



HS007

Development of Innovation on Tourism English Communication for Silk Village Tourism Personnel to Enhance Tourism in Sai Yao Community Silk Village, Thalunglek Sub district, Muang District, Buriram Province

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Abstract

The 4 objectives of this study were: 1) to develop the tourism English communication innovation to test the efficacy of the developed innovation, 2) to find the effectiveness index of the developed innovation, 3) to compare the learning achievement of the samples before and after using the developed innovation, and 4) to assess satisfaction toward the innovation. The sample group were 34 tourism personnel in the silk village which were selected by using a purposive sampling method. Research instruments used to collect the data were: 1) the innovation: a handbook and sound clip in a CD, 2) evaluation form to assess the innovation, 3) pre and post-test in evaluating the sample group's abilities in using English before and after implementing the innovation, and 4) questionnaire concerning the satisfaction of the sample group towards the innovation. The statistics used in the data analysis were percentage, mean, standard deviation and t-test. The qualitative data were analyzed by using content analysis.

The results found that: 1) The efficiency of the developed innovation was 82.94/82.84, which was higher than the criteria of 80/80. 2) The efficiency index of the developed innovation was 0.3190 or learning progress was 31.90 percent. 3) In addition, the data collected form pre and post-test found that the sample group got significantly higher score in the post-test at level of significance of 0.01. 4) For their satisfaction, the result revealed the highest level of satisfaction was at 4.73 with the design of the handbook at the highest level (4.81), the content (4.71) and the English sound clips (4.65), respectively. The developed innovation consisted of a handbook and sound clips in a CD with 25 unit as a whole.

Keywords: innovation, tourism personnel, tourism English communication





1. Introduction

Tourism is considered to be one of the industries that play an important role in Thai economic development. For this reason, Thai Government focuses mainly on enhancing competitiveness in order to be capable of getting a market share in the world tourism industry. Thailand's tourism marketing policy has been established to attract more tourists by taking advantage of its location, abundant natural resource and cultural diversity. However, Thailand's tourism competitiveness is still ranked at a lower level than other countries as well as problems in income distribution and tourists cluster are needed to be considered. As a result, Tourism Authority of Thailand (TAT) has created a campaign entitled "12 Cities...You Can't Say No" to demean tourist cluster and to promote secondary destinations which included Lampang, Nan, Phetchabun, Loei, Buri Ram, Samut Songkhram, Ratchaburi, Chanthaburi, Trat, Chumphon, Nakhon Si Thammarat and Trang. The main focus is on developing and connecting natural and man-made tourist attractions. Moreover, value of local product and tourism service focusing on reservation of cultural identity of each city was promoted in order to elevate competitiveness of the local entrepreneurs. In addition, tourism that is connected developing attractions to secondary destinations and service and products under One Tambon One Product (OTOP) project are also promoted (Ministry of Tourism and Sports, 2015).

Buriram is one of the cities under "12 Cities...You Can't Say No" campaign. Thus, development of tourism personnel is urgently needed in order to increase competitive capacity of tourism entrepreneurs. In August, 2016, four silk villages in Buriram, which were Ban Nong Ta Kai in Nangrong District, Ban Hua Sa Parn in Putthaisong District, Ban Sa Nuan Nok in Huyrat District and Ban Sai Yao in Thalunglek Sub District were launched to support local culture tourism which had various local activities and homestays (MCOT, 2016).

Ban Sai Yao community, Thalunglek Sub District, Muang District, Buriram province is one of the villages that received a support from Buriram Community Development Office in organizing training for promoting tourism personnel which included mulberry growers and silk weavers at Ban Sai Yao community and tourism personnel at each community's learning station at Thalunglek Sub District, Muang District, Buriram province. These personnel have to attend training workshops from Buriram Community Development Office in terms of tourism management, determining learning stations and resources, product designing and English training. As English is considered to be important in welcoming and taking care of foreign tourists, researchers acknowledge the problems caused by the use of English during





observation of English training organized by Buriram Community Development Office in March, 2016. Also, the researchers had more chance to ask questions and discuss with the personnel during the training workshop conducted by English and Business English Department in February, 2017. The researchers found that the problems that the personnel had were communicating with foreign tourists because of the shortage of vocabulary knowledge and so on. Moreover, the needs of the tourism personnel in the community were vocabulary list, idioms, pattern of conversation concerning silk weaving and learning stations that can be reviewed and practiced by themselves. In addition, they needed pronunciation training and also CDs and sound clip along with the handouts in order to assist those who could not read.

According to related studies, it was found that there were a large number of researchers who create English for communication innovations to help assist tourism personnel for effective communication with foreign tourists; for example, Nikonkittikoson (2016) studied English communicative innovation for local vendors at Koh Kret, Nonthaburi province. The result showed that vocabulary and English conversation for specific purposes along with Thai translation and Thai phonetics were mostly required and the most desirable English communicative innovation were booklet and a CD in which greeting and asking for customer requirement were mostly needed. Moreover, Nuemaihom and Sripattanasakul (2017) examined innovation to develop tourism personnel's English ability for preparation to ASEAN Community at Khao Kradong Volcano Forest Park in Buriram province. The most desirable innovations were booklet with Thai translation and a CD. Likewise, Nuemaihom (2016) investigated and developed innovation for tourism personnel's English ability at Phanom Rung Historical Park, Chaloem Phra Kiat district, Buriram province and the innovation according to the result were also booklet with Thai translation and a CD. These innovations were considered to be essential for tourism personnel in the community as they can use them as a guide to practice by themselves and, as a result, they can be able to communicate with foreign tourists effectively (Nikonkittikoson, 2016).

As a consequence, the researchers realized the importance of developing communicative English innovations for tourism personnel at the silk village, Ban Sai Yao community, Thalunglek Sub District, Muang District, Buriram province. Limsiriruengrai et al (2018) studied the needs of communicative English innovations for tourism personnel at the silk village, Ban Sai Yao community, Thalunglek Sub District, Muang District, Buriram province. The result revealed that the samples needed to use English at a high level (4.45) and listening was the most desirable skill (4.91). In addition, the most problematic skills were





listening and speaking and also the content of the innovations should be arranged from easy to difficult. Each chapter consisted of conversations, pronunciation and translation along with useful vocabulary and phrases in form of CD and booklet. There were 25 topics which were greeting and welcoming, thanking and farewell, apologizing, polite refusal, introduction to Sai Yao community's history, introduction to nearby attractions, introduction to Sai Yao community's learning stations, asking and giving help, asking for repetition, introduction to accommodations /homestay, making appointment, asking and telling time, asking and telling directions, introduction to community's products, introduction to silk weaving process/silk products, introduction to silk patterns, telling about products material, colors, shapes and sizes, telling prices and exchange rate, telling products' instruction, recommendation about taking care of the products, bargaining price, food recommendation and traveling recommendation. Also, training workshop on using innovation was organized started from Sai Yao community and will be further conducted with other communities in the future in order to help assist tourism personnel in communicating with the foreigners which resulted in more income and also in accordance with the current Government policy.

2. Research Objectives

1. To develop English communication innovation for tourism personnel at silk village, Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province for finding the efficacy of the developed English communication innovation
2. To find out effectiveness index of the developed English communication innovation for tourism personnel at silk village, Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province
3. To compare learning achievement before and after the use of English communication innovation for tourism personnel at silk village, Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province
4. To evaluate satisfaction of the tourism personnel toward the use of English communication innovation for tourism personnel at silk village, Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province





3. Research Methodology

This Research and Development (R&D) study aimed to develop English communication innovation for tourism personnel at silk village, Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province.

The samples were 34 tourism personnel from silk village, Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province who had a chance to meet with Thai and foreign tourists and responsible for each learning stations in the village. They were selected by purposive sampling.

Research Instruments

The instruments used in the data collection were: 1) English communication innovation: 1 set of booklet and CD, 2) Evaluation form to assess the innovation, 3) Evaluation form to assess listening and speaking ability, and 4) Questionnaire concerning satisfaction of tourism personnel toward the developed innovation.

Process of Creating English Communication Innovation

1) The researchers collected all data to be analyzed and synthesized in order to be applied as a guideline in creating English communication innovation for tourism personnel at silk village, Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province.

2) Booklet and CD were created in which 20 topics were included. The sound clip of the conversations was recorded by 2 foreigners.

3) The developed innovation was submitted to the 3 experts to examine content and language appropriateness and content validity. Then, Index of Item–Objective Congruence (IOC) was performed and the result was 0.67-1.00.

4) A meeting was organized to criticize the innovation. There were 4 participants: 1 English expert, 1 representative of Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province and 2 foreigners.

5) The innovation was edited and then tried out with 30 tourism personnel at Ban Hua Sapan, Putthaisong district, Buriram province as they had similar character to the samples.

6) The result from the try out was analyzed and edited. Then, it was used with the samples which was 34 tourism personnel from Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province in order to guide them how to use the innovation and also 2 training workshops were conducted.





7) The innovation and further data gained from the workshops were integrated to improve the innovation for making the completed version. It was proofread before submitted to the publisher and then gave to the samples and those who were interested.

Process of Creating Innovation's Evaluation Form

The evaluation form consisted of 2 main parts. The first was close-ended questions which included 3 aspects: 3 questions for the design of the book, 7 questions for content and 5 questions for English sound clips. The second part was open-ended question concerning other comments and suggestions from the experts. The processes for creating innovation's evaluation form were as follows:

- 1) Review of literature and related studies
- 2) The data from the first step were analyzed to construct innovation's evaluation form.
- 3) The created innovation's evaluation form was submitted to the 3 experts to examine content and language appropriateness and content validity. Then, Index of Item-Objective Congruence (IOC) was performed and the result was 0.67-1.00 which meant that the form can be used.
- 4) The evaluation form was edited according to the comments from the experts and then used with the samples.

Process of Creating Listening and Speaking Ability's Evaluation Form

The 5-scoring rubric evaluation form was created to assess listening and speaking ability of the samples which comprised correctness, fluency, gesture and voice, understanding, getting main idea, vocabulary knowledge and responding to order.

- 1) Review of literature and related studies
- 2) The data from the first step were analyzed to construct the evaluation form.
- 3) The created evaluation form was submitted to the 3 experts to examine content and language appropriateness and content validity. Then, Index of Item-Objective Congruence (IOC) was performed and the result was 0.67-1.00 which meant that the form can be used.
- 4) The evaluation form was edited according to the comment from the experts and then tried out with 30 tourism personnel at Ban Hua Sapan, Putthaisong district, Buriram province as they had similar character to the samples.
- 5) The result from the try out was analyzed and edited. Then, it was used with the samples which was 34 tourism personnel from Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province.





Process of Creating Satisfaction Questionnaire

The questionnaire consisted of 2 main parts. The first was close-ended questions which included 3 aspects: 3 questions for the design of the book, 7 questions for content and 5 questions for English sound clips. The second part was open-ended question concerning other comments and suggestions. The processes for creating the questionnaire were as follows:

- 1) Review of literature and related studies
- 2) Questions were constructed concerning the satisfaction of tourism personnel from Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province towards English communication innovation.
- 3) The created questionnaire was submitted to the 3 experts to examine content and language appropriateness and content validity. Then, Index of Item–Objective Congruence (IOC) was performed and the result was 0.67-1.00 which meant that the form can be used.
- 4) The questionnaire was edited according to the comment from the experts and then tried out with 30 tourism personnel at Ban Hua Sapan, Putthaisong district, Buriram province as they had similar character to the samples.
- 5) The result from the try out was analyzed and edited. Then, it was used with the samples which was 34 tourism personnel from Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province.

Data Analysis

The data collected in this study were divided into 2 aspects as follows:

- 1) Quantitative data in terms of the analysis of the effectiveness of English communication innovation for tourism personnel at silk village, Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province were examined according to 80/80 criteria, mean and standard deviation. In addition, the data from the evaluation of listening and speaking ability were analyzed by native speakers by using t-test and the data gained from satisfaction questionnaire were analyzed by using mean and standard deviation.
- 2) Qualitative data were analyzed by content analysis which was the summary of other details and topics.





4. Results of the Study

1) The Development and Evaluation of English Communication Innovation for Tourism Personnel at Silk Village, Ban Sai Yao Community, Thalunglek Sub-District, Muang District, Buriram Province

According to the experts, it was revealed that the innovation was evaluated at the highest level in overall aspect ($\bar{X} = 4.82$). When considered in each aspect, it was found that the design of the book received the highest level ($\bar{X} = 4.91$) followed by content ($\bar{X} = 4.84$) and English sound clip ($\bar{X} = 4.73$), respectively. For the open-ended section, it can be concluded as follows:

- 1) The content and the topics should be arranged from easy to difficult.
- 2) The font should be bigger as the samples were mostly elderly.
- 3) The content should be adjusted to meet with the ability of the user.
- 4) Transcription from English to Thai pronunciation should be more harmonious and should be correctly written according to phonetics principle. The experts recommended using Professor Dr. Wit Tiangburanadham's dictionary as a model.
- 5) The sound clip in the CD should be recorded for each topic to make it easier for the user to choose according to their interest. Moreover, from the try out process, the comment from the participants were 1) some topics should be merged into 1 topic; for example, making appointment and telling time, 2) the content should be adjusted to meet with the ability of the user; and 3) vocabulary about number should be included as it was essential to the users.

After editing the content, the innovation was used as a material in the 2 training workshops which was organized for the samples and other interested people. The trainers were 2 foreigners who were assisted by the researchers which help enhanced the understanding of the samples in communicating using English with confident.

From the workshops, the innovation was improved and edited. The sound clip was recorded again and the content was rearranged according to the need of the samples. Each chapter consisted of English conversation, transcription from English to Thai according to Professor Dr. Wit Tiangburanadham's dictionary, Thai translation, useful vocabulary and phrases and also sound clips in the CD. The result concerning effectiveness of the innovation revealed that total average score of the samples during the training was 82.94% and the average score after the training was 82.84% which meant that the effectiveness of the innovation was 82.94/82.84 which was higher than the set criteria at 80/80.





2) Analysis of Effectiveness Index of English Communication Innovation for Tourism Personnel at Silk Village, Ban Sai Yao Community, Thalunglek Sub-District, Muang District, Buriram Province

The result for analyzing effectiveness index of the innovation was gained from pre and post-test score. It was found that the effective index of the innovation was 0.3190 or learning progress of 31.90%.

3) The comparison on Learning Achievement Before and After the Use of English Communication Innovation for Tourism Personnel at Silk Village, Ban Sai Yao Community, Thalunglek Sub-District, Muang District, Buriram Province

The result obtained from the evaluation form to assess listening and speaking ability of the samples which comprised correctness, fluency, gesture and voice, understanding, getting main idea, vocabulary knowledge and responding to order. The process of evaluation was started from pre-test in which the samples had to make a conversation with the native speakers. Then, the training workshops were conducted for 2 times. After the workshops, the samples had to practice using the innovation by themselves for a month. After that post-test was conducted by the native speakers and the results was compared.

Table 1: Learning Achievement Before and After the Use of English Communication Innovation for Tourism Personnel at Silk Village, Ban Sai Yao Community, Thalunglek Sub-District, Muang District, Buriram Province

	N	\bar{x}	S.D.	t	p
Pre-Test	34	64.84	6.71	-19.321	0.01
Post-Test	34	83.00	7.03		

*p<0.05

From Table 1, it can be seen that post-test score (\bar{x} = 83.00, S.D. =7.03) was statistically higher than pre-test score (\bar{x} = 64.84, S.D. =6.71) at the significant level of 0.01.

4) The satisfaction of the Tourism Personnel towards the Use of English Communication Innovation for Tourism Personnel at Silk Village, Ban Sai Yao Community, Thalunglek Sub-District, Muang District, Buriram Province

The result was gained from the questionnaire for evaluation the satisfaction of the samples towards the use of the innovation. The result was as follows:





Table 2: The satisfaction of the Tourism Personnel towards the Use of English Communication Innovation for Tourism Personnel at Silk Village, Ban Sai Yao Community, Thalunglek Sub-District, Muang District, Buriram Province

The satisfaction of the Tourism Personnel Towards the Use of English Communication Innovation for Tourism Personnel at Silk Village, Ban Sai Yao Community, Thalunglek Sub-District, Muang District, Buriram Province		Mean	S.D.	Level
Design of the Handbook				
1	The innovation is compact and easy to carry.	4.91	0.30	Highest
2	Font size is suitable and easy to read.	5.00	0.00	Highest
3	Illustration is meaningful and order of the content is suitable.	4.64	0.50	Highest
Total		4.85	0.26	Highest
The satisfaction of the Tourism Personnel Towards the Use of English Communication Innovation for Tourism Personnel at Silk Village, Ban Sai Yao Community, Thalunglek Sub-District, Muang District, Buriram Province		Mean	S.D.	Level
Content				
1	The content meets the need of the user.	4.73	0.64	Highest
2	Difficulty is suitable for the user's ability.	4.64	0.50	Highest
3	The length of the content is suitable.	4.55	0.68	Highest
4	The content is consistent with the community's context.	4.45	0.68	High
5	Vocabulary and language structure are correct.	4.91	0.30	Highest
6	English to Thai transcript is correct.	4.73	0.64	Highest
7	Translation is correct and meaningful.	5.00	0.00	Highest
Total		4.71	0.49	Highest
English Sound Clips				
1	Cleared pronunciation	5.00	0.00	Highest
2	Correct pronunciation	5.00	0.00	Highest
3	Suitable pace	4.18	1.16	High
4	Suitable stress	4.82	0.40	Highest
5	Accent is easy to understand.	4.27	0.90	High
Total		4.65	0.49	Highest
Overall Total		4.73	0.41	Highest





The result from Table 2 revealed the highest level of satisfaction ($\bar{x}=4.73$, S.D. = 0.41) towards the innovation in overall aspect. When considered in each aspect, it can be seen that the design of the handbook was at the highest level ($\bar{x}=4.85$, S.D. =0.26) followed by the content ($\bar{x}=4.71$, S.D. =0.49) and the English sound clips ($\bar{x}=4.65$, S.D. =0.49), respectively. For other comments and suggestions, it was found that the samples needed more English training workshops from both Thai and foreign speakers along with the use of the innovation a few times a year in order to retain the gained knowledge.

5. Discussion

1) In developing English communication innovation for tourism personnel at silk village, Ban Sai Yao community, Thalunglek sub-district, Muang district, Buriram Province for finding the efficacy of the developed English communication innovation, the researchers studied the needs of the samples as a guideline in creating the model of the innovation. From several field trips, the researchers found out that the language used in the innovation should be easy enough as most of the samples could not read English. Thus, it was extremely important to try out the developed innovation with the participants who had similar characteristics to the samples. Moreover, it was also essential to use the innovation with the samples many times in order to evaluate and edit the innovation before making the completed version that can be offered to other groups or organizations in the future. This was in accordance with the study of Samuthaprasert (2004) that divided the development of learning innovation into 3 steps which comprised 1) creating the innovation, 2) implementing the innovation and 3) evaluation. Likewise, Sooksawat (n.p.) categorized the development of the learning innovation into 7 steps: 1) study the learning problems, 2) identify and create the innovation, 3) create tools to evaluate quality and effectiveness of the innovation, 4) try out and examine the quality and effectiveness of the innovation, 5) implement the innovation with the samples, 6) report the result and 7) disseminate the result of the development of the innovation. In addition, the result from the evaluation of the innovation in overall aspect from the experts received the highest level which meant that the innovation can be used and also the effectiveness index was 82.94/82.84 which was higher than the set criteria at 80/80 which meant that the innovation was suitable for further developed to be implemented with other tourism personnel at other communities. This was agreed with the study of Nuemaihom and Sripattanasakul (2017).





2. In terms of effectiveness index of the developed innovation, the result was at 0.3190 or had a learning progress at 31.90%. This was in accordance with the study of Nikonkittikoson (2016) and Yothimat (2015) which defined that if the effectiveness index of the innovation was at 0.00, it meant that there was no progress in learning by using the developed innovation. However, the result of this study confirmed that the samples' learning progress was existed and the innovation was an effective tool to enhance English ability of the samples.

3. For learning achievement before and after the use of the innovation, the result showed that the samples had higher average score after the use of the innovation at statistical significant level of 0.01. This can be concluded that the innovation was effective and can be implemented with tourism personnel to assist their English communication ability. This was conformed to the study of Nikonkittikoson (2016) who examined the development of English communicative innovation for local vendors at Koh Kret, Nonthaburi province and found that the samples gained higher score in every aspect of listening and speaking skill, as a result, English communicative innovation was effective and can be implemented.

4. The result from the satisfaction questionnaire revealed that the samples satisfied with the innovation at the highest level in overall aspects. When considered in each aspect, it revealed that the design of the handbook received the highest level followed by the content and the English sound clips, respectively. This was agreed with the studies of Nuemaihom (2016), Nikonkittikoson (2016) and Yothimat (2015) in which the samples expressed satisfaction towards the innovation in terms of book design, content and sound clips. As the researchers conducted a survey to find the needs of the samples before creating the innovation, the innovation gained the highest satisfaction from the samples. This was in accordance with Yalden (1984) who identified 6 steps in making the curriculum which were 1) survey the needs of the learners which was considered to be the most important step, 2) identify objectives of the curriculum to be cleared and meet with the need of the learners, 3) develop the curriculum, 4) create the curriculum, 5) implement the developed curriculum and 6) evaluate the curriculum. Since the steps in developing the curriculum can be applied in the process of creating the innovation, the survey for the needs of the samples of this study was also conducted.

5. In the process of making the English communicative innovation, the researchers created the model of the innovation that was assessed by the experts and the native speakers. Also, the innovation was criticized by the experts and the samples in terms of difficulty,





content validity, language level and other elements of the innovation. In addition, English sound clips were also recorded several times by the foreigners to make sure that the most completed version of the innovation was produced. As the innovation focused on the practical usage, field trip was essential in order to examine the correctness of the content, which was important for the tourism personnel in welcoming the tourists and selling their products. This was conformed to Kaewpanchaung (2010) who pointed out that vendors and restaurant owners were the group that had to deal with the tourists. They needed to communicate using English in the following topics: greeting, responding, inviting the customers to the shop, recommending products, explaining products' detail, bargaining, making discount, calculating the change, asking about customer's need to buy the products, offering choices, recommending menu and telling price. Moreover, Galloway (1993) also explained that language and content used in communicative situation should be practical to effectively enhance the learning of English for communication. Likewise, the material should be convenient to use without any complicated tools and should also be suitable for educational level of the target group.

6. Recommendations

Recommendations in Applying the Results of This Study

1. The results can be applied in developing English ability of tourism personnel in other silk villages and other people who are interested.
2. The results can be applied in preparing English communicative training's curriculum for tourism personnel.
3. The results can be used as a material in English communicative training for tourism personnel at Ban Sai Yao, Thalunglek sub-district, Muang district, Buriram province.
4. The results can be used as a material in English communicative training for tourism personnel in other silk villages that have similar characteristics.
5. The results can be used to create Thai-English signs at Ban Sai Yao, Thalunglek sub-district, Muang district, Buriram province.

Recommendations for Further Studies

1. The sample size should be larger in order to be generalized.
2. The training workshop should be organized more than 2 times for more understanding in using the innovation.





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