… we will go… going to.. Borsang Village (O.K.) Borsang is one of Chiang Mai…….em…. it..em. … many handicraft R: Oh! There are a lot of handicrafts available S: ……………………………… R: This is a big umbrella. S: Yes. ………………………………… R: What is it? S: Em….. bamboo,…….bamboo…….. R: Sa paper and bamboo frames) S: (Nodding) That is Sa paper ……… R: What is Sa paper made off? S: Er……… bamboo…………………….	S: Good afternoon , lady. **Er..welcome to Chiang Mai. On behalf of Thammaraj Tour, may I introduce myself, er.. my name is Wi...., and you can call me Nan, and you?** R: My name is Nittaya S: **Nice to meet you** R: Nice to meet you ,too. S: **Is this your first time in Chiang Mai?** (This is my first time travelling to Chiang Mai and I'm very excited). Yer, today will go to Borsang Umbrella. Er.. you can see..er.. umbrella.. er ..and the wood..er.. the..er the mango wood (Mango wood?) Yer, er**.. are you ready?** .... R: You use the bamboo to make the wood frame (Yer) They work in team S: **Pardon?** .... R: So they are locals (Nod) The process is complicated S: …….. **Again please**. .... R: Are they local people?

	S: ……(puzzling look leaning her face towards the rater)…
....	....
S: Small….big….. medium	R: Cotton ?
R: Medium size	S: Cotton, yer. **O.K. er.. now come to the end for tour today** er **I**
S: … (Smiling)…………………	**hope you enjoy and I hope you to see you again… er… good**
	luck bye…bye

Extract 7.

S2 Pre-test	Post-test
S: Sawaddee kha. My name is panida Pumee	S: **Hello, welcome to Chiang Mai.** My name is Ta. **I come from Ta**
R: Nice to meet you	**tour**… er… **I'm your guide. And you, what's your name?**
S: Er… my present er hill tribe .. er hilltribe locate on the mountain in Chiang. Hill tribe living in provience Chiang Rai Mea Hongsorn………..	R: My name is Nittaya
	S: **Em… is this your first time in Chiang Mai?**
	R: Yes, this is my first time travelling to Chiang Mai and I'm very excited
R: Is it far?	S: **Oh!, O.K. yes. Are you ready**? (Yes) Yes, em… Hill tribe is a…
S: Hill tribe em……………………	living on ..er. people live on the mountain. Em…hill tribe
R: How many tribes are there?............Lahu…..	have…
	....
S: Lahu… Meow Kachin Muser	R: Do they use ga?
....	S: **Er… again?**
S: Small….big….. medium	....
R: Medium size	S: Bracelet
S: …	R: Silver bracelet? (yes,) made of silver . Are they on sale?
(Smiling)……………………………	S: **I don't understand**
………………..	R: Do they sell these products? Do they sell… can I buy these products?
	....
	R: These products at he village are cheaper than the products in the big market in Chiang Mai
	S: **I don't understand**
	R: The products are cheap
	S: Yes. Cheap,,, on mountain hill tribe sell …It's very cheap. **O.K.**
	em… I hope you enjoy this program with me and I hope to
	see you again.. O.K. em… have a good day, yes bye..bye
	(Thank you so much.. bye)

d) The contingency of task-based language key features and principles of communicative competence.

The teaching methodology of task-based language teaching used in the course may help foster participants' communicative competence. The key features of the task-based language approach are relevant to communicative competence. Meaning primacy, for example, fits with the language knowledge of communicative competence, which emphasizes   meaning fulfillment of the language. Similarly, authenticity and tasks as the main means for learning fit with pragmatic knowledge, while   group work interaction using the target language to carry out the tasks fits with the   strategic competence requiring learners to make use of verbal and non-verbal communication in an attempt to get the job done. Effective communication occurs when the communicator possesses communicative competence. This is the key to achieving successful communication (Xin, 2007)

e) Participants' learning task engagement

The result of analyzing participants' learning task engagement revealed their active engagement in learning tasks. Quantitatively, they showed much more positive engagement than the average level. The qualitative analysis also supported the quantitative results. According to Biter and Legacy (2006), students learn best when they engage in learning activities since they can work together planning, carrying out the tasks, making their own decision, and solving problems critically. Student engagement is one of the crucial factors enhancing students' learning ability (Chapman, 2003).

2) Why does the new course yield a large degree of participants' learning task engagement ?

It is also obvious that this course fosters the participants' learning task engagement. The analysis result revealed the participants' active learning task engagement in terms of using English to clarify their problems or solutions, cooperative work in groups with contribution and a positive emotional tone, and participation in the real-world tasks with effort and application of ideas. The factors for success are described below.

2.1. Participants used a substantial amount of English to clarify their problems or solutions. This may be due to the nature of tasks, and the heterogeneous group composition. The nature of tasks especially for the closed task required participants to use English to carry out the task to get the task outcome. To get the task done, the participants needed to become involved in communication, planning, and discussing using both verbal and non-verbal skills. They were pushed to produce English language, including negotiation of meaning to clarify their problems for solutions.

Furthermore, the participants in this study were grouped heterogeneously in terms of language proficiency. In addition, they were all non-native speakers. They came with different accents, pronunciations, and vocabularies. As a result, a large amount of their English usage to clarify their problems or solutions occurred during their interaction in English. Regarding communication, the process of negotiation for meaning functions as both a means of preventing conversational trouble and a repair mechanism to conquer communication breakdown (Long, 1983; Long and Porter, 1985;, Porter, 1986; Young, 1984 cited in Oliver, 2002). Moreover, Gorp and Bogaert (2006) suggest that from the qualitative analysis, social relations between the

group members had a strong effect on the interaction in the group. (See Appendix K for the supporting evidence.)

In addition, the group working nature of interaction may have contributed to the large number of interactions. The participants worked in groups of five in carrying out the task. Because of the nature of the information-gap tasks together with the heterogeneous nature of the groups, as mentioned earlier, they needed to try their best to get the correct information to complete the task sheets. If an utterance was not clear, the remaining four members of the group might need it to be clarified. However, if the clarification still did not make sense and the other members of the group still did not understand because of linguistic limitations, they might try to find a way to figure it out using English. Consequently, it was possible that a single unclear utterance could cause four clarification requests. As a result, a lot of negotiation of meaning was raised during their interactions showing a high level of engagement by the participants.

2.2. Participants worked actively in groups with contributions and a positive emotional tone. This may have been due to the meaningful tasks in a comfortable learning environment. The tasks were challenging and were arranged and managed in a way that allowed students to support each other. The pedagogical sub-tasks prepared them with vocabulary and expressions that they could use in their role-play simulation. Again, the role-play simulation task prepared them with the language and communication skills used in real-world tasks. Moreover, all the tasks in this study were those which the participants may need to use in their future careers. Such learning activities may meet their needs and interests, which in turn, enhances their task contribution and the feeling of fun. Heller et al. (2003) suggest that drawing connections between information taught and real life, such as everyday life, social issues, and students' personal concerns, is highly effective in engaging students in the lesson. Furthermore, the warm and relaxed learning environment was set while conducting the course. This friendly environment may have encouraged their engagement and a positive emotional tone as it has been said that "powerful pedagogy and trusting relationships yield student engagement." (Wikipedia, Student engagement, 2010).

2.3. The participants devoted a good deal of effort and applied many creative ideas in participating in the development of the real-world tasks. This may have been due to the opportunities of doing long-term intricate projects with a specific outcome in group work, with the freedom of creativity. In carrying out the real-world tasks of launching a tour package based on the result of the interview and conducting a tour outside of class, the participants needed to put all their effort and application of ideas into the tasks, which were complicated and demanding. They needed to do everything by themselves, starting from planning, finding their own tourists, conducting their work, and presenting their products to the class. They were also encouraged to work at their own pace with the freedom of creatively applying technology with specific outcomes.

It could also be noted that there was some competition on the task outcome among the 5 groups of participants. As a result, their work usually came out with a variety of application of ideas. All 5 groups shared their comments on their logs that they usually put a lot of effort and ideas into their work to get the best products to show in class despite the very demanding tasks.

The evidence or assumptions above are supported by Kearsley and Shneiderman (1999), who indicate that the role of technology, including software tools available for analysis, design, planning, problem-solving, and making presentations, enable students to do sophisticated and complex tasks that, in turn, foster the kind of creativity and communication needed to nourish engagement. The following extracts (unedited)) are the supporting evidence found in this study.

Extract 8.
Group 1: All the members of the group brainstormed ideas offering many new different ways with high technology including impressive ways to get and present the work so that our product could be outstanding and different from the other four groups. Each member was eager to suggest ideas to apply to the work. The ideas were from their past experiences, from their skills, and ability, etc.

Extract 9.
Group 2: Finally, everybody agreed to launch a special type of tour with the combination of both the aforementioned tour types. For the brochure, we added a relaxing sea green color and soft blue. We also posted tourist spots with a natural environment with real pictures of the places and relevant and promotional information. We got all the information from interviewing some tourist guides we know together with some information from real brochures and Internet websites.

Extract 10.

Group 3: Our creativity of this task was expressed through the "Movie Maker" presentation which was more interesting than PowerPoint, and our brochure had a colorful and attractive design giving the feeling of touching nature. The paper used was " Photo" type so that we got a nice, attractive and authentic–looking brochure. We were sure that anyone who saw it would want to read it!

3. What are the issues worth discussing concerning participants' use of English?

1. Despite the positive results that demonstrated the participants' wide use of English, including using it to clarify their problems or solutions, they have produced poor language. The following extracts (unedited)) are the supporting evidence found in this study.

(Situation: The focus group was planning, sharing and discussing ideas on the real-world task 1: launching a tour package. The were trying to see which place was suitable for launching a tour)

Extract 1.

M2: How about your home?
M1: Nan Province is a small…small province but is a ….life style is a local and my village is a………make…make a …a…and …make a………………
M2: Bamboo?
M1: Yes
M2: Bamboo…(Waving her hands signaling M1 to say the name of that bamboo product)
M1: Bamboo(Shaking her hands thinking of the English name of the product) is a…….
M2: Bamboo...er....(Turning to H1 for help)
M1: Is a ..bamboo is made a product
M2: Handmade?
L1: Handmade product.
M1: Yer. The elder….elder and grandmother and grand father is a made bamboo.. is a Kong(In Thai). Do you know 'Kong'?
L2: Yes
M1: Kong is produced is a………
L2: fish
L1: You put fish in?
M1: Yes…yes
M2: Oh! Yer (Or; in Thai)
M1: And we… today is a go to the river is a……..
L2: (Act like catching fish)
M1: Em…. Fishing
H1: Get fish in the river and you put....in...(acting like holding something in his hand)
L1: Fishing (Looking at M1's face)
M1: Fishing and fish is on 'Kong'. 'Kong' is made of a bamboo

Extract 1 showed how the participants used English during their interactions. In this context, the participants used their existing knowledge to carry out the task. Due to their linguistic limitations and their reliance on the context, they produced their own language which might be seen as impoverished. However, this does not mean

that the participants' interactions are of no value. In fact, the interactions may help to develop their capacity to make use of their existing resources and their strategic competence. It is clear for the extract that the participants were working on the common understanding of the Thai word   'Kong' (a kind of fish container) building collaborative knowledge. Also, it could be noticed that the participants were engaged in working with their language experimentation while carrying out the tasks and the interactions continuously. They appeared to be motivated to use their existing resources including English and communication skills more and more and they could see that at last, they could reach the final understanding and get the task outcome.

The extract may result in concern over grammatical errors and it can be inferred that some participants may notice some incorrect language usage from peers and used it on later occasions (during their presentation or during their test performances). This situation suggests that it is necessary to tackle structural and lexical problems through activities that raise learners' awareness of the target language. However, there have been different perspectives about addressing formal features. Prabhu (1987) feels that the learners will incorporate those formal features into their language while carrying out the tasks and there is no need to raise their consciousness on those linguistic features. The idea coincides with that of Krashen (1985). Krashen sees that acquisition occurs as a subconscious process and conscious learning doesn't lead to acquisition. Also the participants may gradually acquire grammar as mentioned by Ellis (2009) that grammaticalization occurs gradually in a dynamic process.

Other theoreticians with alternative view argue that the lack of form focus may foster learners' fossilization of the language that is noneradicable (Higgs & Clifford, cited in Nunan, 2004). The grammatical consciousness raising activities should be incorporated with task based language instruction (Nunan, 2004). However, Willis (1996) has some interesting views regarding this issue. She points out that there has been substantial evidence of learners' error repetition even after being corrected many times. She further states that learners may be able to produce language correctly but in controlled situations and they fail to do so when using them freely. Pedagogically, Willis suggests that learners should be set free using the target language in a supportive atmosphere without feeling threatened. The extract from her written work below may be seen as a benefit for English instruction.

" The proverb 'Practice makes Perfect', then does not always apply to learning grammar. And this is raised another question. Should we really be aiming at perfection in our learners? If their only aim is to pass a grammar test, then some exam practice, where conscious knowledge is applied, will probably pay off. But it is most likely to result in fluency. In other cases, instead of aiming at the unachievable goal of perfection and failing short, might it not be more realistic and useful to spend less time on practicing isolated patterns and more helping learners to increase their vocabulary(words and phases being generally far easier to learn) and deploy the language they have"

<p align="right">(Willis,1996:5)</p>

As this course was developed for EFL learners who are familiar with traditional Thai teaching which often focuses on form, it should be worth to address problematic language features in the 'Language focus' part of the instruction. However, it would be better for both a teacher and learners to explicitly examine and discuss those problematic language or linguistic features in the communicative context in order to foster their understanding. Those features should be those in the inputs or those that have been produced by learners while carrying out the tasks. This assumption is supported by Ellis (2003) who states that the consciousness-raising tasks may be used and designed to draw learners' attention to a particular linguistic feature in a range of deductive and inductive procedures as a feature will not be immediately incorporated into learners' inter-language once it has been raised to their consciousness.

2. The study revealed that the participants in the focus group interacted with each other constantly. This doesn't mean that every member in the group actively spoke English all the time as the participants had low English proficiency and different learning styles which may have influenced their learning behavior. In addition, by the nature of group interaction, and by the participants' culture, they are likely to be assigned a turn, wait for their turns and leave some space for thinking and mediating with the previous utterance(s). However, it could be observed that the verbal interactions circulated continuously and didn't break down and leave long gaps of more than one-to-two minutes. Furthermore, learners demonstrated their interactions, concentration, enthusiasm and eagerness to initiate their ideas by both verbal and non-verbal cues, which could be noticed while observing their behavior via recordings.

5.3. **Implications**

1. Task-based language learning: the issue of participants' motivation, self-confidence and relaxed mood

From the findings of this study, the developed course using a task-based approach, combined with the opportunity for language use for social interaction both in and outside class in real situations, are recommended as the English course for Thai students especially for the ESP courses. However, using English to carry out the assigned tasks seems to be very demanding for them because they have linguistic limitations and were not familiar with using English all the time to carry out the task. Accordingly, it is strongly suggested that it is important to set a friendly and relaxed learning environment and establish a close rapport with learners in order to activate their motivation, self-confidence and relaxed mood which in turns enhance their learning achievement.

2. The issue of the communication skills

The results of the study revealed that participants produced a large number of negotiation of meaning features while carrying out their tasks. However, it could be noted that the negotiation of meaning features they produced, such as " Hue?" , " Ha ?" , " Er......" ."You......" or a gesture of raising a hand, or leaning their face towards the interlocutor deviate from the common features like, " Could you repeat that?", " Sorry, but I don't understand", " What is....?", " Do what?", " Blue?", " You mean this picture?", " You know what I mean?", "Clear?", "Does that make sense?". This finding suggests that to prepare learners for the fast changing world business with the increasing number of non-native speakers who come with a variety of accents, pronunciations, the ESP   courses in Thai university especially one which associate with frontline workers who usually interact with tourists should consider the inclusion of verbal, nonverbal communication features of multi-cultures. In addition, from the result of this study it can be inferred that language and culture will never be seperated. However, it may be necessary for the researcher or teacher to find the most effective way to stretch their use of non-verbal communication and backchannel feedback to effectively enhance their communication to serve the high proportion of non-native speaking tourists, and the significance of the non-verbal communication strategies as strategic competence. Therefore,   there is a need for more practice in using common English of negotiation of meaning features for Thai learners. This study has found that exposure to authentic audio-visual clip models is one of the effective ways. It may be most the beneficial   if learners can be exposed to them as much as possible for familiarity

3. English intelligibility: an issue of its practicality

Despite the fact that Thai education treats English as a foreign language and Thai learners seldom speak English regularly even in English classes, English teaching and learning in Thailand usually emphasizes the native targets of grammar, pronunciation and syntax. Because of global trade with the high proportion of non-native speaking tourists relative to native speakers, English teaching and learning may need to prepare learners to cope with a variety of "World Englishes" which inevitably come with local linguistic and cultural influences affecting the way such English is spoken in its L2 locations in terms of accents, structures, lexis, pragmatic features etc. (Jenkins, 2003). To do so, English teaching and learning in Thailand may need to place a stronger emphasis on intelligibility to serve the situational relevancy of the vital role of English as a lingua franca especially in the business sectors. Learners' logs reveal that almost of the tourists they met were non-native English speakers and their accents were very difficult to understand. This study included the English inputs with a variety of accents of non–native speakers as well as the intelligibility of learners' English. In addition, English intelligibility of learners should be put more emphasis on promoting learners' confidence, and view of making mistakes as part of their learning and a process that may foster their language internalization. The participants also shared in class that they were very happy and gained more confidence as there was no immediate grammatical error correction. The result of the study might echo the need for a focus on English intelligibility.

4. Alternative ways of evaluating learners' language ability.

Ways of evaluating learners' language ability especially for oral English communication ability may need to be reconsidered. The current evaluation system in Thailand is based on grading. After the evaluation, the learners are only informed if they pass or fail the course and what grades they get. They never know the level of their learning improvement or what they can and cannot do. They are unable to diagnose their strengths and weaknesses which in turn may hinder their improvement. Using the analytic scales assessing each language skill may be an alternative way to enhance learners' learning improvement and motivation since the scale rating can illustrate the increase in scores of each skill being evaluated. Learners can clearly see which skill has not been improved, which skill has been improved and the level of that improvement. The pre-test and post-test outcome in this study may contribute to

the conception of what this alternative assessment is like and how it contributes to teaching and learning benefits. As Chiang Mai Rajabhat University usually offers tourism students a series of English for Tourism courses, it may be beneficial to use this alternative way of assessment for these courses. Long-term feedback to learners might result in improvement in the areas in which they are weak.

5. The issue of the analytic rating scales' practicality and subjectivities

As mentioned earlier, the analytic rating scales used in this study contained 11 scales. In spite of providing great benefit to both learners and learners, their practicality and subjectivity have been criticized. However, these scales can be adjusted for practical use. Teachers may select some scales they want to assess in some tasks but not others. Or they may abandon the scales that assess the language features that are found unnecessary. To take this study as an example, as it is clear that the scales of 'Greeting', 'Non-verbal communication', 'Intro hesitation' or ' Backchannel' concern skills which often come with language fluency. In addition, they are skills that are universal so there may be no need to assess these skills often.

For the issue of subjectivity, the teacher may need to apply multiple tasks and assess each learner using the analytic rating scales for those tasks and investigate if the scores or improvement of those scales or skills are agreeable and triangulate each other to test the rating subjectivity. This is also beneficial for both learners and the teacher to see learners' long-term development if the teacher can apply the rating scales continuously in the course series.

6. ESP courses in Thai university: the issue of practicality

English for specific purposes has been required as a part of curriculum offered in Thai universities including Chiang Mai Rajabhat University. However, the content used in those ESP courses seem to be broad and does not really cater to the specific needs for a particular purpose of a specific group of learners. The four language skills are still the focus and are perceived to be crucial for learners. The teaching methodology may not help foster their motivation, may not be the most effective way to achieve the course goal, and the evaluation may not relevant. Despite the fact that ESP courses have been taught in Thai universities for decades, Thai graduates' English language proficiency is still insufficient for the current era of globalization (Wiriyachitra, 2004). Therefore the practicality of the ESP courses offered in Thai educational institutes may need to be reconsidered.

To develop a course especially for the ESP curriculum, the researcher or teacher may need to seek the relevant underpinning theories that support the success of the course in a particular context. The needs analysis should be the starting point for the developed course. The needs analysis should be from various sources of the current practice and the future trends of the topic of the course. Moreover, the course components, drawn from the needs analysis and the literature, and the course design should be appropriate and fit the course context well. Furthermore, the researcher or teachers' creativity and consideration are not less important for developing the course. The result of this study might provide some insightful information and may shed some light on the development of other ESP or EOP courses especially those concerning the hospitality sector.

5.4. Recommendations for further study

1. The qualitative information found from the results of the study shows some evidence of participants' language noticing and their use of those language in their work presentation and post-test. Accordingly, it would be very interesting to carry out full scale qualitative research to investigate learners' language acquisition.

2. As the evidence of scaffolding and contingency have been found from the results of this study while participants were working in groups using English to carry out the assigned tasks, it should be interesting to investigate how scaffolding creates the contingency that enables them to perform beyond their existing current ability.

3. The findings of the study indicate that inputs of learners' interactions among group members played an important role as the comprehensible inputs that activate learners' acquisition and foster their engagement. In this study, the members in each group were mixed-ability in terms of language proficiency and they noticed language from each other to some extent. However, it would be very challenging to conduct similar research with a combination of both Thai and native groups of learners.

4. As the results of the study indicated a great amount of negotiation of meaning the participants produced during their talks and discussions, qualitative research investigating a variety of negotiation of meaning features such as repetition, self-repetition, overt or non-verbal signals may be worth doing. In addition, negotiation of meaning features of different cultures should be interesting to study.

5. Replication of this study should be done in more or less similar contexts to ensure the research validity.

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Appendices

Appendix A
Interview with Tourist Guides

……………………………………………………………………………………..

Part I: General information

Date and time_____ Name_____ Last name_____
Gender _____Male _____Female
Year of experience working in the field of tourist guide _____years
Contact number_____

Part II: English language use domain, tasks and some necessary related-aspects for tourist guides in the workplace as well as opinions on tourism trend.

1. What is your job description as a tourist guide?
    …………………………………………………………………………
    …………………………………………………………………………
    …………………………………………………………………………
    …………………………………………………………………………
    …………………………………………………………………………

2. What are **necessary** language skills a tourist guide needs to have? (listening, reading speaking or writing)
    …………………………………………………………………………

3. What is the **most needed** skill for a tourist guide? Why? (listening, reading, speaking or writing)
    …………………………………………………………………………

4. What are the **English language functions** (greeting, introduction, small talk, giving information, describing spots of interest, advice, suggestion etc.) used by a tourist guide in the workplace?
    …………………………………………………………………………
    …………………………………………………………………………
    …………………………………………………………………………

5. Generally speaking, are tourists interested in Thai **local wisdom and indigenous knowledge**? Should Thai tourist guides include this kind of knowledge in their presentations?
    …………………………………………………………………………
    …………………………………………………………………………
    …………………………………………………………………………

6. To what extent do you think the following aspects are **necessary** for tourist guides?
    a. Cross-cultural aspects
        …………………………………………………………………………
        …………………………………………………………………………
    b. Understanding of **non-native** of English speaking tourists' pronunciation or accents
        …………………………………………………………………………
        …………………………………………………………………………

  c. Use and interpretation of non-verbal cues such as facial expression, body language, yawn or silence

   ………………………………………………………………………………………

  d. Using communication skills such as asking for clarification (e.g. Could you say that again? What? What did you say? What is Sushi?), comprehension checks (e.g. Do you know what I mean?), and confirmation checks (e.g. umbrella? You mean cooking school?).

   ………………………………………………………………………………………

   ………………………………………………………………………………………

  e. Group work skills

   ………………………………………………………………………………………

   ………………………………………………………………………………………

7. What is the qualification of a tourist guide in terms of language skills(e.g. reading, writing speaking and listening), communication skills(e.g. giving knowledge, interpretation, proper guiding, answering questions, using facial expression, gestures or eye contact) and other skills, if there are any?

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  ………………………………………………………………………………………

8. Do you think communication skills (e.g, interpretation, proper guiding, answering questions, using facial expression, gestures or eye contact) are important for a tourist guide profession? Why or why not?

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  ………………………………………………………………………………………

  ………………………………………………………………………………………

9. What is the world tourism trend?

  ………………………………………………………………………………………

  ………………………………………………………………………………………

10. What is the current tourism situation in the north part of Thailand?

  ………………………………………………………………………………………

  ………………………………………………………………………………………

11. What should be the effective ways used in English class to help students to communicate with tourists effectively?

  ………………………………………………………………………………………

  ………………………………………………………………………………………

  ………………………………………………………………………………………

Thank you so much for your cooperation.

Appendix B

Interview with Chiang Mai Rajabhat University Alumni

……………………………………………………………………………………………………

Part I: General information

Date and time_____ Interviewee's name_____ Last name_____

Gender _____Male _____Female

English for tourism courses they used to take_____

Contact number_____

Part II: Situation of the instruction of the existing "English for Tourism 4" course.

1. Were there any textbooks for the course? If yes, what were they?
   …………………………………………………………………………………
2. What was the course content? And where was it obtained from?
   …………………………………………………………………………………
3. What were the teaching materials?
   …………………………………………………………………………………
4. What about the teaching method? What did the teacher often do while teaching in class?
   …………………………………………………………………………………
5. What were the learning activities used in the class? What did you often do during class?
   …………………………………………………………………………………
6. Did you often work in groups during class? Were there any difficulties while working in group?
   ………………………………………………………………………………….
7. Did you do any project works? If yes, what kind of project work was it and what did you often do? How did you get evaluated?
   …………………………………………………………………………………
8. What about the course assessment? Did you have midterm exam and what was it like?
   …………………………………………………………………………………
9. What was the final exam like?
   …………………………………………………………………………………
10. What was the knowledge content to be assessed for the midterm exam or final exam?
    …………………………………………………………………………………
11. What do you think tourism students needs and lack in terms of language skills, communication skills and other skills?
    …………………………………………………………………………………
    …………………………………………………………………………………

Part III: English language use domain, tasks and some necessary related-aspects for tourist guides in the workplace as well as opinions on tourism trend.

1. What is your job description as a tourist guide?
   …………………………………………………………………………………

   ………………………………………………………………………………….

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…………………………………………………………………………………………
…………………………………………………………………………………………

2. What are **necessary** language skills a tourist guide needs to have? (listening, reading speaking or writing)
…………………………………………………………………………………………

3. What is the **most needed** skill for a tourist guide? Why? (listening, reading, speaking or writing)
…………………………………………………………………………………………

4. What are the **English language functions** (greeting, introduction, small talk, giving information, describing spots of interest, advice, suggestion etc.) used by a tourist guide in the workplace?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

5. Generally speaking, are tourists interested in Thai **local wisdom and indigenous knowledge**? Should Thai tourist guides include this kind of knowledge in their presentations?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

6. To what extent do you think the following aspects are **necessary** for tourist guides?
   a. Cross-cultural aspects
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   b. Understanding of **non-native** of English speaking tourists' pronunciation or accents
   …………………………………………………………………………………………
   …………………………………………………………………………………………

   c. Use and interpretation of non-verbal cues such as facial expression, body language, yawn or silence
   …………………………………………………………………………………………
   d. Using communication skills such as asking for clarification (e.g. Could you say that again? What? What did you say? What is Sushi?), comprehension checks (e.g. Do you know what I mean?), and confirmation checks(e.g. umbrella? You mean cooking school?).
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   e. Group work skills
   …………………………………………………………………………………………
   …………………………………………………………………………………………

7. What is the qualification of a tourist guide in terms of language skills(e.g. reading, writing speaking and listening), communication skills(e.g. giving knowledge, interpretation, proper guiding, answering questions, using facial expression, gestures or eye contact) and other skills, if there are any?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

………………………………………………………………………………………

8. Do you think communication skills (e.g, interpretation, proper guiding, answering questions, using facial expression, gestures or eye contact) are important for tourist guide profession? Why or why not?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

9. What is the current tourism situation in the north part of Thailand?

………………………………………………………………………………………

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10. What should be the effective ways used in English class to help students to communicate with tourists effectively?

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………………………………………………………………………………………

………………………………………………………………………………………

Appendix C
Interview with English Teachers

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Part I: General information
Date and time_____ Interviewee's name_____ Last name_____
Gender _____Male _____Female
Year of experience of work _____years
Contact number_____

Part II: Current situation of the instruction of the existing "English for Tourism 4" course.

1. Are there any textbooks for the course? If yes, what are they?
   …………………………………………………………………………………
2. What is the course content? And where is it obtained from?
   …………………………………………………………………………………
3. What are teaching materials?
   …………………………………………………………………………………
4. What about the teaching method? What do you often do while teaching in class?
   …………………………………………………………………………………
5. What are learning activities usually used in the class? What do students often do during class?
   …………………………………………………………………………………
6. Do students often work in groups during class? Are there any difficulties for group work operation?
   …………………………………………………………………………………
7. Do students do any project works? If yes, what kind of project work is it and what do they often do? How do you evaluate the project work?
   …………………………………………………………………………………
   …………………………………………………………………………………
8. What about the course assessment? Do students take midterm exam and what is it like?
   …………………………………………………………………………………
   …………………………………………………………………………………
9. What's the final exam like?
   …………………………………………………………………………………
10. What's the content to be assessed for the midterm exam or final exam?
   …………………………………………………………………………………

Appendix D
Student Engagement Questionnaire (Self-Evaluation)
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This questionnaire is for getting to know about your learning task involvement   in terms of using English to clarify their problems or solution, collaborative work in group with contribution and a positive emotional tone, participation in the development of the real-world tasks with effort and application of ideas to the specific contexts of the real-world tasks.

Direction: Please respond to each statement by marking (√) the response that best describes your view.

Statement	Usually 5	Often 4	Sometimes 3	Seldom 2	Never 1
1. You asked the other group members to repeat what they had said.					
2. You asked the other group members to clarify what they had said.					
3. You checked if you correctly understood what the other group members had said.					
4. You asked if the other group members understood what you had said.					
5. You interacted with the group members.					
6. You shared ideas with the other group members on the assigned tasks.					
7. You worked with other group members on tasks.					
8. You discussed ideas about the assigned tasks with other group members					
9. You concentrated on the assigned tasks					
10. You helped your group members to plann the real-world tasks.					
11. You shared responsibilities in group work.					
12. You found more information for your tasks from other sources outside class.					

Statement	Usually 5	Often 4	Sometimes 3	Seldom 2	Never 1
13. You helped your group members to produce creative tasks.					
14. When you had problems with assigned tasks, you thought of ways to solve them.					
15. You spent a lot of time on tasks.					

Statement	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
16. The assigned tasks were challenging and you enjoyed doing them					
17. You applied your ideas to the assigned tasks.					
18. You are proud to present valuable and accurate information to tourists in the real-world tasks					
19. The real-world tasks have taught you how to deal with tourists.					
20. This course can prepare you to be a good tourist guide in the future.					

Appendix E
Student Engagement Observation Checklist
……………………………………………………………………………………

This checklist is a guideline for assessing the student's learning engagement for the research " A Development of the English Tourist Guides Course Using a Task-based Approach to Enhance the Oral English Communication Ability of Chiang Mai Rajabhat University Undergraduates "

This checklist is used to quantitatively investigate participants' learning task involvement of a group of 5 participants with mixed ability in terms of collaborative work in group with contribution and a positive emotional tone and participation in the development of the real-world tasks with effort and application of ideas to the specific contexts of the real-world tasks. Two recordings are to be rated; real-world task 1 recording and real-world task 2 recording respectively.

Please notice the indicators of level of engagement as follows:

Please use the following code for descriptors 1- 7

Code:	**5**	**=**	**Most of the time**
	4	**=**	**Often**
	3	**=**	**Sometimes**
	2	**=**	**Seldom**
	1	**=**	**Not yet**

Please use the following code for descriptors 8 – 12

Code :   **Yes = 5   No = 0**

Directions: According to the descriptors, please put the code of level of engagement which is relevant to the participant's behaviors in the box for each recording.

Student Engagement Observation Checklist

……………………………………………………………………………………………

Direction: Use this checklist to examine some factors in the classroom that may be enhancing or hindering the student engagement.

Sample of student's engagement (For recordings 3 and 4)

Group….……….			
Date……………Date			
Indicators of level of engagement. Code 5 = Most of the time (60/50 mins) 4 = Often(48/40 mins) 3 = Sometimes (36/30 mins) 2 = Seldom (24/ mins) 1 = Not yet (0/0 min)			
Descriptors	**3rd**	**4th**	**Comments**
1. Worked together to carry out the tasks during class.			
2. Interacted within the group members			
3. Shared or expressed ideas within the group members on the assigned tasks			
4. Discussed ideas about the assigned tasks with the group members in class			
5. Showed concentration on tasks			
6. Showed interest and enthusiasm			
7. Were eager to initiate ideas			
Indicators of level of engagement. Code Yes = 5 No = 0			
8. Planned the real-world tasks			
9. Shared responsibilities			
10. Enjoyed the assigned task			
11. Applied the ideas to the assigned task			
12. Produced creative task			
Others 14.…………………………………………….. 15.…………………………………………….. 16.…………………………………………….. 17.…………………………………………….. 18.…………………………………………….. 19. …………………………………………….			

Adapted from "Alaska Department of Education & Early Development"
(**http://www.eed.state.ak.us/tls/frameworks/langarts/42tools2.htm**)

Appendix F
Student's Log Guideline

…………………………………………………………………………………

Direction: Use this guideline to write your logs.

Name of this real–world task ……………………….
Date…………………………

Number of group members………………………………………………….......

1. How you plan your work……………………………………………….........

     ....

2. How you work in group...

3. Discussion among members……………………………………………………..

     …………………………………………………………………………………..

     …………………………………………………………………………………..

4. The group members' responsibilities………………………………………………

5. The details of tasks done………………………………………………………....

     …………………………………………………………………………………

6. Task-related problems and ways to solve them...

     …………………………………………………………………………………

     ………………………………………………………………………………...

7. How hard you worked on task...

8. The creativity of the task..

9. About the toursists. Who were they? Did they cooperate?………………………

     …………………………………………………………………………………

10. The success of the task. Was your task successful? Why or why not?

     …………………………………………………………………………………

     …………………………………………………………………………………

11. How you used oral English during the task…………………………………….

     …………………………………………………………………………………

12. Problems with English usd and ways you used to solve them……………………

     …………………………………………………………………………………

     …………………………………………………………………………………

Appendix G

Test Specifications for the Oral English Communication Ability Test

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Purpose of test	To assess the effects of the English Tourist Guides course instruction on students' oral English communication ability in terms of both language skills and communication skills
A Description of TLU domain and TLU tasks	Tourism students who may pick a career as a tourist guide. The TLU domain for these students is that used by a tourist guide at work such as conversation expression small talk, thought of knowledge and information of the places and culture and communication skills. Task types are tasks which meet tourist guide occupation
Test takers	24 undergraduate tourism students at Chiang Mai Rajabhat University who are taking the English Tourist Guides Course. They are Thais with 5% tribal students. They are both female and male with lower intermediate English language level of proficiency
Format of response	Guided simulation of conducting a tour by English language with oral (verbal and non verbal) interaction (Interlocutor to candidate and candidate to interlocutor)
Number of tasks	1 task (Guided simulation)
Number of examiners	1 interlocutor (the researcher)
Order of tasks	Guided simulation (Conducting a tour)
Weighting of task	54 points
Rating scale type	The analytic rating scales with the criteria of 1. Greeting 2. Introduction 3. Small talk 4. Use of question 5. Giving information or local knowledge 6. Negotiation of meaning 7. Use of non-verbal communication and backchannels 8. Vocabulary 9. Grammar 10. Pronunciation 11. Finishing the conversation

Administration	
Physical condition	• In the classroom • Video recording • Students enter one by one at an appointed time. • The interlocutor is the researcher. • The student has 5 minutes for task preparation studying the task sheet and exploring the provided information of the place and audio-visual clip which is available on the computer. (Exploring the provided information of the place and audio-visual clip which is available on the computer is optional)
	Guided simulation (Conducting a tour) • During the examination time, the student and the interlocutor sit together in front of the computer with the audio-visual of a places of interest • The student has 10 minutes to do the actual task.
Scoring method	
Rating scale	See the analytic rating scales
Criteria for rating	Criteria for correctness • Criterion-referenced, language ability scales • Test takers will be scored on separate criterion-referenced scale for range and accuracy of use of language knowledge, skills and communication skills
Number of rater	2 raters
Rater training	The raters will be trained to rate a set of 5 tests. Their marks will be compared, consulted and discussed. The r xy and t-test will be used to find its reliability coefficient.
Accreditation	The assessor will participate in an accreditation procedure in the course
Rating procedures	• All guided simulations are video-recorded and rated by 2 raters • The raters will work independently • The rating will be done with the test coding sheet • Scoring will be mark on the rating spreadsheet
Rating condition	The rating will be done via recorded video

Test

Task type: Guided simulation of a tourist guide conducting a tour	
Purpose of a task	To assess the students' oral English communication ability regarding language knowledge, skills and communication skills
Format of the test	Live: one-to-one student and interlocutor interaction
INPUT **Format**	
Channel	Audio-visual: Task sheet/ audio-visual clip
Form	Language
Language	English for a tourist guide
Length	Prompt and audio-visual clip : 5 minutes to study the prompt and explore the provided information and audio-visual clip
Type	Prompt and task
Speediness	Normal
Vehicle	Live
EXPECYED RESPONSE **Format**	
Channel	Oral and visual
Form	Language skills and communication skills
Language	English for a tourist guide
Length	10 minutes for carrying out the task
Type	Task (Conducting a tour)
Speediness	Normal
Vehicle	Live: one-to-one student to interlocutor interaction
Known criteria	Criteria for the test assessment will be indicated with the prompt
Interlocutor	
Speech rate	Normal
Accent	Non-native speaker accent
Number of speaker	1

Appendix H

Oral English Communication Ability Test (15 minutes)

……………………………………………………………………………………

Performance-referenced test: Role-play situation

Rater: Good morning/ afternoon, (participant's name). I am your rater and will act as a tourist on your tour today. For this test, you will be given a task sheet with a role-play situation. You need to study the task sheet and follow the instruction. (Give the task sheet to the participant)

Participant: (Study the task sheet and prepare his presentation for 5 minutes)

Role-play situation: You are **a tourist guide**. Now you are at Wat Suan Dok / Borsang Village-umbrella and fan making/ Mea-Sa elephant camp/ Wat Prathat Doi Suthep/ Chiang Mai hill tribe village / Thailand Chiang Mai trekking with the rater as a tourist. Use the provided video clip in the laptop while you are presenting. You have 5 minutes to prepare your talk and 10 minutes to do your work as a tourist guide. You will be interrupted with some questions while working as a tourist guide. The details of the place are provided and you may make use of them as you want.

Points to remember:
1. This is a role-play not a presentation or a speech so you may be interrupted and you are welcome to ask questions or interrupt and you are expected to take active part in the role-play and relax.
2. This is a role-play not a speech so you are not allowed to write a script and you need to give the other person a chance to speak sometimes.
3. You are not allowed to use Thai.

The checked points:
Your work will be measured on these points:
1. Greeting
2. Introduction
3. Small talk
4. Answering questions
5. Giving information or local knowledge
6. Negotiation of meaning such as asking people to repeat or confirm what they said or you say something to check if your understanding is right
7. Use of non-verbal communication such as facial expressions, gestures, eye contact, head or body movements and backchannels such as smiles or laughter
8. Vocabulary
9. Grammar
10. Pronunciation
11. Finishing the conversation politely and appropriately

Rater: Now, let's start your work**.**

A Task Sheet for Oral English Communication Ability Test
(15 minutes)

Performance-referenced test: Role-play situation

Role-play situation:

You are **a tourist guide**. Now you are at **Wat Suan Dok** with the rater (the teacher) as a tourist. Use the provided video clip in the laptop while you are presenting. You have **5 minutes to prepare your talk** and **10 minutes to do your work as a tourist guide**. You will be interrupted with some questions concerning the place while working as a tourist guide by the tourist. The details of the place are provided and you may make use of them as you want.

Points to remember:

1. This is a role-play not an interview so you may be interrupted and you are welcome to ask questions or interrupt and you are expected to take active part in the role-play and relax.
2. This is a role-play not a speech so you are not allowed to write a script and you need to give the other person a chance to speak sometimes.
3. You are not allowed to use Thai.

The checked points:

Your work will be measured (ประเมิน) on these points:

1. Greeting (การทักทาย)
2. Introduction(การแนะนำ)
3. Small talk(หัวข้อสนทนาเพื่อสร้างสัมพันธภาพ)
4. Answering questions
5. Giving information about the spot of interest or knowledge of thought
6. Negotiation of meaning (การใช้คำพูดเพื่อขอความกระจ่างชัด /การใช้คำพูดเพื่อตรวจสอบความเข้าใจของผู้ฟัง /การใช้คำพูดเพื่อขอความมั่นใจ) such as What ?, What is it ? Could you repeat that, please?, Do you mean...? Do know what I mean? Do you understand?
7. Use of non-verbal communication such as facial expressions (การแสดงออกทางสีหน้า), gestures (ท่าทาง), eye contact(การประสานสายตา) ,head or body movements (การแสดงออกทางร่างกาย) and backchannels such as smiles or laughter(การหัวเราะ) ,the words such as Yep, Aha!, Right, Oh! Great! Wow etc.(การออกเสียงขานรับการร่วมสนทนา)
8. Vocabulary
9. Grammar
10. Pronunciation
11. Finishing the conversation politely and appropriately

Appendix I
The Analytic Scoring Rubrics

……………………………………………………………………………

This rating has been adapted from the Test of English Conversation Proficiency (TECP), designed in-house for use at a Japanese university of the Sanyo Gakuen University (2002) and the Standards of English for Occupations by The English Language Development Center (ELDC), Thailand.

……………………………………………………………………………

The analytic rating scheme.

Agreement: The vocabulary used in giving the information is rated independently through scale 8. The grammatical accuracy of the information is rated independently through scale 9. The pronunciation is rated independently through scale 10. They are not rerated in the other scales.

Scale 1 - Ability to initiate a greeting appropriately.

Theoretical construct definition: the ability to initiate a greeting in a sociolinguistically acceptable way.

Operational construct definition: the level of the ability with which the examinee can independently   initiate   a greeting   without false starts and / or repetition.

Level	Description
0	The examinee fails to initiate a greeting
1	The examinee initiates a greeting but with some false starts and / or need for repetition.
2	The examinee initiates a greeting with no false starts and / or need for repetition

Scale 2 - Ability to initiate introductions

Theoretical construct definition: the ability to initiate introductions

Operational construct definition: the level of the ability with which the examinee can independently initiate introductions without hesitation and through used of specified techniques, adding related preamble, (i.e " My name is Jack and I'll be taking you on your tour today," , " We would like to thank you for choosing our exciting one-day round-the –city tour " , " On behalf of Aeung Luang Tours, let me welcome you all to Chiang Mai. My name is Jack"

Sub-scale 2a – Degree of hesitation

Level	Description
0	The examinee fails to initiate introduction as required.
1	The examinee initiates introduction with substantial hesitation, i.e. more than 10 seconds
2	The examinee initiates introduction with some hesitation, i.e. less than 10 seconds
3	The examinee initiates introduction with no hesitation.

Sub-scale 2b – Introduction technique used

Level	Description
1	The examinee initiates introduction with no related preamble
2	The examinee initiates introduction with some related preamble
3	The examinee initiates introduction with appropriate related preamble

Scale 3 - Ability to initiate small talk

Theoretical construct definition: the ability to initiate small talk
Operational construct definition: the level of the ability with which the examinee can independently initiate small talk without false starts and / or repetition.

Level	Description
0	The examinee fails to initiate small talk.
1	The examinee initiates appropriate small talk but with some false starts and / or need for repetition.
2	The examinee initiates appropriate small talk with no false starts and / or need for repetition

Scale 4 – Ability to describe points of interests and/or other local knowledge.

Theoretical construct definition: the ability to describe points of interests and/ or local knowledge
Operational construct definition: evidence that the examinee can describe relevant local points or places of interests and/ or local knowledge

Level	Description
0	The examinee fails to deliver any information or local knowledge
1	The examinee delivers 1-3 relevant sentences of information or local knowledge
2	The examinee delivers 4-6 relevant sentences of information or local knowledge
3	The examinee delivers 7-9 relevant sentences of information or local knowledge
4	The examinee delivers 10-12 relevant sentences of information or local knowledge
5	The examinee delivers 13-15 relevant sentences of information or local knowledge
6	The examinee delivers 16-18 relevant sentences of information or local knowledge
7	The examinee delivers 19-21 relevant sentences of information or local knowledge
8	The examinee delivers 22-24 relevant sentences of information or local knowledge
9	The examinee delivers 25-27 relevant sentences of information or local knowledge
10	The examinee delivers more than 28 relevant sentences of information or local knowledge

Scale 5 – Ability to provide relevant reply to the questions asked by tourists.

Theoretical construct definition: the ability to provide relevant reply to the questions asked by tourists
Operational construct definition: evidence that the examinee can provide relevant reply to the questions asked by the rater as a tourist

Notes:
- Replies applied during the greeting phase (e.g. "I am fine") do not contribute to this rating.
- Replies that belong to the question category of negotiation of meaning (e.g. "What?" or " Do you want me to repeat?" or " Only one?") are rated independently through scale 6. So they do not contribute to this rating.

Level	Description
0	The examinee doesn't provide any replies
1	The examinee provides relevant reply of 1/5 of the question asked
2	The examinee provides relevant replies of 2/5 of the question asked
3	The examinee provides relevant replies of 3/5 of the question asked
4	The examinee provides relevant replies of 4/5 of the question asked
5	The examinee provides relevant replies to all the question asked

Scale 6 - Use of negotiation of meaning strategy

Theoretical construct definition: use of negotiation of meaning behavior to enhance conversation.
Operational construct definition: evidence that the examinee can use negotiation of meaning strategy to help convey or enhance meaning

Notes: Negotiation of meaning means the strategies of comprehension checks, clarification requests, and confirmation checks, employed to convey or enhance meaning during conversation

Level	Description
0	The examinee makes no use of negotiation of meaning strategies in any form to convey or enhance meaning.
1	The examinee uses negotiation of meaning strategies in any form of 1/5 of the triggers to convey or enhance meaning
2	The examinee uses negotiation of meaning strategies in any form of 2/5 of the triggers to convey or enhance meaning
3	The examinee uses negotiation of meaning strategies in any form of 3/5 of the triggers to convey or enhance meaning
4	The examinee uses negotiation of meaning strategies in any form of 4/5 of the triggers to convey or enhance meaning
5	The examinee uses negotiation of meaning strategies in any form of all the triggers to convey or enhance meaning

Scale 7 - Use of non-verbal communication and backchannels
Theoretical construct definition: use of non-verbal communication and backchannels
Operational construct definition: evidence that the examinee can use non-verbal communication (NVC) or backchannels strategies to help convey or enhance the meaning.
Notes:

- 'Non-verbal communication' means any method, excluding speech, employed to convey or enhance meaning. It includes, but is not necessarily limited to: facial expressions, gestures, eye contact, head or body movements.
- Backchannels means any verbal or non-verbal cues providing feedbacks to the speaker by the listener to show interest, attention and/or a willingness to keep listening. Backchannels are typically short utterances such as *uh-huh*, *right or of course*.

Sub-scale 7a - Use of NVC to convey or enhance meaning

Level	Description
0	The examinee makes no use of NVC strategies in any form to convey or enhance meaning
1	The examinee uses NVC in any form to convey or enhance meaning 5 times or less
2	The examinee uses NVC in any form to convey or enhance meaning between 6-10 times
3	The examinee uses NVC in any form to convey or enhance meaning between 11-15 times
4	The examinee uses NVC in any form to convey or enhance meaning 16 times or more

Sub-scale 7b - Use of backchannel feedback

Level	Description
0	The examinee does not provide backchannel feedback in any form
1	The examinee provides backchannel feedback 5 times or less
2	The examinee provides backchannel feedback between 6-10 times
3	The examinee provides backchannel feedback between 11-15 times
4	The examinee provides backchannel feedback 16 times or more

Scale 8 – Vocabulary

Theoretical construct definition: knowledge of vocabulary.

Operational construct definition: the range and appropriateness of the vocabulary used by the examinee.

Note: Lexical errors that subjects self-correct should be ignored.

Level	Description
1	The examinee cannot produce the language due to an extremely limited vocabulary. Can only use a few basic words and formulaic phrases (e.g. "How are you?", "I'm fine". "Yes", "No").
2	The examinee often has difficulty producing the language due to a lack of necessary vocabulary. Frequently (70%) uses unsuitable or inappropriate words.
3	The examinee sometimes has difficulty producing the language due to a lack of necessary vocabulary. Occasionally (50%) uses unsuitable or inappropriate words.
4	The examinee rarely, if ever has difficulty producing the language due to a lack of necessary vocabulary. Rarely,(30%) if ever uses unsuitable or inappropriate words.

Adapted from Bachman (1990: 327).

Scale 9 – Grammar

Theoretical construct definition: knowledge of grammar.

Operational construct definition: the level of grammatical accuracy

Notes: Grammatical errors which examinees self-correct should be ignored.

Level	Description
0	The examinee fails to supply sufficient sentential level production to allow assessment.
1	The examinee makes errors in most of the (70%) grammars used.
2	The examinee makes errors in some of the (50%) grammars used.
3	The examinee makes errors in few of the (30%)grammars used.
4	The examinee rarely (10%), if ever, makes errors in the grammars used.

Scale 10 – Pronunciation

Theoretical construct definition: pronunciation.

Operational construct definition: the level to which the rater perceives the examinee's accent and / or pronunciation has inhibited intelligibility or communication during the test.

Note: This scale is not intended to compare the examinee's accent or pronunciation with that of a native English speaker, nor should the rater try to second-guess what problems native speakers generally might have understanding the examinee's pronunciation.

Level	Description
0	The examinee fails to supply sufficient production to allow assessment. *OR* The examinee's accent or pronunciation appeared to inhibit intelligibility or communication all of the time.
1	The examinee's accent or pronunciation appeared to inhibit intelligibility or communication most(70%) of the time.
2	The examinee's accent or pronunciation appeared to inhibit intelligibility or communication some(50%) of the time.
3	The examinee's accent or pronunciation did not appear to inhibit intelligibility or communication most(70%) of the time.
4	The examinee's accent or pronunciation did not appear to inhibit intelligibility or communication at any time.

Scale 11 - Ability to close a talk appropriately

Theoretical construct definition: the ability to close a talk in a sociolinguistically acceptable way.

Operational construct definition: the level of the ability to close a talk through the provision of a reason for closure and bidding farewell.

Notes:
- Suitable sentences for closing a talk include " Now we come to the end of our tour today and I hope you all have had fun and happiness travelling" This is the last gorgeous place we have visited on this program tour"
  [This constitutes the reason for closing], "OK. We will end the day with this latest place and I hope you have a great day today,see you at 7 a.m."
  without which closures might be considered sociolinguistically inappropriate.
- Suitable phrases for bidding farewell include: "Goodbye", "See you (later)" and "Thank you". Or " I'll see you tomorrow."

Level	Description
0	The examinee does not give a reason for closure or bid farewell in any way.
1	The examinee fails to give a reason for closure but bids farewell.
2	The examinee gives a reason for closure but does not bid farewell.
3	The examinee gives a reason for closure and bids farewell, but the process is faltering or does not conform to the adjacency pair pattern.
4	The examinee gives a reason for closure and bids farewell smoothly and conforms to the adjacency pair pattern.

Appendix J
Rating Spreadsheet

| Stu. No | Stu. level | Scales | | | | | | | | | | | | | Total | % | G |
| | | 1 | 2a | 2b | 3 | 4 | 5 | 6 | 7a | 7b | 8 | 9 | 10 | 11 | | | |
		Greet	Intro hesi	Intro tech	Small	Infor	Reply	Nego	NVC	Back	Vocab	Gram	Pronu	Clos			
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
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24																	

ศูนย์วิทยทรัพยากร

จุฬาลงกรณ์มหาวิทยาลัย

Appendix K

Coding Sheet

Name………………

4	5	6	7a	7b	8	9	10
Number of relevant sentences	Number of relevant reply	Number of negotiation	NVC use	Backchannel use	Vocab problems	Grammar errors	Pronunciation problems

Appendix L
Inter-rater Statistics

....

Table 1: Inter-rater reliability of rating scores of Pre-test

		Rater1	Rater2
Rater1	Pearson Correlation	1	.985[**]
	Sig. (2-tailed)	.	.000
	N	24	24
Rater2	Pearson Correlation	.985[**]	1
	Sig. (2-tailed)	.000	.
	N	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2: Inter-rater reliability of rating scores of Post-test

		Rater1	Rater2
Rater1	Pearson Correlation	1	.928[**]
	Sig. (2-tailed)	.	.000
	N	24	24
Rater2	Pearson Correlation	.928[**]	1
	Sig. (2-tailed)	.000	.
	N	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 Inter-rater reliability of rating scores of the pilot study test

		Rater1	Rater2
Rater1	Pearson Correlation	1	.808**
	Sig. (2-tailed)	.	.098
	N	5	5
Rater2	Pearson Correlation	.808**	1
	Sig. (2-tailed)	.098	.
	N	5	5

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4: Inter-rater reliability of rating participants' use of English to clarify their problems or solutions

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.977**
	Sig. (2-tailed)		.004
	N	5	5
Rater 2	Pearson Correlation	977**	1
	Sig. (2-tailed)	.004	
	N	5	5

**. Correlation is significant at the 0.01 level (2tailed).

Table 5: Inter-rater reliability of rating participants' collaborative work with contribution and a positive emotional tone, and participation in the development of the real-world tasks with effort and application of ideas to the specific contexts of the real-world task I.

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.816**
	Sig. (2-tailed)		.001
	N	12	12
Rater 2	Pearson Correlation	.816**	1
	Sig. (2-tailed)	.001	
	N	12	12

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6: Inter-rater reliability of rating participants' collaborative work with contribution and a positive emotional tone, and participation in the development of the real-world tasks with effort and application of ideas to the specific contexts of the real-world task 2.

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.775**
	Sig. (2-tailed)		.003
	N	12	12
Rater 2	Pearson Correlation	.775**	1
	Sig. (2-tailed)	.003	
	N	12	12

**. Correlation is significant at the 0.01 level (2-tailed).

Table 7: Inter-rater reliability of rating descriptors generated to describe each content domain of the students' logs

		Rater 1	Rater 2
Rater 1	Pearson Correlation Sig. (2-tailed) N	1 10	$.997^{**}$ .000 10
Rater 2	Pearson Correlation Sig. (2-tailed) N	$.997^{**}$ .000 10	1 10

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8: Reliability of the questionnaire using Cronbach Alpha coefficient

Number of cases	24	100%
Number of items	20	100%
Cronbach's Alpha	.847	
Cronbach's Alpha based on Standardized Items	.895	

From Table 8, the Cronbach Alpha coefficient of the questionnaire is 0.847 which is acceptable.

Appendix M
Samples of a Participant's Pre-test and Post-test Transcripts

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Samples of a participant's pre-test and post-test transcripts (uneditted).

Pre-test transcript of S1

S: Today... er.....good afternoon, my name is S1. You can call me Prew. And I can call you...

R: My name is Nittaya. I can call you....

R: Nittaya.

S: Today Khun Nit ..... today..I.......... today. I will go to Prathart Doi Suthep. This way go to Prathart Doi Suthep. The stair not include............stair way. This a Naga... Naga stair way.

R: What is naga?

S: Naga is a ... นาก

R: What is that?

S: Animal in a........................(ป่าหิมพานต์)

R: Animal?

S: May be 5 head.......7 heads.......... different ......แล้วแต่. This one... I think this one... a hall in the Prathart Doi Suthep

S: This is Pagoda or in Thai we call Chedi............this.... in the hall......................what.......is.. (pointing at the picture)

R: Buddhist hall, maybe

S: Chedi... er... high 16 metre (Wow, very high) and I think maybe woman, a woman no enter........

R: Are we not allow to come closer to the chedi?

S: I don't know what English call. I know have 9.......9..ฉัตร 9 ชั้น and This call Prajao Tanjai.... Prajao Tanjai is..... when you...........(ต้องการขอพร)

R: What?

S: ………·…………Prajao Tanjai.. I think.................เวลาขอพรแล้วเขาก็จะเชื่อว่าจะได้เร็วทันใจ

R: Sorry, I don't understand

S: Thai people believe... wnen make a wish for Prajao Tanjai   จะได้รวจเร็ว quickly

R: That's a giant umbrella, what is that for?

S: ....

R: For decoration?

S: Em... decoration...em.....(Explain in Thai.............)

R: Sorry I don't understand Thai.

S: (laughs) I don't know.......................................This is King Muang Keaw........

R: Who is that?

S: Lanna.....lanna.. Jao(in Thai)................................

R: Is this an ordination hall? What is this hall for?

S: Ordination hall (murmering).....for..............for....................
..........................(Long silent)..

S: Here you can .... see ....over the city

R: Wow, nice.

S: ....Ah ......three...three

R: Are there any Garudas ?

S: Garuda....................................(long purse)

R: Are there any Garuda or Ginaree statues here?
.............................(Long purse)...

S: Thank you so much. I think it's a funny for me and see you next week

R: Yer, very good and it's nice travelling with you .

S: And It' experience for I study here.

…….

Post-test transcript of S1

S: Good afternoon, er. Good afternoon. On behalf.. on behalf of Honey tour, let me welcome you to Chiang Mai. May I introduce myself, I am Luangnapa. And you can call me Prew. Yer, I'm your tour guide. Your name is?

R: My name is Nittaya.

S: Khun Nittaya. Today we will go to Wat Prathat Doi Suthep. O.K.What Prathart Doi Suthep is a….. Today I think ..er..the weather is nice

R: Yer, the weather is very nice

S: Yer, and is this your first time in Chiang Mai

R: Yer, this is my first time travelling to Chiang Mai and I'm very excited

S: And I think this is er,… good time, good time, for here because ,,er.. Here we are at the most famous temple in Chiang Mai, Wat Prathart Doi Suthep. (Oh! Good) O.K. Let's go. This is the stairs you can walk up to the prathart Doi suthep

R: Very high

S: Yer, and it's a long… have about three hundreds and nine steps (Wow) and when you don't walk to because you think it's long (Yer, you'll get tired of walking) You can take a cable car (Ah! The cable car is avaliable) It's a twenty baht (Twenty baht only, not very expensive.) This is Naga or Nark (In Thai). You can see it..er.. in every…er..every Wat

R: What is Nark?

S: Er… Naga. We have history of Naga. Naga protect temple (Ah! Naga protects the temples) When you see a temple…everywhere in Chiang Mai, all a lot..(I'll see a Naga) Yes. All a lot to places, you'll see Naga. People believe Naga protect temples (protects us as well) Yes. This is elephant…er we have history -his-to-ry) er… history (his-try) of elephant …elephant about Wat Prathart Doi suthep who call..er.. elephant who is a.. trans…keep a Lord Buddha's relics in the back… go to er. Prathartdoi suthep, three times (And then walked up) Yes, walk up to the Prathart Doisu… er.. walk up to Doi

R: What is Doi?

S: Doi is a mountain (high mountain) high mountain, elephant dropped died

R: Oh! Walking up the mountain

S: Just on the mountain. King Guena was built…

R: Who is King Guena?

S: King Guena …er… King of Lanna (One of the Kings of Lanna) Em..hue.. (You know a lot about Chiang Mai). He was built a.. Prathart Doi suthep at the temple, er, at the mountain. You can give food to the elephant and take the photos (so cute, very nice). It is the good memory for you (Oh! Yer) This is the giant pagoda. Now we are reduce..er. rebuild (It is being renovated) Yer, for its strong. This is a giant umbrella used…

R: How important is this giant umbrella?.

S: Er… giant umbrella is used for a royal..royal family

R: That's why it's golden, right? It's a very big umbrella. What about the golden pagoda? May I come closer to touch it)

S: Because ..er..er keep..keep..er.. in store the Lord Buddha relics in such a giant pagoda

R: Oh! That giant pagoda is housing the Load Buddha's relic.(Yes,). Can I come closer to touch the pagoda ?

S: No, you can't, you can't touch it because Thai people believe this is a secret place. For local people, when you touch it, local people don't like very much

R: So I'm not allowed to come closer. A lot of tourists coming up here

S: Yes, and one hundred baht to take a photo for top of the pagoda.

R: Wow , not very expensive. This is sleeping Buddha.

S: This is not. I suggest you call reclining Buddha

R: Oh! Reclining Buddha, O.K. Thank you

S: Because sleeping Buddha is not polite.

R: O.K. There are a lot of Buddha images here

S: Yes, there is a lot of Buddha images and we have..er.. a donation box for you

R: So, I can make a merit. What are these people doing?

S: She..er.. respect pagoda..er.. tree.. three rounds for respect and believe.. and people believe for good luck and good health (If we do so?) Yer. This is audit…audition.. no …tradition hall. Just tradition hall and Thai people visit Wat or temple. Thai people come to tradition hall for worship the Buddha image. This is a ..Buddha image. You can s..looking for a mouth. He has a red mouth…red mouth

R: Why red, why red?

S: I don't understand.

R: Why does he have a red mouth?

S: Yes, Er.. you can looking for a… it's a Buddha image.. er.. architecture of Myanmar , Myanmar, not Thai or Lanna (Wow!) Thai people respect for Buddha image and he come to the monk and worship the monk and the monk blessing water for him and (the holy water) Yes, holy water and bless…er. . good luck and good health and good lives for him

R: Can I try some?

S: Yes you can try , when you want. Here he give a sermon

R: Oh! He is giving a sermon to people

S: Yes, every people need so . I think one day he works twenty round

R: Twenty rounds and he may get tired

S: And this one is a donation box when you want to do donation to the temple.

R: Is this temple the oldest temple in Chiang Mai?

S: Yes, it was built in 1935…no..no..no..sorry, two hundred years ago (so old) And when you come to see the giant pagoda you can take off your shoes this side.

R: Can I come into the hall with shorts?

S: No, you should dress polite when you come to.

R: So what if I wear them to the temple and I want to come inside?

S: Yer, er.. for dress..er…short..er we have er.. give a some dress for you to be polite

R: You mean a long skirt (Yes) for us to hire. Is it free or we need to pay for it?.   (Free, free) oh! Good. What are these?

S: These… Morp. Or ..er…. mythical characteristics

R: Mythical characters (Yer,) A pig or…what do you call this Mythical character? Tiger?

S: Not tiger,, not tiger.. dog and…. I don't know… I don't know. I think it's a dog Paking (in Thai) I don't know.

R: A kind of dogs in China?

S: Yes. It looks like a dog from China. And this one is an elephant of King Geuna

R: Yer, that's why it is in front of the statue

S: Yes, he is one of the Kings of Lanna. This pagoda … and this .. we call Cho Fa (in Thai) Cho Fa is on top of the roof…. Cho Fa …

R: Why don't we talk about the bells here?

S: The bell… When you hit…the bell (ring the bell) Yes, ring the bell. When you ring the bell, it's so loud and have good life (prosperity) yer.. everybody believe that. O.K. er.. today I'm afraid that the tour come to the end of the day. What do you think about this tour? (Very nice day.) Thank you and I hope you enjoy our tour (I did) and I hope to see you next time may be you want to do sightseeing tour in Chiang Mai. (Of course). Thank you and have a nice day.

Appendix N
Sample lesson plan

……………………………………………………………………………………..

Course duration (36 hours): 12 weeks, 1 session a week, 3 hours per session.

Module 1: Essential language skills and communication skills for a tourist guide

Module 2: Practicum (2 real-world tasks)

Module 1: Essential language skills and communication skills for a tourist guide (Pedagogical tasks).

Pedagogical task one: A tourist guide and social exchanges, information presentation, language and communication skills: Thai Cooking (2 weeks).

> **Content:**
> 1. Greeting
> 2. Small talk
> 3. Introduction
> 4. Leave-taking
> 5. Non-verbal language
> 6. Backchannel
> 7. Negotiation of meaning
> 8. How to cook Thai food

Pedagogical sub-task 1: Information gap-task (" What's my favorite dish?")

Pedagogical sub-task 2: Role-play simulation (" Thai chefs and a Thai dish")

Pedagogical task two: A tourist guide and social exchanges, information presentation, language and communication skills (Revision): Tourist attractions and/or local knowledge (2 weeks)

> **Content:**
> 1. Revision of social exchanges and non-verbal communication backchannel and negotiation of meaning (revision)
> 2. Tourist attractions and local knowledge: Local places of interests/ local festivals or customs/ local wisdom or indigenous knowledge

Pedagogical sub-task 1: Information gap-task ("Umbrella making")

Pedagogical sub-task 2: Role-play simulation ("A place of interest or local knowledge")

Module 2: Practicum (2 real-world tasks)

Real-world task 1: Launching a tour package (3 weeks)

1. Interview tourists: Interview at least 5 tourists, who are expected to be in a type of a tour you are launching, for the information of what they want to do and see in Chiang Mai (and about their perceptions on being a good tourist guide: this part will be the information for use in the real-world task 2) (outside-class activity) (1 week)

2. Plan and launch a tour package for those tourists with the relevant tour itinerary (in-class activity) (1 week)

3. Present the tour package (in-class activity) (1 week)

Real-world task 2: Conducting tour outside class (4 weeks)

1. Interview tourists: Interview at least five tourists to obtain their perceptions about being a good tourist guide (The information for this part will be obtained by the learners' interview in the real-world task 1)

2. Present the results of the interview to the class (1 week)

3. Plan the tour organization (in-class activity) (1 week)

5. Conducting the tour (outside-class activity) (1 week)

3.   Present the work to the class (in-class activity) (1 week)

 (Language focus for the two real world tasks: 1 week)

Module 1: Essential language skills and communication skills for a tourist guide

Sample Lesson Plan 1. Pedagogical task 1: A tourist guide and social exchanges, information presentation, language and communication skills: Thai Cooking.

Participants of the study :	Fourth-year Tourism students at Chiang Mai Rajabhat University
Main topic:	Language skills (social exchanges), communication skills and Thai cooking
Objective of the lesson:	To enable learners to acquire competency in language and communication skills and demonstrate how to cook a Thai dish using those skills.
Content:	1. Greeting
	2. Small talk
	3. Introduction
	4. Answering questions
	5. Leave-taking
	6. Communication skills
	7. How to cook Thai food
Pedagogical sub- task	1: Information gap-task (What's my favorite dish?)
Pedagogical sub- task	2: Role-play simulation (Thai chefs and a Thai dish)
Materials:	PowerPoint presentation, supplementary sheets about necessary social exchanges needed by a tourist guide at work. Sheets of examples of communications skills (negotiation of meaning and backchannels), audio-visual clips with scripts (from the commercial text book, Synergy 2), VDO clips of Thai cooking (from the internet websites) with scripts, task sheets of information gap-task, planning guideline task sheets, and presentation evaluation sheets.
Duration:	2 session, 180 minutes each
Class activities:	Lecture, listening activities, whole-class discussion, small group work and discussion, role-play simulation.

Evaluation: Learners should be able to demonstrate how to cook at least one Thai dish using appropriate social exchanges, language, skills, functions and

communication skills. Learners' work by each group is evaluated among groups. Learners' work is evaluated by the teacher.

Module 1: Essential language skills and communication skills for a tourist guide

Sample Lesson Plan 2. Pedagogical task 2: A tourist guide and social exchanges, information presentation, language and communication skills (Revision): Tourist attractions and/or local knowledge

Participants of the study :	Fourth-year Tourism students at Chiang Mai Rajabhat University
Main topic:	Tourist attractions and/or local knowledge
Objective of the lesson:	To enable learners to acquire competency in describing Tourist attractions and/or local knowledge using appropriate language and communication skills.
Content:	1. Revision of social exchanges and communication skills (revision)
	2. Tourist attractions and/or local knowledge: Local places of interests/ local festival or customs/ Local wisdom or indigenous knowledge
Pedagogical sub-task	1: Information gap-task (Umbrella making)
Pedagogical sub-task	2: Role-play simulation (Tourist guides leading a tour describing a place of interest or local knowledge)
Materials:	Audio CD and scripts (Conversations between a tourist guide and tourist from the commercial book: Let's Talk 3: track 22 and 23), Task sheets, audio-visual clips (From the internet websites), evaluation sheet
Duration:	2 sessions, 180 minutes each
Class activities:	Whole-class discussion, small group work and discussion, role-play simulation

Evaluation:

Learners should be able to do the role-play simulation as a tourist guide leading a tour using appropriate social exchanges, language, skills, functions and communication skills. Learners' work by each group is evaluated among groups. Learners' work is evaluated by the teacher.

Module 2: Practicum

Sample lesson plan: Real-world task 1: Launching a tour package (3 weeks)

Participants of the study :	Fourth-year Tourism students at Chiang Mai Rajabhat University
Main topic:	Launching a tour package
Objective of the lesson:	To enable learners to acquire competency in carrying out the real-world tasks of the interview, launching and presenting a tour package using language skills and communication skills.
Content:	Launching a tour package/ interview
Real-world sub-task	1: Interviewing non-Thai tourists using English
Real-world task	2: Launching a tour package
Real-world related-task	3: Role-play simulation (Presenting the launched tour package to the tourists)
Materials:	Task sheets, evaluation sheet, audio-visual clips, PowerPoint presentation, any other materials presented by learners.
Duration:	3 session, 180 minutes each
Class activities:	Small group work and discussion, doing tasks outside class, role-play simulation and work presentation.

Evaluation:

Learners should be able to launch a tour package and present their launched tour package using appropriate social exchanges, language, skills, functions and communication skills. Learners' tasks are evaluated by the teacher.

Module 2: Practicum

Sample lesson plan: Real-world task 2: Conducting tour outside class (4 weeks)

Participants of the study :	Fourth-year Tourism students at Chiang Mai Rajabhat University
Main topic:	Conducting tour outside class
Objective of the lesson:	To enable learners to acquire competency in carrying out the real-world tasks of the interview and conducting a tour in the real situation using appropriate language and communication skills
Content:	Conducting tour outside class/ interview
Real-world sub-task	1: Interviewing non-Thai tourists using English
Real-world task	2: Conducting a tour outside class in the real situations
Real-world related task	3: Work presentation
Materials:	Task sheets, evaluation sheet, video clips, PowerPoint presentation, any other materials presented by learners.
Duration:	4 session, 180 minutes each
Class activities:	Small group work and discussion, doing tasks outside class, and work presentation.

Evaluation:

Learners should be able to conduct a tour outside class in the real situations using appropriate social exchanges, language, skills, functions and communication skills. Learners' tasks are evaluated by the teacher.

Samples of materials used for lesson plans

Introduction of knowledge of necessary conversational mechanics or social exchanges and communication skills of non-verbal language, backchannels and negotiation of meaning needed by a tourist guide

Materials used for Sample Lesson Plan 1. Pedagogical task 1: A tourist guide and social exchanges, information presentation, language and communication skills: Thai Cooking.

PowerPoint presentation about what a tourist guide needs to do and say when leading a tour group

English for Tourist guides

What do you think a tourist guide does and says when he leads the tour group?

? Say " Hi / good morning /afternoon/evening"

? Ask " How was your flight?

? Ask " Is this your first time in Thailand?"

? Say " My name is ...., a tour guide of Khon   Muang Group Tour."

? Say " Welcome to Chiang Mai / Thailand"

? Say " Our ride is this way"

? Say " It 's nice to meet you"

? Say " I hope you are feeling wide-awake'

? Say " Do you have any questions before we start?"

? Say " Morning everyone! On behalf of Khon Muang Group Tour, let's me welcome you all to ….(Mae-Sa Elephant Camp)

? Say " We would like to thank you for choosing our exciting half-day round-the-city tour"

? Say " I am afraid I may need to leave as I am picking the other tour group up at the airport in half an hour. I'll see you tomorrow at seven a.m."

? **Shake hand** with the tourists

? **Welcome all questions** asked by tourists

? **Give information** about the places of interest/ local festival/ local wisdom/ and other things tourist want to know.

? **Kiss** the tourists

? **Pat** the tourists on their backs

? **Embrace** the tourists

? **Stand closely** to the tourists

? **Stand far away** to the tourists

Communication skills
Use non-verbal communication

Giving feedbacks

Ask for more information
Check if the listener understands you
Check if you understand what the listener's talking about

Supplementary sheet 1

Pedagogical 1: Social exchanges

English Greeting Expressions

There are many ways of greeting people, both formal and informal. The speaker's task is to choose the appropriate one for the situation. It is also useful to know lots of different ones so as to not repeat yourself when you meet a number of people at the same time. *As with any other aspect, you need to* ***be careful about using informal expressions with people who you do not know well or whose rank or status is higher than yours***.

English Greeting Expressions

	Formal	**Informal**
General greetings	• Good morning/afternoon/evening and welcome to Chiang Mai. • Hello! • How are you? • How are you doing? • How is everything? • How's everything going? • How have you been keeping? • I trust that everything is well.	• Hi. • What's up? • Good to see you. • How are things (with you)? • How's it going? • How's life been treating you?
Greeting a person you haven't seen for a long time	• It has been a long time. • It's been too long. • What have you been up to all these years? • It's always a pleasure to see you. • How long has it been? • I'm so happy to see you again.	• How come I never see you? • It's been such a long time. • Long time no see. • Where have you been hiding? • It's been ages since we last met.
Suggested greetings for a tourist guide	**First meeting** • Wai and then say "Good morning/afternoon/evening and welcome to Chiang Mai." • Good morning/afternoon/evening and welcome to Chiang Mai **Second or third or fourth….. time of meeting.** • Hello! How are you? • How are you doing? • How is everything? • How's everything going?	When spending a long time together (A month or two up) • Hi. • What's up? • Good to see you. • How are things (with you)? • How's it going?

Introduction

Samples of introduction for a tourist guide.

- Good morning/ Hello/ Hi. (May I introduce myself?) My name is Dang. I'll be taking you on your tour today.
  Hi Dang. I'm Peter./ And I'm Jack.
- Hello, every one! On behalf of Chiang Mai Tours, let me welcome you all to Chiang Mai. We would like to thank you for choosing our exciting one-day round –the –city tour. My name is Sua …… and I'll be your guide.
- Good morning, ladies and gentlemen. I'm Lalida from Wiang Ping Tours. You can call me Da. I'll be your tour guide for today's tour. Would you please follow me, we'll head for the company mini-bus.
- This is Mr. Jumloon, our bus driver. Hello, I am Jamloon and you can call me Loon. / Pleased to meet you, Loon.

Small Talk:Conversation Starters:

Topics for small talk

Talking about the weather	• Beautiful day, isn't it? • Can you believe all of this rain we've been having? • It looks like it's going to rain. • It sure would be nice to be in Chiang Mai right about now. • We couldn't ask for a nicer day, could we? • How about this weather? • Did you order this sunshine?
Talking about current events	• Did you catch the news today? • What do you think about having a sky train service in Chiang Mai? • I read in the paper today that they have a plan to build the sky train here • I heard on the radio today that they are finally going to promote e-co tourism in Chiang Mai. • How about those Liverpools? Do you think they're going to win tonight?
At a social event	• Have you tried the cabbage rolls that Khun Janphen made? • Are you enjoying yourself? • It looks like you could use another drink. • Pretty nice place, huh? • I love your dress. Can I ask where you got it?
Suggested small talk for a tourist guide	• How was your trip? • Have you ever been to Chiang Mai before? • What country are you from? • How long do you plan to stay here? • Is this your first time in Chiang Mai? • How do you like Chiang Mai/ How do you like the weather here

Reference: Leo Jones. *Let's Talk 3.Cambridge*: Cambridge University Press.
www.englishpond.com
www.EnglishClub.com
www.Englishlanguagezone.com

Supplementary sheet 2
Pedagogical 1: Negotiation of meaning and backchannels

Words or sentences you may need to use when you work with your friends
When you don't understand what the speakers is saying
- What is ……….?
- Could you repeat that?
- What did you say?
- What do you mean?
- What?
- Excuse me?
- The what?
- What does it mean?
- Which girl? the one who can't speak?
- Do what?

When you want to check if your understanding is correct
- Blue? (with rising tone)
- The middle one, right?
- The picture with many fish?
- I have to put this in the box?
- You mean this picture?
- The picture with a pink flower?
- So you want to find more information for cycling tour?--- Is that right?
- The picture with a lady wearing yellow shirt?

When you want to check if the listener understand what you are saying
- You know what I mean?
- Understand?
- Does that make sense?
- Clear?
- Got it?

Samples of audio-visual clip scripts

Script 1

Scripts of conversations of pedagogical 1 (Picking someone up at the airport situation)
Conversation: 1 B.

A man: Hi, good morning and welcome to United State. Is this your final destination?

Mariana: Yes. Boston.

A man: You have your I – 94-4 ?

Mariana: **My I- 94-4?** Oh, yes. Oh no , I forget to fill it out.

A man: That's O.K. You can fill it out on that table , right back there.

Mariana: **O.K.** Thank you. Oh , this look so hard. Let me see. O.K. Complete both the arrival record. Items one to thirteen and departure record , items fourteen to seventeen. O.K. I can do this. Item one., family name – Romero. Item two, first name – Mariana. Em… this isn't that hard. Birth

date – Day, eighteen. Month – eight. Year – nineteen seventy- seven. Finally item seventeen- Venezuela. I did it. That was easy.

Mariana: Hi Louis?

Louis: Yes, Mariana.

Mariana: Hi, it so good to meet you. Thank you so much for coming to pick me up.

Louis: There is no problem. Welcome to Boston.

Mariana: Thank you

Louis: How was your flight?

Mariana: Oh, it was long, pretty tired but I am very happy to be here.

Louis: Our ride is out over here.

Mariana: What is going on over here?

Louis: Seems , there is a construction right now….Are you O.K.? and that's Boston.

Mariana: **Wow.** What are they building in there?

Louis: They are remodeling the airport right now. I'm not sure.

Mariana: Is that Dr Charlie Server?

Louis: Yes, right. Em…they have the concerts over there and that's M I T right across the road.

Mariana: **What's M I T ?**

Louis: The Massachusetts Institute of Technology and Alford is up there, too.

Conversation: 1C.

Louis: Hey Sara. Ah! This Mariana. Mariana, this is Sara.

Sara: Hi, Mariana. It's nice to meet you.

Mariana: Hi, Sara. It's nice to meet you ,too.

Louis: Oh, this is Shawna.

Shawna: Hi, Mariana, good to meet you. Welcome to Boston.

Shawna: **Thank you**, Shawna, so exciting to be here and to have a job here.

Shawna: You know, Mariana, you and I'll be working together. I'm a new office manager at the Ad agency. Louis helped me to get a job.

Mariana: **Oh, that's great!**

Shawna: So, where are you from?

Mariana: I'm from Garagus in Venezuela

Shawna**: Oh! Wow!**

Sara: Venezuela must be beautiful.

Mariana: It's very beautiful. And where are you from?

Sara: I'm from Vancouver, British Columbia in Canada.

Shawna: And I'm from Chicago. Illinois.

Louis: I'm from Brazil.

George: Hey, how's it going? Hey. Hi there, I'm George.

Mariana: Hi, I'm Mariana.

George: Nice to meet you.

Mariana: Nice to meet you, too.

Louis: George is my roommate. We live in the same building.

George: **Yes,** so you'll be seeing me all the time. (Oh. I see.) Shawna, you want to go shoot some hoops? I'm going down to the park.

Mariana: Er…. **Shoot some hoops?**

Louis: It means playing basketball.

Sara: He is a very nice guy.

Script 2
How to make Coconut Chicken Soup - Thai Foodcast

Sawatdee kaa! My name is Aunchalee. Welcome to Thai Foodcast. Today, were going to make our famous Thai coconut chicken soup or Tom Kha Gai. Tom Kha means "boiled galangal", which is the variety of ginger root and is the main ingredient in this recipe. The soup has the main flavor of galangal and the coconut milk is used to create a mild, rich and creamy taste. Add a little bit of lime juice, make this soup a perfect blend of spicy, sweet, and sour.

And these are the ingredients that you're going to need to make Thai coconut chicken soup. One chicken breast, two cups of sliced mushrooms, one cup of onions, one can of coconut milk, two cups of water, one tablespoon of limejuice, cilantro for garnish, one pack of Tom Kha paste. You can find it in the Asian food store online. There are a couple of brands but this the brand that I like. The main ingredients of Tom Kha are galangal, lemon grass, and these two are already blended together in this packet.

Dice an onion. **Slice** the mushrooms. **Cut** the chicken into a quarter inch slices. Cooking Thai coconut chicken soup is very easy. **You just put** all the ingredients together in the pot, **turn on** the stove to the high heat. **The first** thing that you need to do is add water. **Next**, **add** the Tom Kha paste. **Next**, **add** the coconut milk and let it simmer for five minutes. **Next**, **add** the chicken, mushroom and onion. **Let it simmer** for five minutes or until the chicken is cooked.

When the chicken is cooked, turn off the stove and then add the lime juice. The reason you add the lime juice at the end is because the flavor of the lime will get lost when it's cooked. This way, you can still taste the fresh lime juice.

That's it. **And now**, it's ready to serve. Serve it hot and garnished with fresh cilantro. Tom Kha Gai is a favorite with past in there. The blend of this gives this soup a very unique flavor. I'm sure your friends and family will enjoy it.

Thank you for watching Thai Food cast. Sawtdee kaa.

If you want more information about this or any easy Thai Food Recipe, visit my website at ThaiFoodcast.com.

How to Make Papaya Salad(Som Tam)

Dim: Sawatdee kaa!   I'm Dim Gefea.

Cathy: Hi, I'm Cathy Gefea

Dim: We are going to make a papaya salad or Som Tam (Som Tam) in Thai. The first thing we need is green papaya

Cathy: O.K. and where do you find the green papaya?

Dim: At Asian store. Uhe (Aha)

Cathy: What other culture that eat green papaya beside Thai people?

Dim: Laotien(Uheu). Who else? E..or Vietnamese

Cathy: Oh, really? O.K.

Dim: Let's see the dish. O.K. So we gonna have to peel the skin off… like that(O.K.). How easy. (pretty thin skin)

Cathy: Now I love the green papaya salad dish. There is nothing more than my being on the beach in Thailand eating good food…

Dim: Try to get rid of the…all (all the green part O.K. and its white comes instead) Aha.

Normally we peel the whole thing (E heu) and then we use this..er..shredder

Cathy: (O.K) and what 's it what kind of shredder is that?

Dim: You can get it from ..er.. kitchen store anywhere (O.K) I see it all over (O.K) Look at how easy (Oh, ya). And normally I would do this.. like 2 or 3 hours ahead of time. Or I we have party, you can do it a day ahead(O.K). You soak it in the cold water or a few minutes(O.K0 and then drain, put it in the plastic bag or something clean in the refrigerator.

Cathy: And what is the purpose of soaking?

Dim: Er…make it crunchier(Oh! Really) Eha…(Interesting!). O.K. You see this how it looks

Cathy: So it used to shred the whole green papaya. Oh, how much is that can I give you?

Dim : This you can serve about 4 people easily

Cathy: O.K. Great. And moving on next for our green papaya salad

Dim : So we need the mortar and.. Er..ha (O.K.)

Cathy: Now, what is so significant about using a mortar in this stage ?

Dim : That how they make salad because they have to smash the garlic and the chili paper (Er- heu)

Cathy: Now we don't have any more pestle Ah.. can you still make this dish?

 Dim: Yes. You can chop the garlic and the chili pepper (Aha..) and then you can make a salad dressing first and then you can mix.. use your hand. So for this recipe, probably we can make like 2 serving(O.K.) at a time (Small batches) O.K. I probably use 2 Thai chili pepper(O.K.) If you cannot find Thai chili pepper, you can use Serrano pepper or jalapeno

Cathy: If you got one from the garden then you can choose.

Dim : Smash it up … a little bit (Er-heu),

Cathy: You're not doing it like a full pestle, I think.

Dim: No, no just do… break.

Cathy: Just put out the favor, right?

Dim : E ha… Then I put in about this much (A nice handful.. or two) for 2 serving. You wanna brush it a little bit(O.K.) to bring out the favor of the green spice. Next, you need er..(Tomato..) tomato. Er-ha.

Cathy: O.K. You can use any kinds of tomato

Dim ; Any kind…Er-ha. If it's bigger you can slice it smaller.

Cathy: So how much are you using?

Dim: Half cup. Eha (O.K.)

Cathy: You wanna smash the tomato, right   (just bruise) and it brings up the juice and everything, All right. What's next?

Dim: Next, I'll put in some palm sugar

Cathy: Coconut palm sugar?

Dim: Aha.. You can use one table spoon. O.K. Or you use regular sugar(right) I you like sweet. Some people like, Thai food is good is like whatever you. Some people like a little sweeter than..

Cathy: Typically, our family, we don't like sweet. I don't like any sugar in my food. My mom like a little (Yer) Authentically, in Thai food, they sound like a little bit .You know.(Aha)

Dim : Next is the fish sauce so I gonna put about 2-3 table spoons

Cathy: O.K. And smash it all up again. And now , what 's the reason why are you adding everything in one by one? I mean why don't you put it all together

Dim: Probably it make it not too wet, maybe.(O.K.)(Laught)

Cathy: You put all the wet in last.

Dim: I just copy whatever they do………

Cathy: They must be doing something right

Dim: They just seem to do like little by little and one at a time (O.K.) And next is lime juice Cathy: O.K. How much are you using?

Dim: So let's try half because this lime is big and juicy so….. half (half a lime…)

Cathy: So the favor of this dish is a pretty chef quality, You've got saltiness from the fish sauce, you got the sourness from the lime, you got the chili pepper and the garlic and the tomato, right?

Dim: E heu….I have to try to use the spoon to help to…..

Cathy: Make sure all mix stuff well, everything..

Dim: The sugar,, make sure the sugar melt.. E.. ha. And I just wanna show the traditional way that they do it in Thailand (O.K.) and fun. O.K. You wanna try?

Cathy: Sure I do.

Dim :   I try this one

Cathy: I wanna try another

Dim: Em I like it

Cathy: I got a big bite

Dim : My chili pepper from the garden is spicy. That's it good . It just right(Er-hue). Just right for me. Hue.. I don't think I need anything else

Cathy: No I like it, It's really good.

Dim: O.K. Now a bowl to put this in

Cathy: So this is traditionally served along type of what. I mean the …….obviously. What else…….

Dim: And the Thai steak, Thai barbecue(O.K.) chicken and ….

Cathy: Any E-sarn beef

Dim: O.K. Piece of green bean

Cathy: And now why didn't you just smash those in…

Dim : Yer, you can do that (O.K.) Roasted peanuts. You can put it on top

Cathy: And this recipe is so easy and so delicious and exotic too(O.K.) Now we hope that you got a chance to try this recipe at home. Thank you so much for joining us

Useful related websites: Let's visit these excellent websites NOW!

http:// WWW.thaifoodcast.com

Thai foodcast: Easy Thai Food Recipes DVD and Online Cooking Videos

Thaifoodcast Videos

Howcast –Thaifoodcast's Videos

http:// WWW.thaifoodtonight.com/thaifoodtonight /index.htm

Online Thai Cooking Class: Learn at home with Dim

How to video: Thai Food tonight

http:// WWW.metacafe.com/watch

http:// smashbeats.com/v3110931/thai_food_cooking

http://templeofthai.com

http://asiarecipe.com

http://dictionary,reference.com

Another keywords : youtube, MEFEEDI

Samples of pedagogical infomation–gap task sheets

Task sheet 1: **"What's my favorite dish?"**

(Student 3)

Let's find a good recipe for one of the famous Thai food.

Directions: Your partners have the information for cooking the dish that you don't.   All you need to do is to orally ask for the information you need and fill in the blank boxes to have the complete recipe. You need to start working from part I, II, III and IIII..... respectively. Also, for each part, you need to starting from number 1, 2, 3, 4,.......respectively.

Remember: You need to speak English only.

Part I :   Put " **X** " in the boxes that contain the correct information.

Part II – VI: Put number 1, 2, 3, 4...........in the boxes with the correct pictures.

Part I. **Recipe information.**

1. The dish is for ☐ 1 person ☐ 1-2 person(s) ☐ 2 persons
2. Preparation time is ☐ 3 minutes ☐ 7 minutes ☐ 10 minutes.
3. Cooking time   is ☐ 3 minutes ☐ 7 minutes ☐ 10 minutes.

Part II. Kitchen utensils.

☐   ☐   ☐   ☐   ☐

Part III. Ingredients. For the ingredients, we, first, need …………. Second, we need……

1

2 cups of cooked rice

8

2 tablespoons of soy sauce

5

2 green onions

7

4 cloves of garlic

4

2 eggs

2

2 small chicken breasts

3

1 teaspoon of light and dark soy sauce

6

4 tablespoons of oil

Part IIII. Preparation.

Part V. Cooking.
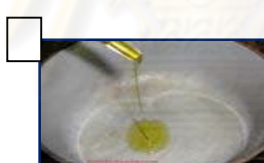
Part VI . **Serve**.
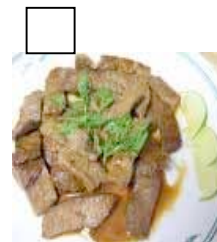
Task sheet 1: **"What's my favorite dish?"**

(Student 4)
Let's find a good recipe for one of the famous Thai food.

Directions: Your partners have the information for cooking the dish that you don't. All you need to do is to orally ask for the information you need and fill in the blank boxes to have the complete recipe. You need to start working from part I, II, III and IIII..... respectively. Also, for each part, you need to starting from number 1, 2, 3, 4,.......respectively.

Remember: You need to speak English only.

Part I : Put " **X** " in the boxes that contain the correct information.

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Part I. **Recipe information.**

1. The dish is for ☐ 1 person ☐ 1-2 person(s) ☐ 2 persons
2. Preparation time is ☐ 3 minutes ☐ 7 minutes ☐ 10 minutes.
3. Cooking time is ☐ 3 minutes ☐ 7 minutes ☐ 10 minutes.

Part II. Kitchen utensils.

Part III. Ingredients.

Part IIII. Preparation. For the dish preparation, first, we need to ……Second we need to…

3

Chop green onion

5

Beat egg

2

Chop garlic

4

Slice chicken into 1 inch

1

Cook rice

Part V. Cooking.
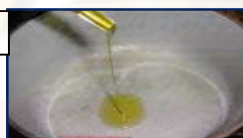
Part VI . Serve.

Pedagogical task one : Simulation task

Planning guideline task sheet

Direction: Your group is assigned to act as tourist guides at a Thai cooking school. You need to present and demonstrate how to cook one of your favorite dish with real materials and cooking in front of the class. Each of you is required to act as a tourist guide doing the job.

Use this presentation guideline to create a plan for your work.

Name of Thai food you want to cook…………………………………………………
Name of the first tourist guide: ……………….………………………………….....
What he is doing and talking about.
    1. …………………………………………………………………………………
    2. …………………………………………………………………………………
    3. …………………………………………………………………………………
    4. …………………………………………………………………………………
    5. …………………………………………………………………………………

Name of the second tourist guide: …………………………………………………
What he is doing and talking about.
    1. …………………………………………………………………………………
    2. …………………………………………………………………………………
    3. …………………………………………………………………………………
    4. …………………………………………………………………………………
    5. …………………………………………………………………………………

Name of the third tourist guide: …………………………………………………….
What he is doing and talking about.
    1. …………………………………………………………………………………
    2. …………………………………………………………………………………
    3. …………………………………………………………………………………
    4. …………………………………………………………………………………
    5. …………………………………………………………………………………
Name of the fourth tourist guide: …………………………………………………..
What he is doing and talking about.
    1. …………………………………………………………………………………
    2. …………………………………………………………………………………
    3. …………………………………………………………………………………
    4. …………………………………………………………………………………
    5. …………………………………………………………………………………

Name of the fifth tourist guide: …………………………………………………….
What he is doing and talking about.
    1. …………………………………………………………………………………
    2. …………………………………………………………………………………
    3. …………………………………………………………………………………
    4. …………………………………………………………………………………
    5. …………………………………………………………………………………

English language you are going to use.

Social exchanges:
Greetings:
……………………………………………………………………………………………
……………………………………………………………………………………………
Introduction:
...…………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
Small talk:
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

Cooking:

Recipe information:
1. ……………………………………………………………………………………
2. ……………………………………………………………………………………
3. ……………………………………………………………………………………
4. ……………………………………………………………………………………

Kitchen utensils:
1. ………………………………………   6. …………………………………………
2. ………………………………………   7. …………………………………………
3. ………………………………………   8. …………………………………………
4. ………………………………………..   9. …………………………………………
5. ………………………………………   10. …………………………………………

Ingredients:
1 ……………………………………………   6. ……………………………………
2 ……………………………………………   7. ……………………………………
3 ……………………………………………   8. …………………………………....
4 ……………………………………………   9. …………………………………..
5 ……………………………………………   10. ……………………………………

Preparation:
1 ……………………………………………   6. …………………………………………
2 ……………………………………………   7. …………………………………….....
3 ……………………………………………   8. …………………………………………
4 ……………………………………………   9. …………………………………………..
5 ……………………………………………   10. ……………………………………………
Cooking:
1. ……………………………………………………………………………………
2. ……………………………………………………………………………………
3. ……………………………………………………………………………………
4. ……………………………………………………………………………………

5. ……………………………………………………………………………………
6. ……………………………………………………………………………………
7. ……………………………………………………………………………………
8. ……………………………………………………………………………………
9. ……………………………………………………………………………………
10. …………………………………………………………………………………

Serve:

……………………………………………………………………………………………
……………………………………………………………………………………………

Leave-taking:
Giving reasons for closure:

……………………………………………………………………………………………
……………………………………………………………………………………………

Bidding farewell:

……………………………………………………………………………………………
……………………………………………………………………………………………

Nonverbal communication strategies you think you may need to use during your tour:

1   ……………………………………………   4. …………………………………
2. ……………………………………………   5. …………………………………
3. ……………………………………………   6. …………………………………

Backchannels that you think you may need to use during your tour:

1. ……………………………………………   4. …………………………………
2. ……………………………………………   5. …………………………………
3. ……………………………………………   6. …………………………………

Negotiation of meaning you may need to use:

1. ……………………………………………   4. …………………………………….
2. ……………………………………………   5. …………………………………
3. ……………………………………………   6. …………………………………

Others materials you want to use and bring to class.

1. ……………………………………………   6. ………………………………….
2. ……………………………………………   7. …………………………………
3. ……………………………………………   8. …………………………………
4. ……………………………………………   9. …………………………………
5. ……………………………………………   10. ………………………………….

Pedagogical task 1: Guideline for presentation: Thai cooking

1. **Delivering greeting** : Good morning/afternoon/ evening. Sawaddee kha
2. **Introducing yourselves**: Today we are (proud to present/ presenting / talking about/ showing you how to cook - a delicious Thai (food, snack, main dish, side order, appetizer) Tom Ka Kai or Coconut Chicken Soup in English. My name is Nina, Tim, Plang, Kai and Jew are in our team.
3. **Initiating small talk**: Have you ever tried or cooked Thai food before ? Lots of them contain spices and they come up with spicy taste which is favorite among Thai people. As mentioned earlier, we are here today with Tom Ka Kai or Coconut Chicken Soup which is the main dish. Hopefully, you are wide awake to see how this exotic delicious Thai food are prepared and cooked.
4. **Giving information**
   - Now let's see the ingredients used for Tom Ka Kai or Coconut Chicken Soup. For the ingredients there are…………………………………………
   - Khun A is going to show you how to make some salad dressings. Khun A….. please.
   - Khun Plang is talking about the kitchen utensils. Khun Plang, please.
   - Khun Kai, you want to add something? / what else do we need? / Should we add……(more garlic)? / is that all? /
   - Khun Jew will show us what is next.
   - Khun Plang, what else do we need to do?
   - To serve a nice dish, we garnish the dish with (slices of cucumbers, onions…
   - The dish usually comes with pork ride and sticky rice or sweat rice.
5. **Ask if any of your tourists have any questions:**
   - If you would have any questions, don't hesitate to ask.
   - Please let us know if you have any questions.
   - Is there anything I need to clarify?
   - If you have any questions, now it's the best time to ask
6. **Some useful words** you may need to use while presenting:

First / then / next / after that / When ……………….., ...
   - When the oil is hot, add /put/ stir/mix/ turn (it) upside down/ pour….
7. **Delivering leave-taking:**
   Reasons or closure:
   - If we need to leave now, we want to leave with the sentence here " Thai food is healthy as it contains healthy herbs and don't miss to try some .
   - As the time flies fast, we may need to say goodbye now.
   - We hope you enjoy our demonstration of cooking Coconut Chicken Soup and may try a nice dish at home. As the time is up, we are afraid we need to leave right now.
   Bidding farewell:
   - Goodbye. Sawaddee kha
   - Bye bye and have a good day.
   - We'll see you next week. Goodbye and Sawaddee kha
   - So nice to be here. Thank you Sawaddee kha./ Bye for now

Module1: Essential language skills and communication skills for a tourist guide
Sample lesson plan: Pedagogical task 1: A tourist guide and social exchanges, information presentation, language and communication skills: Thai Cooking
(2 weeks)

Performance objectives of pedagogical task 1:
1. Students will be able to identify and use the social exchanges such as greeting, introduction, small talk and leave-taking.
2. Students will be able to identify and use communication skills such as verbal-nonverbal communication skills, backchannels and negotiation of meaning.
3. Students will be able to do the role-play simulation as tourist guides using language skills and communications skills demonstrating how to cook a Thai dish in front of class.

Objectives	Teacher and activities	Learner	Materials	Evaluation/Remarks

1. To introduce the topic of social exchanges and communication skills and help learners recall and activate words and phrases as well as communication skills that will be useful during the task-cycle stage.
 	
2. To give learners relevant exposure to topic-related talk.
 	
3. To stimulate learners to notice and learn more vocabulary and expressions associated with the topic
	Pre-task
	1. Teacher introduces the topic of social exchanges and communication skills needed by a tourist guide.
	  1.1. Teacher asks learners what they think a tourist guide does and says when he leads the tour group.
	  1.2. Teacher explains and summarizes what a tourist guide needs to do and say in terms of language skills and functions (social exchanges) as well as communication skills (verbal-nonverbal communication, backchannels and negotiation of meaning) when leading a tour group.
	
	2. Model text presentation:
	  2.1. Teacher presents a set of three short audio-visual clips of conversations of someone being
		1. 1.1. Learners sound out the possible answers.
		
		1.1.2. Learners may ask for more clarification.
		(25 min)
		
		2.1.1. Learners listen to and watch the audio-visual clips.
		2.1.2 Learners may ask for more clarification or more details.
			-PowerPoint presentation of samples of what a tourist guide may need to say and do when leading a tour group
			- Supplementary sheet about necessary social exchanges needed by a tourist guide at work.
			- Sheets of examples of communication skills (negotiation of meaning and backchannels)
			
			- 3 short conversations (8 minutes total) from the commercial text book, Synergy 2)
				• Supplementary sheets about necessary social exchanges and sheets of examples of communications skills and negotiation of meaning are provided for each learner.
				
				• Learners have a chance to listen and watch the conversations twice each.
				• Scripts are given to each learner.

	picked up at the airport and introduced to people involved (Twice each). The conversations contain the features of social exchanges and communication skills needed by a tourist guide. Then, teacher points out how those skills work in those situations.	(25 min)		• All the clips are given to each learners after class for more access if they want to.
	2.2. Teacher presents four different clips of Thai cooking (twice each) and points out how the speakers effectively present Thai cooking in English in terms of applying English speaking and listening skills, language functions, communication skills as well as presentation skills. 2.3. Teacher distributes the information-gap task sheets on the topic of "What's my favorite dish?"	2.2.1. Learners listen to and watch the conversations. 2.2.2. Learners may ask for more clarification or more details. (70 min) 2.3.1. Learners work in group of five doing the information-gap tas.k 2.3.2. Learners hand in the task sheets to the teacher. (20 min)	- 4 clips of Thai cooking (30 minutes total) from the internet websites. - Scripts of 4 clips of Thai cooking -Supplementary sheets about Thai cooking. - Task sheet 1: Information-gap task sheet	• Some related websites are offered to students for more access. • Learners work in groups of five. • **The completed task sheets of a task done** • **The recording of the mixed ability group of five is to be operated to investigate student engagement .**
Task-cycle				
1.To ensure that learners understand what the task involves, what its goals are and what outcome is required 2.To let learners use their existing knowledge of language to convey their	1. Teacher explains the task instructions. 2. Teacher assigns learners to work in groups planning to do and do the role-play simulations as tourist guides demonstrating how to cook a Thai dish at a Thai cooking school of their own. 3. Teacher evaluates learners' role-play	1. Learners may ask for any clarification. (5 min) 2.1. Learners work in group selecting a kind of Thai food they want to demonstrate, sharing responsibilities, planning who is doing what etc. to carry out the tasks.	- Task sheet 2: Planning guideline task sheet - 3 short conversations (5 minutes total) from the commercial text book, Synergy 2). - Supplementary sheet about necessary social exchanges and communication skills	• Teacher makes sure that the instructions are clear and opens the floor for learners to check their understanding. • Teacher ensures that learners understand what the task involves, what its goals are and what outcome is required. • Teacher makes sure that

message in English meaningfully to carry out the task	simulations using the evaluation sheet.	2.2. Each group completes a task sheet with planning guideline and then hand in a copy to the teacher. (35 min)	needed by a tourist guide at work. - 4 clips of Thai cooking (30 minutes total) from the internet websites. - Associated internet websites for more access. (Optional for more access)	learners are on the right job. • Teacher may act as linguistic advisor if necessary. • Teacher ensures that learners fulfill the purpose for listening to the other group's presentation.
3. To let learners work in group solving the problem or find the answers 4. To provide learners a chance to use English to present their work orally in front of class.		2.3. Learners present their work to the whole class. 2.4. Learners evaluate their own and their peers' role-play simulations. (150 min: 15min for each presentation)	- Recordings of learners' presentations - Evaluation sheet	***Self evaluation** • ***Peer evaluation** • ***Presentation evaluation by teacher** **Remark:** the sign * refers to assessment part
To give learners the opportunity for explicit language instruction in context	**Language focus** 1. Teacher randomly plays the recordings of group presentations and asks learners to comment, or ask questions on the problematic language or linguistic features. 2. Teacher comments, explains, answers the questions when necessary and then fills up what the students miss and corrects the common errors students have made during the task-cycle stage.	1.1. Learners comment, correct or ask questions on the problematic language or linguistic features. (30 min)	- Recordings of learners' presentation)	• Teacher encourages learners to comment, or ask questions on the problematic language or linguistic features. • Teacher makes sure that every problematic language or linguistic feature has been discussed.

Remark: All clips and the names of the related websites are given to each student for more access.

Module1: Essential language skills and communication skills for a tourist guide
Sample lesson plan: Pedagogical task 2: A tourist guide and social exchanges, information presentation, language and communication skills (Revision): Tourist attractions and/or local knowledge (2 weeks)

Performance objectives of pedagogical task 2:
1. Students will be able to obtain and orally give the required information as well as   express their opinions of what they like and dislike about each tour presentation in the presented audio-visualclips.
2. Students will be able to do the role-play simulation as tourist guides using language skills and communications skills receiving a tour group at a particular place and taking the tour group to the tourist sites
3. Students will be able to present the local knowledge, local life, local tradition, or local tourist attractions via PowerPoint presentation or other better preferred method.

Objectives	Teacher and activities	Learners		Evaluation/Remarks

1. To remind learners the use of social exchanges and communication skills as well as to introduce topic of how to present local knowledge and tourist attractions which in turns help learners recall and activate words and phrases that will be useful during the task- cycle stage.	**Pre-task**
	1. Teacher introduces the topic of how to present spots of interest and/or local knowledge.
	   1.1. Teacher presents audio CDs of tourist guides leading the tour groups.
	
	   1.2 Teacher asks learners to identify social exchanges, backchannels, negotiation of meaning used by tourist guides and tourists as well as what words, phrases or sentences they like or notice from their listening.
		1.1.1.Learners listen while looking at the scripts.
		
		1.2. 1. Learners orally give some examples of social exchanges, backchannels, negotiation of meaning used by tourist guides as well as words, phrases or sentences they like or notice. (Whole class activity).
		(15 min)
			- English conversation of tourist guides and tour groups from the commercial text book, Let's talk 3, Track 22: 5 minutes total)
			-The scripts are provided while listening.
				• Scripts are given to each learner.
				
				• Teacher ensures that learners understand what the task involves, what the goals are and what outcome is required.

2. To give class relevant exposure to topic-related talk	2. Model text presentation 2.1. Teacher presents 5 presentations of tourist guides describing places of interest, local life and local wisdom via audio-visual clips (Twice each)	2.1.1. Each learner watches and listens to only three presentations and then evaluate the tourist guides'	-5 video clips (30 min total) from internet websites. -Task sheet 1: Spots of interest or local knowledge - Each presentation will be played twice.	• Learners have a chance to listen and watch the clips, twice each.

	and asks learners to evaluate the work of the first three presenters. For the rest two clips, teachers and students have a discussion concerning the language and communication skills each presenter has used during his work while watching. 2.2. Teacher distributes the information-gap task sheets on the topic of " Umbrella making".	work by filling in the required information in the task sheets. 2.1.2. Learners hand in the task sheets to the teacher. (90 min) 2.2.1.Learners work in group doing the information-gap task. 2.2.2. Learners hand in the task sheets to the teacher. (30 min)	- Each member of the group will be given the scripts of the presentations after the tasks. -Task sheet 2: Information gap-task sheets are given to each learner	• A task sheet is provided for each learner. • ***The completed task sheets of each learner.** • Learners work in group. • ***The recording of the mixed ability group of five is to be operated to investigate student engagement.**
1.To ensure that learners understand what the task involves, what its goals are and what outcome is required 2.To let learners use their existing knowledge to convey their message in English meaningfully to carry out the task . 3. To let learners work in group solving the problem or find the answers 4. To provide them a chance to use	**Task-cycle** 1. Teacher explains the task instructions. 2. Teacher assigns learners to work in groups planning to do and do the role-play simulations as tourist guides leading a tour group, starting from receiving tourists from the airport to the place of interest/local festivals or traditions/visit the local life/visit local wisdom or other interesting things of their interest, and make the PowerPoint presentation, video clips or any other better methods presenting their work to the whole class. 3. Teacher evaluates learners' role-play simulations using an evaluation sheet.	1. Learners may ask for any clarification. (5 min) 2.1. Learners work in group discussing, deciding what they want to work on as well as planning the task . 2.2 Each group completes a task sheet with planning guideline and hands in a copy to the teacher. (40 min) 2.3. Learners do the role-play simulations. 2.4. Each other group rotates to act as tourists and may ask some related questions while the rest do the evaluation.	-Task sheet 3: Planning guideline task sheet -Recording (mix-ability group of 5) -PowerPoint / video clip presentation or any other better methods -Evaluation sheets	• Teacher makes sure that the instructions are clear and opens the floor for learners to check their understanding. • Teacher makes sure that learners are on the right job. • ***The recording of the mixed ability group of five is to be operated to investigate student engagement .** • Teacher may act as linguistic advisor if necessary. • Teacher ensures that learners fulfill purpose for observing the other group's role-play

English to present their work orally in front of people 5.To let learners create their work on their own ways and thought		2.5. Learners evaluate their own presentation and the other group's role-play simulation. (15 min/each: 135 min total)		simulation. • Evaluation sheets are provided. • ***Role-play simulation evaluation by teacher via an evaluation sheet.** • ***Self evaluation** • ***Peer evaluation** ***This is considered to be a mid -term test** **Remark:** the sign * refers to assessment part
To give learners the opportunity for explicit language instruction in context	**Language focus** 1. Teacher plays some clips presented in the pre-task stage one by one and asks learners to comment, or ask questions on the problematic language or linguistic features. 2. Teacher comments, explains, answers the questions when necessary and then fills up what the learners miss and the common errors learners have made during the task-cycle stage.	1.1. Learners comment, correct or ask questions on the problematic language or linguistic features. (45 min)	- Audio visual clips	• Teacher encourages learners to comment, or ask questions on the problematic language or linguistic features. • Teacher makes sure that every problematic language or linguistic features have been discussed and explained.

Remark: All clips and the names of the related websites are given to each student for more access.

Module2: Practicum
Sample lesson plan: Real-world task 1: Launching a tour package (3 weeks)

Performance objectives of real-world task 1 :
1. Students will be able to conduct a mini-interview with some tourists travelling to Chiang Mai for information needed for launching a tour.
2. **Students will be able to plan and launch the reasonable tour package with an itinerary for those tourists they interviewed.**
3. Students will be able to do the role-play simulations presenting the tour package to the tourists in front of the class.
4. Students will be able to give the reflection on their real-world task.

Objectives	Teacher and activities	Learners		Evaluation/Remarks

1.To ensure that learners understand what the task involves, what its goals are and what outcome is required
 	
2.To let learners experiment their existing knowledge and accumulated knowledge they have learnt from module 1
 	
3.To let learners launch the relevant tour
	Task-cycle
	1. Teacher explains the task instructions.
	
	2. Teacher assigns learners to decide the type of tour they want to launch.
	  2,1. Teacher assigns learners to interview at least 5 tourists travelling in Chiang Mai , who are interested in the tour type they want to launch, for the information of what they want to do and see in Chiang Mai (and about their perceptions on being a good tourist guide: this part will be the information for use in the real-world task 2).
	
	  2.2. Teacher assigns learners to plan and launch a tour package with itinerary for those tourists and present their
		1. Learners may ask for any clarification.
		(5 min)
		
		2.1. Learners make a group decision on the tour type they will launch. Also provide some reasons for the decision.
		(15 min)
		
		2.2. Learners work in group discussing, planning their work for the interview with tourists.
		(40 min)
		2.3. Learners do the interview job outside class.
		(120 min)
		2.4. Learners plan and launch a tour package for those tourists with the relevant tour itinerary.
			-Task sheet 1
			
			-Recordings
			
			- Authentic tour itineraries and brochures (as examples)
				• Teacher makes sure that the instructions are clear and opens the floor for learners to check their understanding.
				
				• Teacher makes sure that learners are on the right job.
				• The recording of the mixed group ability of five is to be operated.
				• Authentic brochures with tour itineraries are available as samples.
				• Teacher may act as linguistic advisor if necessary.
				
				• *Teacher ensures that learners fulfill purpose of listening to the other group's presentation by self and peer evaluation.

package which is in accordance to the needs of tourists	work to the whole class.	Learners are suggested to make use of the information they obtained from the tourists they have interviewed together with other sources they can find.	-Recordings (mix-ability group of 5)	• *Teacher evaluates learners' work. • *Evaluation sheets are provided.
4. To let learners use English to convey their message meaningfully to carry out the task.	3. Teacher evaluates learners' role-play simulations using an evaluation sheet.	2.5. Learners plan and prepare to report their work. (180 min)		**Remark:** the sign * refers to assessment part
5.To let learners do the work in the real situations		2.6. Learners present the tour package to the whole class: 14 min for each group.	-PowerPoint presentation or any better methods	
6.To provide them a chance to use English to present their work orally in front of people		2.7. Learners evaluate their own presentation and the other group's presentations. (180 min)	- Evaluation sheet	
7.To let learners create their work on their own ways and thought		2.8. Learners reflect on their experiences with this real-world task by writing logs (group work: Home work assignment).	-Student's log guideline	

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Module2: Practicum
Sample lesson plan: Real-world task 2: Conducting tour outside class (4 weeks)

Performance objectives of real-world task 2 :
1. Students will be able to interview some tourist travelling to Chiang Mai for the information needed for conducting a tour and present the results of the interview in front of the class.
2. Students will be able to plan and conduct a tour outside class in the real situation.
3. Students will be able to give the reflection on their real-world task.

Objectives	Teacher and activities	Learners	Materials	Evaluation/Remarks
1.To ensure that learners understand what the task involves, what its goals are and what outcome is required 2.To let learners experiment their existing knowledge and accumulated knowledge they have learnt from module 1 3.To let learners work in group on their own pace using English to convey their message meaningfully to carry out the task	**Task-cycle** 1. Teacher explains the task instruction. 2. Teacher assigns learners to interview at least 5 tourists travelling in Chiang Mai about their perceptions about being a good tourist guide and present the results to the whole class: this part will be done when learners do the interview with tourists in their jobs of interview in the previous real world task. 3. Teacher assigns learners to conduct a short tour outside class in the real situation. Each member needs to act out as a tour guide. Work recordings are required for each group. 4. Teacher evaluates learners' role-play simulations using an evaluation sheet.	1. Learners may ask for any clarification. (5 min) 2.1. Learners work in group discussing, planning their work for the interview with tourist and then do the interview job outside class. 2.2. Learners present the results of the interview to the class. (175 min) 3.1. Learners work in groups selecting a place of interest. 3.2. Learners make a plan to conduct the tour within the group members. 3.3. Learners report the tentative plan to the class. (180 min) 3.4. Learners conduct a short tour outside class in the real	-Task sheet 1 -PowerPoint presentation -Task sheet 2 -Recording (mix-ability group of 5) -Recordings - PowerPoint presentation or any other better method.	• Teacher makes sure that the instructions are clear and open the floor for learners to check their understanding. • Teacher ensures that learners understand what the task involves, what its goals are and what outcome is required. • Teacher make sure that learners are on the right job. • The recording of the mixed group ability of five is to be operated. • Teacher may act as linguistic advisor if necessary. • Learners record their work outside class. • *Evaluation sheets are provided. • *Teacher ensures that learners fulfill purpose of listening by self and peer evaluation. • *Teacher evaluates learners' work. **Remark:** the sign * refers to assessment part

| and to provide them a chance to use English to present their work orally in front of people

4.To let learners do the work as tourist guides in the real situations

5.To let learners create their work on their own ways and thought | | situation. Work recordings are required for each group.

(180 min)

3.5. Learners report their experiences to the whole class: 14 min for each group: (Each member of the group is required to talk about this real-world task experience to the class).

(180 min)

3.7. Learners reflect on their experiences with this real-world task by writing logs (group work: Homework assignment). |

- Student's log guideline | |

Language focus for the real-world tasks (Real-world task 1 and 2)
Sample lesson plan

| To give learners the opportunity for explicit language instruction in context | **Language focus**

1. Teacher plays each group of learners' work recordings one by one and invite them to comment, or ask questions on the problematic language or linguistic features.

2. Teacher comments, explains, answers the questions when necessary and then fills up what the students miss and the common errors students have made during the task-cycle stage. | 1.1. Learners comment, correct or ask questions on the problematic language or linguistic features. | Real-world task recordings (outside class-task) | Teacher encourages learners to comment, or ask questions on the problematic language or linguistic features.

Teacher makes sure that every problematic language or linguistic feature has been discussed and explained. |

Appendix O
A Checklist for the Expert to Validate the Oral English Communication Ability Test

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This checklist is a guideline for assessing the English oral communication ability test for the research titled "A Development of the English Tourist Guides Course Using task-based Approach to Enhance the English Oral communication ability of Chiang Mai Rajabhat University Undergraduates".

Role-play simulation

Situation

Participants will be given a task sheet with a role-play situation which tells participants to act out the role-play as a tourist guide with the rater who will be assigned to be a tourist traveling to Chiang Mai. Participants will be randomly assigned to talk about one of six tourist attractions from six different places with the video clip presentation in the laptop. Adequate information of a particular place will be provided so that they may make use of them. The participants will have 5 minutes for talk preparation, and 10 minutes for talk delivery. The participants will be interrupted with some questions concerning the tourist attraction by the rater during their talk.

Please respond to each statement by marking a tick (√) in the box that is relevant to your opinion and please feel free to write your comments or suggestions in the last column of each topic.

No	Item	Opinion			Comment
		Yes	No	Quest-ionable	
1.	The test is relevant to the course objectives.				
	1. Students will be able to use conversation expressions necessary for a tourist guide such as greeting , introduction, small talk, and leave-taking.				
	2. Students will be able to use non-verbal communication and backchannels e.g. gestures, facial expression, eye contact, head or body movements, grunts, smiles and laughter.				
	3. Students will be able to give information or deliver thoughts of knowledge about local tourist attraction history orally.				
	4. Students will be able to answer both general questions or common questions asked by tourists.				

No	Item	Opinion			Comment
		Yes	No	Quest-ionable	
	5. Students will be able to make use of negotiation of meaning behaviors to enhance conversation.				
	6. Students will be able to conduct a short tour for tourists				
2.	The test task can assess the students' language skills.				
3.	The test task can evaluate the ability to make use of communication skills.				
4.	The test task can assess the ability to use English to conduct a tour.				
5.	The test task can assess students' language ability in some specific real-world activities of a tourist guide.				
6.	The test task is related to the real-world task.				
7.	The target language use (TLU) in real situations and the test task are well matched.				
8.	The test is suitable for the developmental level of the individual being assessed.				
9.	The test clearly identifies the range of responses.				
10.	The instruction is clear and easy to understand.				
11.	Time allotment is reasonable				
12.	Materials are appropriate.				
13.	The length of the test is appropriate.				

Other comments and suggestions

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Thank you very much for your valuable comments and suggestions.

Appendix P

A Checklist for the Expert to Validate the Oral English Communication Scoring Rubrics

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This checklist is a guideline for assessing the oral English communication scoring rubrics for the oral English communication ability test for the research titled "A Development of the English Tourist Guides Course Using task-based Approach to Enhance the English Oral communication ability of Chiang Mai Rajabhat University Undergraduates". The scoring rubrics will be used why observing the recording of the test.

As the evidence of the changing status of English as a lingual franca, and the situation of increasing number of non-native speaking people which is far outnumber the native speakers and the target language domain use which is relevant to the course and the target group, this study may be English lingual franca-oriented on teaching and evaluation. Hence, the evaluation should focus on the knowledge and language features that concern intelligibility, negotiation for meaning, communication skills rather than native target-like with grammar, pronunciation, syntax but put the more importance on strategic competence on communication ability which is as an important part of all communicative use. Assessment is often via assessment of ability to carry out tasks in English.

Role-play simulation Test

Participants will be given a task sheet with a role-play situation which tells participants to act out the role-play as a tourist guide with the rater who will be assigned to be a tourist traveling to Chiang Mai. Participants will be randomly assigned to talk about one of six tourist attractions from six different places with the video clip presentation in the laptop. Adequate information of a particular place will be provided so that they may make use of them. The participants will have 5 minutes for talk preparation, and 10 minutes for talk delivery. The participants will be interrupted with some questions concerning the tourist attraction by the rater during their talk.

Please respond to each statement by marking a tick (√) in the box that is relevant to your opinion. Please feel free to write your comments and suggestions for each description.

No	Item	Opinion			Comment
		Yes	No	Quest-ionable	
1.	The scoring rubric is relevant to the course objectives.				
	1. Students will be able to use conversation expressions necessary for a tourist guide such as greeting , introduction, small talk, and leave-taking.				
	2. Students will be able to use non-verbal communication and backchannels e.g. gestures, facial expression, eye contact, head or body movements, grunts, smiles and laughter.				
	3. Students will be able to give information or deliver thoughts of knowledge about local tourist attraction history orally.				

No	Item	Opinion			Comment
		Yes	No	Quest-ionable	
	4. Students will be able to answer both general questions or common questions asked by tourists				
	5. Students will be able to make use of negotiation of meaning behaviors to enhance conversation.				
	6. Students will be able to conduct a short tour for tourists				
2.	The scoring rubrics assess students' language ability in some specific real world tasks of a tourist guide				
3.	The scoring rubrics can evaluate the ability to give information about a certain tourist attraction				
4.	The scoring rubrics can evaluate the ability to use English to conduct a tour				
5.	The scoring rubrics can evaluate the ability to make use of communication skills				
6.	The scoring rubrics can evaluate the ability to use language skills				
7.	Each scale of the scoring rubrics can assess the intended responses				
8.	Each scale assesses different aspects and components of oral English communication ability including language skills and communication skills				
9.	The scoring rubrics are appropriate and relevant to the course intention in terms of the assessment				
10.	The scoring rubric scales are more objective and consistent				
11.	The number of the scoring rubrics is appropriate.				
12.	The instruction is clear and easy to understand				

Other comments and suggestions

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Thank you very much for your valuable comments and suggestions.

Biography

Nittaya Sanguanngarm obtained her first degree in English and master degree in Teaching English as a Foreign Language from Chiang Mai University. She has involved in teaching profession since 1985. Nittaya is currently a lecturer at Chiang Mai Rajabhat University and received a scholarship from Chiang Mai Rajabhat University to further her Ph.D study in English as an International language at Chulalongkorn University. Her areas of interest are learning styles, autonomous learning, brain-based learning, learning motivation and curriculum development.