

English Language Competency Development of Tour Guides in Maha Sarakham Province in Preparation for the ASEAN Community by Integrating Three Concept-Centered Instructional Models and Using English in Actual Situations

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Abstract: The paper presents only the results of phase 1 of the research project on “English Language Competency Development of Tour Guides in Mahasarakham Province in Preparation for the ASEAN Community by Integrating three Concept-Centered Instructional Models and Using English in Actual Situations”. The major aim of phase 1 is to design and develop an English curriculum for tour guides in Maha Sarakham province by intergarting three concept-centered instructional models: Student-Centered Instruction, Communicative Approach and Teching-Learning-Cycle. The research focused on analyzing English language competency and needs for English competency development of the target groups: one hundred and seventy one 3rd year students of the English Program, Business English Program and Hotel and Tourism Program of Rajabhat Maha Sarakham University in 2015. The English for tour guide curriculum was designed and assessed by five experts in English, curricullum and instruction and tourism. The instrument was three sets of an assessment form and a questionnaire. The statistics used were mean and standard deviation. The research findings showed that the average English competency of the students in English for tour guides was at a high level. Three high rated items of the competency were English for tour guides, tourism management, and knowledge of the tourist attractions in Maha Sarakham ($\bar{X} = 3.76, 3.63$ and 3.62). One moderate rated item of the competency was English for the tourist attractions in Maha Sarakham province ($\bar{X} = 3.43$). Additinally, the overall need of the students for English competency development was at a high level ($\bar{X} = 4.07$). Eight high rated items of the needs were learning assessment, trainer, importance of English competency development, training method, expected outcome, training period and knowledge of the tourist attractions in Maha Sarakham ($\bar{X} = 4.39, 4.31, 4.27, 4.25, 4.23, 3.98, 3.63$ and 3.54) respectively. Regarding the curriculum design and development, the findings revealed that the IOC index of the curriculum was .82. The overall level of the accuracy and appropriateness of the curriculum assessed by the experts was at the highest level ($\bar{X} = 4.66$). Seven high rated items of the curriculum was training period, training place, title of curriculum, course description, learning objectives, trainer, and learning activities. In conclusion, the study indicates that the English curriculum is practical and appropriate for English competency development of the students, tourism personnel and tour guides in archeological toursim, cultural tourism, town and community tourism, ecotourism and agrotourism in Maha Sarakham.

Key words: *English Language Competency Development, Tour Guides, Maha Sarakham Province, ASEAN Community, Three Concept-Centered Instructional Models, Actual Situations*

Introduction

National satrategies of Thailand emphaze increasing the capacity for competition, well-being, equality and jutice of Thais through the previous conditions, increasing their income from new opportunity of jobs for the balance and sustainability. One of the major startegies is increasing the capacity of tourism and services for the competition. The Eleventh National Economic and Social Development Plan (2012) states that human resource is a key factor for the sustainable development of the country. Because knowledge and professional skills of houman resources are able to be developed for stability and suatainability of Thailand. Delahaye, Brian. (2005) assrts that human resource development is a key and continuous process for knowledge and professional skills of personnel in any organization. Ratanaubon (2011) asserts that training is an efficient strategy for developing knowledge, skills and attitude of all personnel in the organization. In conclusion, training is an important primary method for human resource development, including local and national development.

Tourism industry has been one of the major industries for national economic development of Thailand Two main goals of the national policies on tourism of Thailand are to create jobs and income of people and to establish the toruism center in the Southeast Asia and to be the gateway to Mekhong sub-region countries..Thailand Executive Diary (2008) showed that the most income of Thailand was from tourism industry about 43 billion baht. Tourism Authority of Thailand has worked on many tourism projects with

both public and private sectors to promote tourism of Thailand for increasing income and improving quality of life of people in Thailand. Additionally, the tourism projects have been carried out by both the public and private sectors in all regions of Thailand, the tourism has provided people of Thailand with more jobs and income. In conclusion, the tourism projects are one of the major strategies for job opportunities and incomes of people in communities throughout Thailand.

LITERATURE REVIEW

Tourism Authority of Thailand (2007) states that the major aim of the national policy on tourism in 2007-2011 was to develop the tourist attractions and increase the income of people in all regions of Thailand from tourism. The policy on tourism emphasized creating the balance of economy, society and environment through the tourism connection with local and regional tourism attractions especially the Great Mekhong sub-region countries. Additionally, East - West Economic Corridor (EWEC) has been established to connect Danang in Vietnam, Suwanaket in Lao, Mukdaharn, Kalasin, Khon Kaen, Pissulok and Tak in Thailand – Moalahaeng in Myanmar (Loei Rajabhat University, 2006 : 1-2). The reputation of these countries for tourism is history, archeology, arts, culture and natural resources. Tourism Authority of Thailand initiated the tourism promotion projects of 2007-2010 in the northern Thailand. The projects focused on promoting its identity, prominence and value, for example, Amazing Isan Mega Fam Trip, Dinosaur Route, Khmer Civilization, Aient Civilization, Buddhism Route, and Famous Monk Route.

Tourism Authority of Thailand Northeastern Office Region 3 has initiated and promoted the tourism places in the Roi-Kaen-Sarn-Sil Provincial Cluster, four provinces in the heart of northeastern region. The reputation of these province for tourism is archeology, culture, and environment such as Prasart Pueanoi, Pratha Khamkaen, Kohn Kaen National Museum, Prathat Nadun, Prang Ku, Kukasingh, Pramaha Chedichaimongkol, Pupamarn national park, Phuwiang National park, Ubonrat Dam, Kosumpi Forest Park, Dunrampun No Hunting Area, Kaen Nakhon Reservoir, Palanchai Reservoir, Pa Nam Yoi National Park, Sirinhorn Dinosaur Museum, Lampau Dam and Phupo Buddha Image

Tour guide is an important person who provides both Thai and foreign tourists with knowledge, entertainment, and impression of pleasure with the tourism places. Therefore, it is important to develop both knowledge, professional skills and foreign language of tour guides. Tourism Authority of Thailand (2006) reported that the most foreign tourists to Thailand were from English native speaking countries : European countries, the United States of America, and Australia. Additionally, Tourism Authority of Thailand (2008) reported that there were totally 31,548 official tour guides in Thailand and there were only 1,122 official tour guides in the northeast of Thailand (3.55%).

One of the important abilities of Thai people in various occupations in the regional and international competition is foreign language competency such as English, French, German, Chinese, and Japanese. Paradowski, (2008) states that English is an international language for educational, economic, social and political purposes. Termpitayapisit, A. (2011) asserts that English is a working language in the ASEAN Community countries. Therefore, English competency development of Thai people is a necessary preparation for communication among people in the ASEAN Community countries.

Ministry of Education (1996) states that English has been taught in both basic education level and higher education level for many decades in Thailand. However, teaching English is not successful in Thailand. The failure may be caused by teaching methodology, teaching materials, time and motivation of learners. According to the educational reform of Thailand, teaching methodology has changed from teacher-centered instruction to learner-centered instruction focusing on learning by doing. Ratchain (2010) argues that most of Thai teachers have used the teacher-centered instruction. The teachers need to know of learner-centered instructional model precisely for efficient and appropriate learning activities.

Learner-Centered Instruction (LCI) is an important instructional model for language learning and self assessment of language learning. Nunan (1992) claims that teachers can achieve the goals of their language classes, they should consider the personal information of learners such as educational background, beliefs, cognitive style, learning strategies, motivation and attitude. These factors are necessary for language teachers to design active and meaningful learning activities which provide the students more interact with language. Nunan (1991) states that student-centered instruction provides learners with the appropriate and efficient practice, procedure, study skills, lesson plans, teaching materials, textbooks, teaching methods. Additionally, the assessment focuses on an ongoing assessment, language proficiency of both linguistics and communicative competence. Khaemane (2004) asserts that

teaching methodology of student-centered instruction provides students with active participation: active physical participation, active intellectual participation, active emotional participation, and active social participation.

Additionally, Communicative Approach (CA) is an important instructional model of language teaching for communication. The major aim is to emphasize knowledge of vocabulary, grammar with meaning, including four English skills: listening, speaking, reading and writing and the abilities in English communication by designing various learning activities through five steps: warm up, presentation, practice, production and wrap up.

Burns (1991) states that Teaching –Learning Cycle (TLC) is an important instructional model for language learning focusing on designing learning activities and organizing the activities systemically through four steps: building context of the topic, modeling the genre under focus, joint construction of the genre and independent construction of the genre

Sopa (2007) surveyed needs of university students and tourism personnel in Khon Khean, Maha Sarakham, Kalasin and Roi-Et provinces for English language competency development. The study shows that the overall need of the respondents for English competency development was at a high level. English has been very important for both present and future job. The contents focus on social interaction, giving information and exploring and visiting tourist attractions. Regarding teaching methodology, they needed to study English in a small group with native English speakers and experts in English and also practice English in actual situations. Boonyawatana (1999) stated that 91.25% of the respondents, university students strongly agreed with the necessity of English for tourism industry. Sopa (2014) reported that the overall English competency of the farm personnel of Khok Ko Diary farm, an eco-agrotourism attraction in Mahasarakham was at a low level, and the overall need of the personnel for English competency development was at a high level.

Regarding the importance and the current conditions of the tourism industry mentioned, English competency development of university students and tourism personnel in Thailand is necessary to prepare for communication and work in the ASEAN Community countries. Three concept-centered-instructional models and using English in actual situations are integrated for language competency development of students and tourism personnel in Maha Sarakham province. Additionally, the English competency development project offered by the office of International Relations and International Education, Rajabhat Maha Sarakham University has served the national policy of Thailand on increasing foreign language competency for national economic and social expansion, including the regional and international competition. Tour guides are key persons who give knowledge and promote tourism attractions in Thailand and also create the impression to the tourists. The research for English language competency development of university students, tourism personnel and tour guides will focus on listening, speaking and reading skills through three phases: curriculum design and development, curriculum implementation and curriculum evaluation and conclusion.

Objectives:

1. to analyze current problems and needs of university students and tourism personnel for English competency development in Maha Sarakham province
2. to design and develop an efficient training curriculum for English competency development of university students and tourism personnel in Maha Sarakham province by integrating three concept-centered-instructional models: Student-Centered Instruction, Communicative Approach and Teaching-Learning Cycle.

Hypothesis:

An English training curriculum of English language competency development by integrating three concept-centered instructional models is practical and appropriate for university students and tourism personnel in Maha Sarakham province who will participate in the English language competency development project organized by the Office of International Relations and International Education, Rajabhat Maha Sarakham University in 2017.

Scope

Conceptual Framework

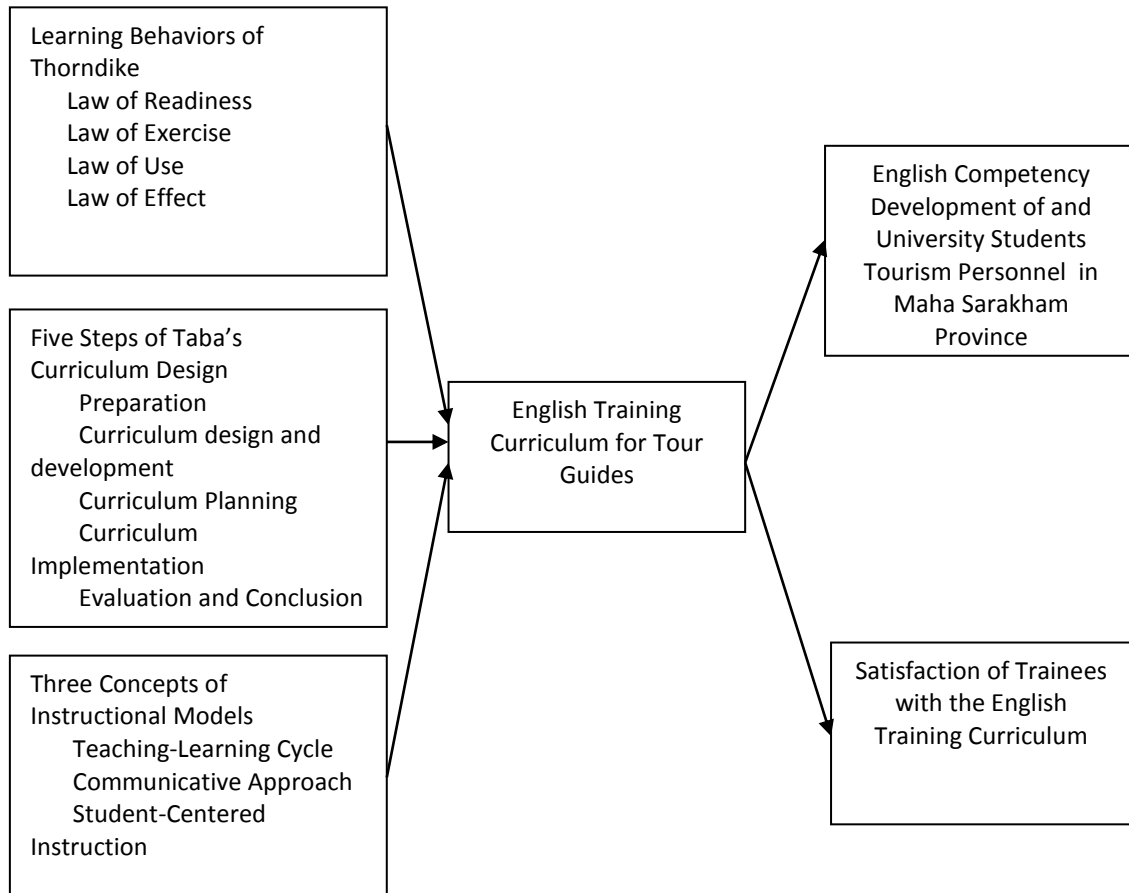


Figure 1: Conceptual Framework

Research Methodology

1. The quantitative research and qualitative research methods are employed to design an experimental research for English competency development of both university students and tourism personnel focusing on archeological, cultural, community, ecotourism and agro-tourism in Maha Sarakham province. The research is divided into two phases: 1) curriculum design and development in 2016 and 2) curriculum implementation and evaluation in 2017.

2.Target Population

The target population of phase I was 171 third year students of the English program, the Business English program, Faculty of Humanities and Social Sciences and the Hotel and Tourism program, Faculty of Management Science, Rajabhat Maha Sarakham University in 2015.

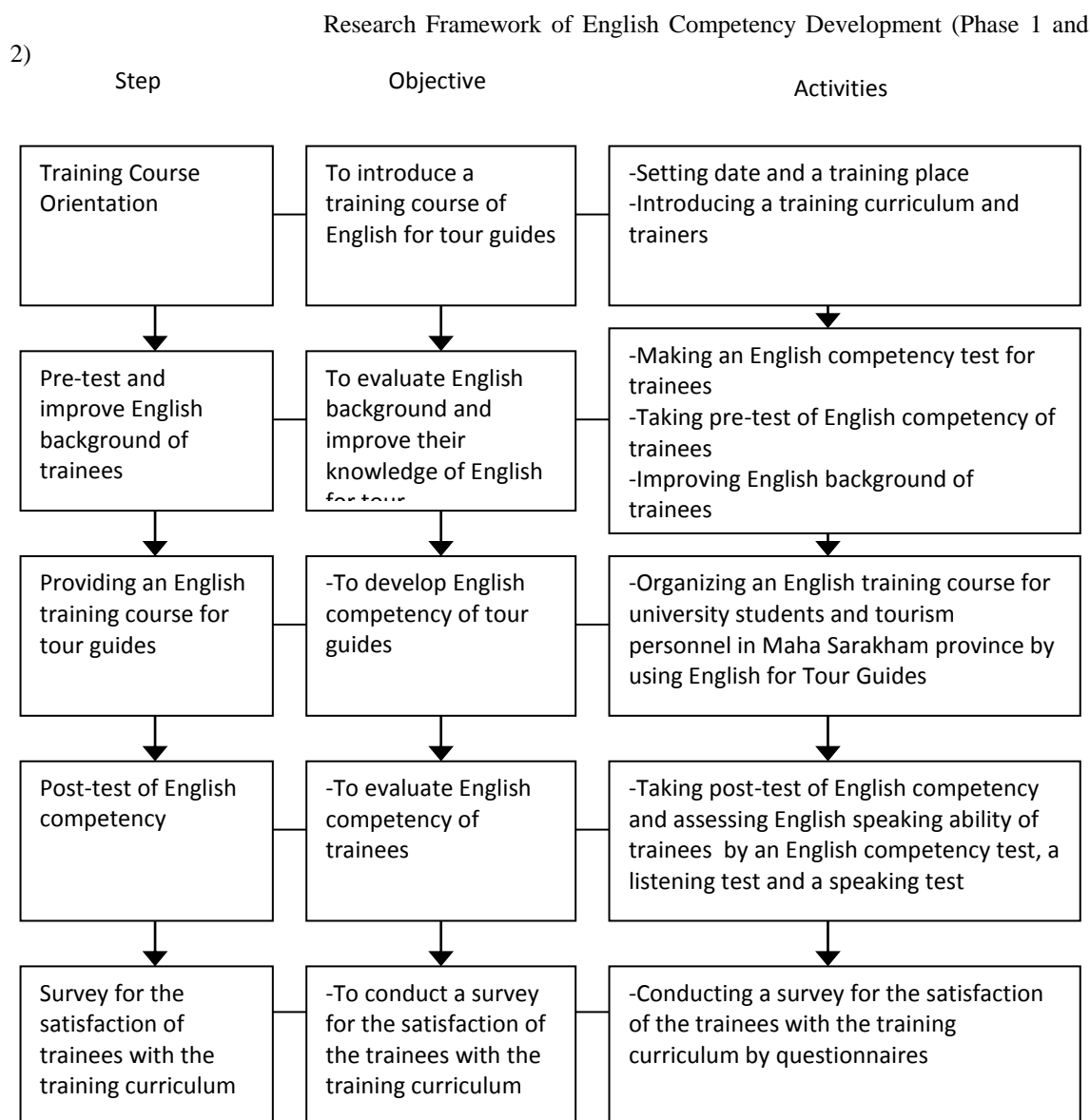
3. Research variables:

3.1 Dependent variable was an English training curriculum for tour guides in archeological, cultural, community, ecotourism and agro-tourism in Maha Sarakham province by integrating three concept-centered-instructional models: Learner-Centered Instruction, Communicative Approach and Teaching Learning Cycle.

3.2 Independent Variable was an efficient training curriculum for tour guides in archeological, cultural, community, ecotourism and agro-tourism in Maha Sarakham province.

4. Research instrument is three sets of an assessment form: English language competency, an IOC index, and accuracy and appropriateness of the training curriculum, and a questionnaire of needs for English language competency development.

5. Research framework is divided into two phases: Phase I focused on four steps: documentary study, problem and need analysis, curriculum design and development. Phase II focuses on three steps: curriculum implementation, evaluation and conclusion.



Research Statistics:

1. Descriptive Statistics: The arithmetic mean was used to provide an average English competency, need of the students for English competency development, and quality of English training curriculum. The standard deviation is used to show the variation of average score, need of the students and the quality of the training curriculum.
2. IOC index was used to assess the confirmation of an English training curriculum, a self assessment form and questionnaire.
3. Cronbach's Alpha was determined by SPSS program to ascertain the reliability of the questionnaire and self-assessment form.

Data Collection

1. English competency of university students was assessed by a self-Assessment form of 171 3rd year students from three programs: English program, Business English program, Faculty of Humanities and Social Science, and Hotel and Tourism program, Faculty of Management Science, Rajabhat Maha Sarakham University in 2015.
2. Needs of the students for English competency development were collected by questionnaires from 171 3rd year students from three programs: English program, Business English program, Faculty of Humanities and Social Science, and Hotel and Tourism program, Faculty of Management Science, Rajabhat Maha Sarakham University in 2015.
3. English curriculum for Tour guides was designed based on needs of the students by integrating three concept-centered instructional models, and the quality of the training curriculum was assessed by five experts: English native teacher, lecturer of curriculum and instruction program, lecturer of English study program, lecturer of tourism program.

Data Analysis

Data analysis was divided into four parts: personal information, English competency, needs for English competency development and quality of an English training curriculum.

1. The data of English competency was collected by a self- assessment form from 171 3rd year students of the English program, Business English program and Hotel and Tourism program, Rajabhat Maha Sarakham university. The data was calculated, tabulated, and analyzed by means of statistical procedures.
2. The data of need for English competency development was collected by a questionnaire from 171 3rd year students of the English program, Business English program and Hotel and Tourism program, Rajabhat Maha Sarakham university. The data was calculated, tabulated, and analyzed by means of statistical procedures.
3. The quality and IOC index of the English training curriculum was assessed by five experts: English native teacher, lecturer of curriculum and instruction program, lecturer of English study program, lecturer of tourism program. The data was calculated, tabulated, and analyzed by means of statistical procedures.

Research Results

The paper presents only the results of phase 1 of the research project on "English Language Competency Development of Tour Guides in Mahasarakham Province in Preparation for the ASEAN Community by Integrating three Concept-Centered Instructional Models and Using English in Actual Situations".

1. Personal information

The study showed that the general data of the students consisted of 100 percent of 18-25-year-old students and they studied in undergraduate level at Rajabhat Maha Sarakham University, 95.30 percent of the students were female, and 99.40 percent of the students did not have experience in tourism profession.

2. Self-assessment of Rajabhat Maha Sarakham University students in English for tour guides

Table 1
Self-Assessment of RMU Students in English for Tour Guides

Statement	\bar{X}	S.D.
1. Knowledge of Tourist Attractions in Maha Sarakham		
1.1 You know general information of Maha Sarakham such as geography, transportation, occupation, culture, traditions, way of life and history.	3.68	.67
1.2 You know ecotourism attractions in Maha Sarakham	3.36	.95
1.3 You know agro-otourism attractions in Maha Sarakham	3.74	.86
1.4 You know cultural tourism attractions in Maha Sarakham	3.71	.85
Total	3.62	.95
2. English Competency of Tourist Attractions in Maha Sarakham		
2.1 You are ble to give general information of Maha Sarakham in English such as geography, transportation, occupation, culture, traditions, way of life and history.	3.57	.69
2.2 You are able to give information of ecotourism attractions in Maha Sarakham in English.	3.44	.85
2.3 You are able to give information of agro-otourism attractions in Maha Sarakham in English.	3.40	.67
2.4 You are able to give information of ecotourism attractions in Maha Sarakham in English	3.35	.68
2.5 You are able to give information of health tourism attractions in Maha Sarakham in English.	3.42	.86
Total	3.43	.88
3. English Competency for Tour Guides		
3.1 You are able to use English in greeting tourists.	3.88	.87
3.2 You are able to use English in introducing people.	3.78	.85
3.3 You are able to use English in making small talk.	3.84	.68
3.4 You are able to use English in Giving opinions.	3.65	.69
3.5 You are able to use English in accepting praise and criticism.	3.61	.84
3.6 You are able to use English in dealing with complaints.	3.72	.85
3.7 You are able to use English in coping with emergencies.	3.66	.86
3.8 You are able to use English in saying goodbye.	3.91	.78
3.9 You are able to use English in talking about days, dates and time.	3.90	.85
3.10 You are able to use English in talking about distance, area, and length of time.	3.82	.65
3.11 You are able to use English in talking about an itinerary.	3.70	.87
Total	3.76	.84
4. Tourism Management		
4.1 Efficiency of the services to tourists as a tour guide	3.62	.68
4.2 Ability in managing tour programs for tourists	3.63	.87
4.3 Strategies of communiton and preparation for tourists	3.64	.89
Total	3.63	.86
All 4 Major Items	3.66	.88

The findings showed that the average English competency of the RMU students in English for tour guides from the English program, Business English program and Hotel and Tourism program, Rajabhat Maha Sarakham University in 2015 was at a high level. Three high rated items of the competency were English for tour guides, tourism management, and knowledge of the tourist attractions in Maha Sarakham (\bar{X} = 3.76, 3.63 and 3.62. One moderate rated item of the competency was English for the tourist attractions in Maha Sarakham province (\bar{X} = 3.43).

3. Need of RMU students for English competency development

Table 2 Needs of RMU students for English competency development

Needs	Statement	\bar{X}	S.D.
1.Importance of English Competency Development	1. Importance of English for tour guides	4.20	.66
	2. Growing number of English speaking tourists	3.85	.67
	3.English is the working language for people in the ASEAN Community countries	4.78	.68
	Total	4.27	.74
2. Benefits of English Competency Development	4.You need to develop English for tour guides.	4.20	.75
	5. You need to be confident in using English for tour guides.	4.30	.76
	6. You need to improve the quality of services to tourists.	4.35	.77
	7.You need to improve the efficiency of tour program and service management.	4.20	.78
	8.You need to improve tour management in the regions to get the international standard.	4.10	.86
	Total	4.23	.78
3.Knowledge of Tourist Attractions in Maha Sarakham	9.You need to know general information of MahaSarakhm such as geography, transportation, occupation, culture, traditions, way of life and history.	3.85	.79
	10. You need to know archeological tourists attractions in Maha Sarakhm.	3.90	.81
	11 You need to know cultural tourists attractions in Maha Sarakhm	3.75	.82
	12. You need to know community tourist attractions in Maha Sarakhm.	3.65	.83
	13. You need to know ecotourist attractions in Maha Sarakhm.	3.75	.84
	14. You need to know agro-tourism attractions in Maha Sarakhm.	3.55	.85
	Total	3.54	.86
4 English for Tour Guides	15. You need to develop English competency in introducing people	3.68	.63
	16. You need to develop English competency in making small talk.	3.36	.68
	17. You need to develop English competency in giving opinions.	3.74	.67
	18. You need to develop English competency in accepting praise and criticism.	3.27	.84
	19. You need to develop English competency in dealing with complaints	3.62	.82
	20. You need to develop English competency in coping with emergencies.	3.55	.75
	21. You need to develop English competency in saying goodbye.	3.60	.74
	22. You need to develop English competency in	3.75	.77

	talking about days, dates and time.		
	23. You need to develop English competency in talking about distance, area, and length of time.	3.86	.81
	24. You need to develop English competency in talking about an itinerary.	3.95	.82
	Total	3.63	.84
5. Training Method	25. You need a short-term-training course (50, 60 or 90 hours)	4.50	.76
	26. You need to know English for tour guides and practice in actual situations	4.75	- .68
	27. You need to know English for tour guides and practice in classroom	4.20	- .67
	28. You need self- study through online program.	3.20	.69
	29. You need to study English for Tour guides in classroom	4.25	.74
	30. You need to study English for Tour guides in classroom and online program	4.10	.75
	31. You need to study English for tour guides in classroom and practice English in actual situations	4.78	.76
	Total	4.25	.78
6. Training Period	32. You need a 30-hour-training course.	3.30	.84
	33. You need a 60-hour-training course.ท่าน	4.50	.77
	34. You need a 90-hour-training course.	4.10	.75
	35. You need a 120-hour-training course.ท่าน	3.25	.74
	36. You need to study on weekday (Monday-Friday)	4.20	.73
	37. You need to study on weekend (Saturday-Sunday)	4.55	.72
	Total	3.98	.81
7. Trainer	38. You need a Thai trainer of English	4.50	.88
	39. You need an English native trainer.	4.10	.69
	40. You need both Thai and English native trainers.	4.35	.73
	Total	4.31	.74
8. Evaluation	41. You need a paper test for English competency assessment .	3.40	.75
	42. You need to assess your English competency in actual situations.	3.85	.78
	43. You need both a paper test and authentic assessment for your English competency.	4.25	.85
	Total	4.39	.79
	All 8 Major Items	4.07	.79

3. Additionally, the overall need of the students for English competency development was at a high level ($\bar{X} = 4.07$). Eight high rated items of the needs were learning assessment, trainer, importance of English competency development, training method, expected outcome, training period and knowledge of the tourist attractions in Maha Sarakham ($\bar{X} = 4.39$ 4.31 4.27 4.25 4.23 3.98 3.63 and 3.54) respectively.

4. Quality of the English training curriculum

Table 3*IOC Index of the training curriculum, course description and learning objectives assessed by five experts*

No	Statement	Degree of Assessment					
		1	2	3	4	5	Total
1	Title of Curriculum	+1	+1	+1	+1	+1	1
2	Course Description	+1	+1	+1	+1	+1	1
3	Learning Objectives	+1	+1	+1	+1	+1	1
4	Outline of Contents	+1	+1	0	+1	0	.6
5	Learning Units	0	+1	+1	+1	+1	.8
6	English Language Skills for Tour Guides	0	+1	+1	+1	+1	.8
7	Learning Activities of English for Tour Guides	0	+1	+1	+1	+1	.8
8	Sequencing and Presenting of Learning Activities for English Competency Development	0	+1	0	+1	+1	.6
9	Lay-out and Pictures	+1	0	+1	+1	0	.6
10	Evaluation	+1	0	0	+1	+1	.6
11	Trainers	0	+1	+1	+1	+1	.8
12	Training Places: Office of International relations and International Education, Rajabhat Maha Sarakham University, and Tourist Attractions in Maha Sarakham	+1	+1	+1	+1	+1	1
13		+1	+1	+1	+1	+1	1
	Total of Index	.61	.85	.77	1.00	.85	.82

The findings showed that the IOC index of the training curriculum assessed by the five experts was .82. Five high rated items of the IOC were title of curriculum, course description, learning objectives, training places and tourist attractions in Maha Sarakham.

Table 4*Accuracy and Appropriateness of the Training Curriculum Assessed by Five Experts*

No	Statement	Degree of Assessment					
		1	2	3	4	5	Total
1	Title of Curriculum	5	5	4	5	5	4.8
2	Course Description	5	5	4	5	5	4.8
3	Learning Objectives	5	5	4	5	5	4.8
4	Outline of Contents	5	5	4	5	4	4.6
5	Learning Units	4	5	4	5	4	4.4
6	English Language Skills for Tour Guides	4	5	4	5	4	4.4
7	Learning Activities of English for Tour Guides	4	5	4	5	4	4.4
8	Sequencing and Presenting of Learning Activities for English Competency Development	4	5	4	5	5	4.6
9	Lay-out and Pictures	5	4	4	4	4	3.8
10	Evaluation	5	4	4	5	5	4.6
11	Trainers	4	5	4	5	5	4.8
12	Training Places: Office of International relations and International Education, Rajabhat Maha Sarakham University, and Tourist Attractions in Maha Sarakham	5	5	5	5	5	5
	Total	4.62	4.85	4.31	4.92	4.62	4.66

Regarding the curriculum design and development, the findings revealed that the IOC index of the curriculum was .82. The overall level of the accuracy and appropriateness of the curriculum assessed by the experts was at the highest level ($\bar{X} = 4.66$). Seven high rated items of the curriculum were training period, training place, title of curriculum, course description, learning objectives, trainer, and learning activities..

Conclusion and Discussion

1. The research findings showed that the average English competency of the students from three programs was at a high level. The results may be caused by the courses in the curriculum. The curriculum structure of the English program, Business English program and Hotel and Tourism program (2013) shows that the students of three programs have to study three core courses of English, two core courses of business management, two optional foreign language courses and two optional tourism and hotel management courses. However, the average English competency of the students in the tourists in Maha Sarakham was at a moderate level. The results may be caused by the curriculum contents were not related to the tourist attractions in Maha Sarakham.

2. The study showed that the overall need of the students for English language development was at a high level. The results may be caused by the importance of future tour guide job. The curriculum structure of the English program, Business English program and Hotel and Tourism program (2013) asserts that the students who graduated from three programs are able to be tour guides and tourism jobs. Nunan (1988) states that the need analysis is important for appropriate language curriculum design. Especially curriculum designers should know learners' educational background, beliefs, attitude, goal and objective, learning styles and learning strategies. In particular, these components are necessary for English teachers or curriculum designers to set learning objectives, contents, learning activities, teaching materials, and assessment. The Charter of ASEAN Community (2015) claims that the working language of ASEAN is English. It is necessary for people in the ASEAN Community countries to learn and develop their English competency, including other ASEAN languages.

3. Finally, the findings indicated that the quality of the English training curriculum for tour guides in Maha Sarakham was at a high level. The results may be caused by systematical design and development of the training curriculum. The curriculum was designed based on problem and need analysis of the target population, and related documentary study. Learning activities were designed by integrating three concept-centered instructional models: Learner-Centered Instruction, Communicative Approach and Teaching-Learning Cycle. And the curriculum was assessed by five experts in English, curriculum and instruction and tourism. The three instructional models provide learners with more interactive learning activities of language based on their needs and personal background. Manoonpol. (2001) asserts that the efficient and effective language curriculum should provide learners to practice in both classroom and actual situations.

In conclusion, the study indicates that the English curriculum is practical and appropriate for English competency development of the students, tourism personnel and tour guides in archeological tourism, cultural tourism, town and community tourism, ecotourism and agrotourism in Maha Sarakham.

Suggestions

1. The Office of Tourism Authority of Thailand Region 3 and the office of Tourism and Sports of Maha Sarakham should promote the English training curriculum and develop foreign language competency of students and tourism personnel especially English in preparation for the ASEAN Community and foreign tourists.

2. The research is a practical and efficient strategy for curriculum design and development of other foreign languages and professional development.

3. An interactive learning model, online learning program, or web-based instruction should be further study because many learners want to improve their English competency, but they have problems of time, distance and also budget. Distance learning should be another choice for them.

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