

The Development of an English for Communication Course for Tourist-Boat Paddlers at Damnoen Saduak Floating Market, Ratchaburi Province^{*}

การพัฒนาหลักสูตรอบรมภาษาอังกฤษเพื่อการสื่อสารสำหรับผู้ประกอบอาชีพพายเรือ
นำเที่ยวที่ตลาดน้ำดำเนินสะดวก จังหวัดราชบุรี

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Abstract

The purposes of this research were to: 1) develop an English for communication course for tourist-boat paddlers at Damnoen Saduak Floating Market, 2) investigate communicative English ability, 3) examine English speaking ability and, 4) explore confidence in the level of English speaking of the participants. The participants were 24 tourist-boat paddlers at Damnoen Saduak Floating Market selected by purposive sampling based on determined criteria. The research instruments used in this research were a course book with audio files, English for communication test, English speaking ability assessment form, confidence in English speaking self-evaluation form, and satisfaction in English training course evaluation form. The statistics used in the study were mean, standard deviation, t-test, frequency, and percentage.

The research findings were as follows:

1. The participants were very satisfied with the training course and “Applicability of knowledge in the real situation” was the topic that the participants were most satisfied in.
2. Communicative English ability of participants after the post-test was higher than that of the pre-test at a significant level of 0.05. Moreover, the most increased average score was found in unit 2 whereas the least increased was in unit 3.
3. English speaking ability of the participants in terms of answer and response, and grammar and structure were averagely rated at 2.90 and 2.50 respectively after the post-test, both were higher than that of the pre-test.
4. Confidence in English speaking after the English training course was higher than before the training course, and their confidence increased from a moderate to a high level.

^{*} This article is aimed for publishing the Development of an English for Communication Course for Tourist-Boat Paddlers at Damnoen Saduak Floating Market, Ratchaburi Province

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Introduction

Thailand is a country which is widely regarded as one of the best tourist destinations among tourists around the world. Each year a great number of tourists from every corner of the world come to Thailand for travel and tourism purposes. According to the information obtained from the Ministry of Tourism and Sports, around 30 million tourists traveled to Thailand in the first two quarters of 2018 making an average revenue of around 1,500 million baht for the tourism industry. ("Tourism Statistics 2018", 2018)

One of many kinds of tourism that can attract both Thai and foreign tourists is cultural tourism. Floating markets are a type of cultural tourism that has become popular for decades due to its unique characteristics. As claimed by Yanyongkasemsuk (2016), in the globalized world where every walk of life is driven and influenced by capitalism and westernization, floating markets are chosen to be a tourist destination where people can retrieve the sense of nostalgia and the past community they were living with support and reliance. Moreover, people can experience the riverside culture; they can try many kinds of foods, buy some products, and watch the plays that they may have not seen in the present. Due to the fact that floating markets have become a new trend of tourism, many floating markets have been renovated or organized in order to become a new tourist place in the local area under various sources of financial support. This leads to the growth of economy of the local community and better living conditions for the local people nearby the floating market.

Even though many floating markets have been organized and developed for economic purpose, Damnoen Saduak Floating Market has long been regarded as the best known and oldest floating market. Damnoen Saduak Floating Market is located along the Damneon Saduak Canal, which was built in the reign of King Rama IV to connect the Mae Klong and Tha Chin Rivers for transport and trade. Compared to other floating markets, some of which have never existed and were built for commerce and local business, Damnoen Saduak uniquely expresses its character by attracting tourists worldwide in all seasons of the year. The Floating Market is portrayed by the picture of fine local culture and value of the people living on both sides of the canal. Early in the morning, the market is filled with vendors wearing palm-leaf hats selling local foods and fruits in the boats. Most of the fruits such as pomelos, rose apples, and mangoes are grown in the orchards nearby the canal, and the local products such as porcelain and basketwork are handmade.

Due to its popularity among tourists, there are many boat piers providing tourist-boat services for both Thai and foreign tourists. Most of the foreign tourists who come from different regions of the world normally start their journey in Bangkok and hire a taxi or some other kind of transport to Damnoen Saduak, and then are taken to the piers to start their travels in the boat. However, as reported by pier owners, miscommunication between tourists and boat-paddlers frequently occurred causing confusion and dissatisfaction of the tourists about the services. When having problems about communication, the tourist-boat paddlers used some problem-solving skills such as keeping silent, seeking for some assistance from nearby sellers, or using body language.

Despite the fact that there were frequent miscommunications, there was no study on research and development to focus on solving miscommunication and improving the English for communication ability of the tourist-boat paddlers. On the contrary, many studies frequently found were based on the development of the floating market community. For example, according to Phuenim (2003), the researcher studied the general background and ways of developing Damnoen Saduak Floating Market. From the study, it was claimed that, instead of the local businesses being manipulated by the local people as seen in the past, private organizations came to play a very important role in managing and organizing tourism businesses in the floating market. However, though managed by private organizations, the local people were still content with the way the floating market had been developed since there were still a few effects on the local business. Most importantly, the development by private organizations had created employment and brought some great revenue to the local community.

Moreover, there was a research surveying the satisfaction of Thai tourists about the floating market. The study revealed that Thai tourists were very satisfied with the tourist places and tourist activities in the floating market area, while the prices of products and services were rated to be satisfactory (Sudsaitong, 2010). In addition, Sangsuk (2007) studied European tourists' satisfaction on the general management of Damnoen Saduak Floating Market. It was revealed that the history and the local culture of the floating market were two factors that most captivated the tourists, while absorbing the market's atmosphere and its surroundings was the key factor drawing the tourists for a visit. Notably, the tour program was rated to be very satisfactory, whereas the welcoming and friendliness of the local people was rated to be the most satisfactory. Furthermore, a research surveying the self-improvement of the English language ability of shop sellers and vendors at Damnoen Saduak Floating Market had been

found. According to Chokthanakul (2000), noticing and imitating the way foreigners spoke English were the two strategies that most employed to learn and improve their English language ability, followed by memorizing a set of vocabulary used for selling products.

As can be seen, most of the research mentioned above focused on investigating development of local businesses of the floating market with some research surveying satisfaction of tourists and the self-improvement of the English language ability of the sellers at the market. Moreover, Thailand is being progressed by the Thailand 4.0 policy whose ultimate goal is to develop the country to an innovation-driven economy with fast-pace technology, modern marketing, fast communication, and participation of the local community. Therefore, research on development of an English for communication course for boat-paddlers at Damnoen Saduak Floating Market should be developed in order to support the local businesses, improve satisfaction of tourists, and particularly to be part of the Thailand 4.0 policy so as to bring benefits to both the local and regional communities.

Objectives:

1. To develop an English for communication course for tourist-boat paddlers at Damnoen Saduak Floating Market.
2. To investigate the communicative English ability of the participants.
3. To examine the English speaking ability of the participants.
4. To explore confidence in speaking English of the participants.

Conceptual Framework of the Study

In this study, Jack C. Richards (2001)'s approach to course development had been employed for the English development course for tourist-boat paddlers. According to Richards (2001), course development can be divided into the following stages:

1. Developing aim. Aims are overall purposes of the course which helps facilitate determining objectives, course planning, and other related processes.

2. Developing objectives. Objectives are in accordance with the course aims and the only objectives that are consistent with the course aims should be allowed. Moreover, good objectives should be precise and describe the result of learning containing the phrases like "be able to" and "will learn how to."

3. Planning the course structure. This is the process of planning the course structure in two aspects: 1), selecting a course framework and 2), developing instructional blocks. The former is to identify which elements and instructional focuses will be used in

designing a language course, while the latter is to provide learning sequences containing its own goals and objectives. Two instructional blocks normally found are modules and units. That is to say, it is organizing the course into units.

4. Sequencing unit. This stage is to list the module units as well as contents and teaching time required in each unit block. For example, this may contain topic, its language functions and the grammar used in a unit.

5. Preparing materials for a course. In this phase, developing teaching materials for a course can bring some advantages. For example, it is directly related to the learners' needs and can help improve the course conductor's expertise in understanding effective materials. Most importantly, it is more flexible than a commercial course book. Therefore, good materials should contain certain characteristics; for example, instigate the learner's interest, inform what they will be learning, make learners feel at ease, be relevant and useful, develop confidence, and provide learners to use the target language to achieve communicative purposes.

Methodology

1. Population and participants

The participants of this study were 24 tourist-boat paddlers out of the overall population of 400 tourist-boat paddlers at Damnoen Saduak Floating Market. The participants of the English for communication course were selected by purposive sampling based on the following criteria:

- 1) The participant must have at least 5 years of experience as a boat paddler.
- 2) The participant must be local and be mainly responsible for guiding foreign tourists who communicate by using English language.
- 3) The participant works full time at their boat piers.
- 4) The participant is able to participate in all units of the English course.

2. Research instruments

- 1) Course book with a CD Rom
- 2) English for communication test
- 3) English speaking ability assessment form
- 4) Confidence in English speaking self-evaluation form
- 5) English training course evaluation form

3. Research procedure

The researcher had divided the research procedure into the following stages.

3.1 Preparation stage

In this stage, the researcher studied the methods of course development, reviewed literature in course development-related topics, and studied methods of developing data collection instruments.

3.2 Course development

In the process, the researcher employed Richards (2001)'s approach to course development as conceptual framework in organizing the English course for tourist-boat paddlers. Therefore, this part was sequenced based on the conceptual framework as follows:

3.2.1 Developing the aim of the course

Based on the previous phase of research investigating needs in English for communication of the overall population of 400 tourist-boat paddlers at Damnoen Saduak Floating Market by Insuwan et al. (2017), it was found that the speaking skill was the most needed. Therefore, according to the information obtained, the aim of the course had been determined: It was to develop the English speaking skill of tourist-boat paddlers for the purposes of travel and tourism.

3.2.2 Developing objectives of the course

After the aim of the course had been decided, the researcher developed the objectives of the course following the good characteristics of objectives which should be in line with the course aim, be precise, and indicated the results of learning.

3.2.3 Planning the course structure

As mentioned in the approach to course development by Richards (2001), planning the course structure is divided into two main sections: selecting a course framework and developing instructional blocks.

1) *Selecting a course framework.* Among many kinds of frameworks suggested, situational framework was selected to be used in the study since it was in accordance with the results of the needs of the analysis. The topics needed by the boat-paddlers were: 1) Greeting, Introducing Yourself, and Saying Goodbye 2) Talking about Rules and Warnings 3) Giving Directions and Telling the Time 4) Describing Products 5) Tourist Attractions and Landmarks. As the topics needed were based on various situations that tourist-boat paddlers had to communicate, situational framework was therefore chosen in mapping the course structure.

2) *Developing instructional blocks*. In this part, the researcher disseminated the course into 5 units as noted in the previous section. Each unit contained objectives reflecting the overall objective and aim of the course. Creating instructional blocks which could help to improve the coherence of the course and also facilitate the researcher to order the units progressed by difficulty.

3.2.4 Sequencing unit

In this part, each unit was designed into details in order to provide a teaching process and steps of learning. It started with vocabulary, followed by conversations and listening practice, useful language and practices, and role-play activities.

3.2.5 Validation of the course structure

Before the research went to further step of material preparation, the course structure was proposed to three experts in order to verify its validity. Overall, all elements of the course structure which included necessity of the course, objectives, contents, teaching process, activities, and evaluation in each unit were proved valid with the average score above 0.5.

3.2.6 Preparing materials

Based on the characteristics of the course material mentioned earlier in Richards (2001)'s conceptual framework to course development, the materials were selected and designed to serve the learners' needs, make them feel useful, and provide opportunities to use the target language to achieve communicative purposes. The course book composing of 5 units being used in the training course therefore started with vocabulary, followed by conversations based on the real situations tourist-boat paddlers used in the real context, useful language, practices, and role-play activities. Moreover, due to the limitation of accessibility to an internet connection of many participants, the audio files of all conversations were saved to a CD Rom to provide them opportunities to use them offline. For this reason, they had equal opportunities to do self-practice at home during the period of the course implementation. Moreover, the sound in all dialogues was recorded by an English native-speaker taking on the role as a tourist and a Thai native-speaker as a tourist-boat paddler so that the participants felt most acquainted to the real situations. Apart from the audio files and the course book, flash cards and power point slides were used to help the participants memorize a set of vocabulary that they would have used in the real situations.

3.3. Data collection instruments development

The data collection instruments in this study were developed based on Canale & Swain (1980)'s theoretical framework on communicative Language Teaching (CLT). It is argued that communicative competence can be divided into four elements: 1) Grammatical competence, the ability to use grammar, syntax, and vocabulary of a language. 2) Sociolinguistic competence, the ability to use and respond to a language appropriately, 3) Discourse competence, the ability to put words, phrases and sentences together to create conversations. 4) Strategic competences, the ability to recognize and repair communicative breakdowns. Therefore, according to the theoretical framework, instruments for data collection were developed as follows:

3.3.1 English for communication test

According to the first element of communicative competence, the test containing 30 items of 4 multiple choices was developed to collect data on participants' ability to use grammar, syntax, and vocabulary based on the contents of the five units. Each item in the test was later validated by three experts in order to find index of item objective congruence (IOC). The items that were commented on to be unrelated to the contents were adjusted or eliminated. After that, the test was piloted by a non-participant group of 30 tourist-boat paddlers in order to find reliability of the test and difficulty of each item. The results showed that the reliability of the test was 0.83 which was considered reliable. Moreover, some items with a difficulty out of the determined range of 0.20-0.80 were then replaced by new items, while those items falling in the determined range were retained. Moreover, according to the pilot of the test, it was found that the test takers who were a non-participant group took 45 minutes on average to finish the test. Accordingly, since it took quite a long time in the test taking, some items in the test were taken out and finally 20 items remained. However, the test still covered all of the contents in the 5 units of the designed course.

3.3.2 English speaking ability assessment form

This assessment form was designed to collect data based on Canale & Swain (1980)'s communicative competence in element 2 and 3: the ability to use and respond to a language appropriately in a language, and the ability to put words, phrases and sentences together to create conversations respectively. Therefore, the speaking ability assessment form contained 2 major parts: answer and response, and grammar and structure so as to test communicative competence in elements 2 and 3 respectively. After that, score criterion for each rating scale was created. As any other data collection instrument, the score criteria and rating scales ranging from 1 to 4 were submitted to three experts in order to find its validity.

Some parts of the score criteria were revised according to the experts' comments and suggestions. The results showed that the validity of all criteria and the rating scales were valued higher than 0.5. Finally, the rating scale rubric was completed for data collection.

3.3.3 Confidence in English speaking self-evaluation form

According to Richards (2001), a characteristic of a good teaching material is to enhance confidence of the learners. This data collection instrument was thus made to discover confidence in English speaking of the participants from self-evaluation. The level of confidence was determined by employing the Likert Scale ranging from 1 to 5: 1 = no confidence, 2 = low confidence, 3 = moderate confidence, 4 = high confidence, and 5 = very high confidence. The rating scales and its description underwent validation by three experts with an average score higher than 0.5 in all scales.

3.3.4 Satisfaction in English course training evaluation form

As well as other types of data collection instruments, an English course training satisfaction evaluation form was designed to evaluate the course training in certain topics: teaching process, facilities, teachers, and applicability of knowledge in the career. The course evaluation outline was proved a validity higher than 0.5 in all aspects.

3.4 Pre-course implementation stage

In this stage, the researcher asked for the permission of a tourist-boat pier owner to arrange an English for communication course at his pier and had also informed him of the objectives of the research and course training. Moreover, the researcher asked for his advice about the date and time of the course training. The most suitable time for the English course training was 3 p.m. on the weekends since it was the time that the tourist-boat paddlers finished their jobs and did not have to do some other part-time jobs that they had usually done on the weekdays. Therefore, the course training was agreed to be conducted for 3 hours a week on Saturdays covering 1 unit a day and lasting 5 weeks coming to a total of 15 hours for the course training.

3.5 Course implementation stage

Before course implementation, the participants were informed of the objectives of the research and the English training course emphasizing that all the data collected would be kept confidential. After that, the participants were asked to do a pre-test of English for communication containing 20 items in 30 minutes. They were then asked to self-evaluate their confidence of English speaking. In addition, the participants were assessed in their English speaking ability by three assessors using a speaking ability assessment form that was developed.

On the first day of the course, all 24 participants were divided into three groups of 8 people per group. The reason that the participants were selected in an even number of 8 per group was that it could facilitate the participants to help each other create dialogues and do role-play and pair-work activities at the end of each unit. In each unit, all participants were taught useful vocabulary, followed by conversations simulating the real situations with the help of audio records, useful language containing structural form of language. The participants then did practice and finished a unit with the creation of a dialogue for a role-play activity. Moreover, all participants were asked to practice conversations using the audio files on a CD with the course book at home during the 5-week period of course training. Finally, in the final week of course training, all participants did a post-test of English for communication, they self-evaluated their confidence in English speaking, and were assessed in their English speaking ability by the same three assessors. All of the research instruments mentioned were the same as those used in the pre-test.

3.6 Data interpretation

After the English training course, all of the data collected and all the information gathered was analyzed. Statistics used in the study were mean, standard deviation, t-test, frequency, and percentage to find out efficiency of the course training, communicative competence, confidence in English speaking, and participants' satisfaction of the training course.

Results

Objective 1: To develop an English for communication course for tourist-boat paddlers at Damnoen Saduak Floating Market

From the study, it was found that the course structure that was submitted to three experts in order to find its validity was valued higher than 0.5 in average of all items. This means that the course was verified and could be used for course development. Moreover, according to the participants' satisfaction in table 1, it was interpreted "Very Satisfied" in all topics. Noticeably, the participants were the most satisfied with "applicability of knowledge in the real situation."

Table 1: Participants’ satisfaction in English training course

| Assessment topics | Mean | S.D. | Interpretation | Rank |
|---|-------------|-------------|-----------------------|------|
| 1. Training methods | 4.23 | 0.15 | Very Satisfied | 4 |
| 2. Teachers | 4.40 | 0.10 | Very Satisfied | 2 |
| 3. Facilities | 4.30 | 0.10 | Very Satisfied | 3 |
| 4. Applicability of knowledge in the real situations | 4.43 | 0.10 | Very Satisfied | 1 |
| Average | 4.34 | 0.11 | Very Satisfied | |

Objective 2: To investigate communicative English ability of the participants.

Table 2: Participants’ communicative English ability

| Test | Total score | Max | Min | Mean | S.D. | t | Sig. |
|-----------|-------------|-----|-----|---------|---------|---------|------|
| Pre-test | 20 | 11 | 2 | 6.9167 | 2.63615 | -11.609 | .000 |
| Post-test | 20 | 19 | 9 | 12.0000 | 2.10589 | | |

From table 2, according to t-test at -11.609, it was revealed that the communicative English ability of the participants was higher than that of the pre-test at significant level of 0.05. Moreover, their average post-test score (12.00) was 5.08 points higher than the average of the pre-test score (6.92). Moreover, the maximum and minimum scores of post-test were both higher than the pre-test. This can conclude that the communicative English ability of the participants improved after the English training course.

Table 3: Participants’ communicative English ability by unit

| Unit | Total Score | Pre-Test | | Post-Test | |
|------|-------------|----------|------|-----------|------|
| | | Mean | S.D. | Mean | S.D. |
| 1 | 4 | 1.2 | 0.92 | 2.2 | 0.78 |
| 2 | 4 | 1.6 | 1.10 | 2.7 | 1.04 |
| 3 | 4 | 1.4 | 0.77 | 2.1 | 0.74 |
| 4 | 4 | 1.4 | 1.01 | 2.5 | 0.72 |
| 5 | 4 | 1.6 | 0.97 | 2.5 | 0.72 |

According to table 3, when considering the average score by unit, the post-test scores of all units increased. Remarkably, the most increased average scores between pre and post-tests were found in unit 2 (1.1) and unit 4 (1.1), while the least increased was in unit 3 (0.7) This can be interpreted that communicative English ability of the participants improved the most in the topics of *Talking about rules and warnings* and *Describing products*, while their English for communication ability of *Giving directions and telling the time* improved the least. Surprisingly, the participants had the highest average scores of both the pre and post-tests in unit 2 (telling rules and warnings) which were 1.6 and 2.7 respectively.

Objective 3: To examine English speaking ability of the participants

Table 4: Participants’ English speaking ability (answer and response)

| Test | Mean | S.D. | t | Sig. |
|-----------|--------|--------|---------|------|
| Pre-test | 1.7500 | .53161 | -15.013 | .000 |
| Post-test | 2.9167 | .65386 | | |

According to table 4, the English speaking ability of the participants after the post-test (answer and response) was different from the pre-test at a significant level of 0.05. Moreover, the speaking ability of the participants was rated at 2.90 in average after the post-test, 1.16 points higher than that of the pre-test (1.75).

Table 5: Frequencies and percentages of participants’ speaking ability (answer and response)

| Rating Scale | Pre-Test | | Post-Test | |
|--------------|-------------|-------------|-------------|-------------|
| | Frequencies | Percentages | Frequencies | Percentages |
| 4 | 0 | 0 | 4 | 17 |
| 3 | 1 | 4.17 | 14 | 58 |
| 2 | 16 | 66.67 | 6 | 25 |
| 1 | 7 | 29.17 | 0 | 0 |

From table 5, it is obvious that participants' speaking ability was rated the most at level 2 for the pre-test (66.67%), followed by level 1 (29.17). This can be indicated that, according to the rating scale criteria determined, most of the participants (16 out of 24) made unclear responses which were difficult to understand. Compared to the pre-test, most of the participants (58%) were rated at a higher scale of level 3, followed by level 1 (25%) in the post-test. This can also be an indication that, according to the same rating scale criteria used in the pre-test, most of the participants (14 out of 24) were able to respond clearly, but many errors, pauses, and repetitions were still found.

Table 6: Participants' English speaking ability (grammar and structure)

| Test | Mean | S.D. | t | Sig. |
|-----------|--------|--------|--------|------|
| Pre-test | 1.5000 | .51075 | -7.430 | .000 |
| Post-test | 2.5000 | .78019 | | |

According to table 6, in terms of grammar and structure, the speaking test results of the pre and post-tests were different at a significant level of 0.05. In addition, their speaking ability after the post-test (2.50) was higher than that of the pre-test (1.50).

Table 7: Frequencies and percentages of participants' speaking ability (grammar and structure)

| Rating Scale | Pre-Test | | Post-Test | |
|--------------|-------------|-------------|-------------|-------------|
| | Frequencies | Percentages | Frequencies | Percentages |
| 4 | 0 | 0 | 3 | 12.5 |
| 3 | 0 | 0 | 7 | 29.17 |
| 2 | 12 | 50 | 13 | 54.17 |
| 1 | 12 | 50 | 1 | 4.17 |

From table 7, it is remarkable that most of the participants were equally rated at level 1 and level 2 in terms of grammar and structure. In other words, according to score criteria, half of the participants (12 out of 24) could not answer questions using English words, while the rest could use only basic words to answer questions. On the contrary, when considering the post-test, the participants' English speaking ability considerably improved. The majority of them (54.17%) were rated at level 2, subsequently followed by level 3. This can be pointed out that the average amount of the participants who could not answer using English

words could enhance their English speaking ability to the upper level; that is to say, they were able to use basic words in answering questions after the training course. Surprisingly, compared to the pre-test no participant was rated in level 3 and 4; however, 7 out of 24 participants (29.17%) were rated at level 3 after the post-test. This can be interpreted that they were able to use basic words and phrases with a few connectors in answering and giving information. Furthermore, 12.5% of them were rated in the highest level. By way of explanation, they were able to use basic sentence patterns with a few mistakes after the training course.

Objective 4: To explore confidence in English speaking of the participants.

Table 8: Participants’ confidence in English speaking

| Test | Mean | S.D. | t | Sig. | interpretation |
|-----------|--------|--------|---------|------|---------------------|
| Pre-test | 2.5167 | .74814 | -10.636 | .000 | Moderate confidence |
| Post-test | 3.9667 | .62322 | | | High Confidence |

Table 8 reveals that the confidence in English for communication by self-assessment of the participants before and after the English training course was different at a significant level of 0.05. Their confidence after the training course (3.97) was higher than before the training course (2.52). In other words, their confidence on average increased from moderate level to high level after they had participated and underwent all of the teaching and learning processes of the conducted English training course.

Table 9: Participants’ confidence in English speaking by unit

| Unit | Before training | | Interpretation | After training | | Interpretation |
|------|-----------------|------|---------------------|----------------|------|-----------------|
| | Mean | S.D. | | Mean | S.D. | |
| 1 | 2.7 | 0.96 | Moderate confidence | 4.0 | 0.81 | High Confidence |
| 2 | 2.5 | 0.78 | Low confidence | 4.0 | 0.78 | High Confidence |
| 3 | 2.6 | 0.72 | Moderate confidence | 3.8 | 0.79 | High Confidence |
| 4 | 2.4 | 0.77 | Low confidence | 4.1 | 0.80 | High Confidence |
| 5 | 2.5 | 0.83 | Low confidence | 4.0 | 0.72 | High Confidence |

From table 9, it is obvious that the participants' confidence level increased in all units. Noticeably, the widest range of confidence in English for communication when considering the average score before and after the training course was found in unit 4 (1.7). In other words, their confidence increased from low to high level in the topic of describing products after the training course. In contrast, the least increase of confidence was found in unit 3 (Giving directions and telling the time). Their confidence increased from moderate to high level with the difference of 1.20.

Conclusion and Discussion

1. Overall, after the post-test, participants' communicative English ability improved and reflected their confidence in English speaking which also increased after the training course. More precisely, their communicative English ability in unit 4 (Describing products) was in accordance with their confidence in English for communication in unit 4: the average score of communicative English ability after the post-test increased the most in unit 4 for 1.1 points, and the confidence in English speaking also increased the most in unit 4 for 1.7 points on average. The results of the study were due to the course design providing a variety of teaching materials and activities such as audio files, flash cards, story-telling and role-play which helped motivate and stimulate learner's attention which then resulted in the overall higher scores mentioned. The results were in line with the research by Tipduangta, Swathanan, Kienngam, & Phengpit (2018). According to the study, it was claimed that language course design with various types of teaching materials could enhance student's knowledge of French words and sentence structures.

2. When considering the score of communicative English ability, it was found that the participants could gain the highest score in unit 2 (Talking about rules and warnings) after the post-test. Remarkably, the average highest score in unit 2 was significantly related to the results of the needs analysis in the previous research. The results showed that "Talking about rules and warnings" was the topic the paddlers in Damnoen Saduak needed the most. (Chatuporn Insuwan et al., 2017) Accordingly, the needs analysis and the training course designed to serve the needs of learners could be assumed as factors motivating the learners' attention which resulted in the highest score in unit 2. Furthermore, during the 5-week period of course implementation, it could be noticed that the participants frequently asked questions and paid much attention in unit 2. Also, from interviews during the course training, most of the participants reported that they wanted to know how to tell the foreign tourists about the rules

and warnings because of their lack in vocabulary to use in their career. The results could be supported by Hutchinson and Waters (1987)'s ESP approach which divided target needs in terms of necessities, lacks, and wants. It is explained that 'necessities' is a type of need established by the demands of the target situation. It is what learners have to know so as to operate effectively in the target situation. For this reason, driven by the needs to operate effectively in their career, the participants therefore assumingly paid much attention and participation resulting in the highest score in unit 2.

3. According to the participants' English speaking ability, the average score rated by the three assessors after the post-test in terms of answer and response was higher than that of grammar and structure. The result could be explained by the use of audio files as a teaching material in each unit. As explained earlier in course implementation, each participant had a CD Rom containing conversations based on situations in their work to practice at home. For this reason, they had more opportunities to practice English speaking rather than grammar and structure in the part of useful language that they normally practiced once a week in class. The results of the study could be supported by the study by Preechamornkul, Adipattaranan, Saengsin & Nguenyuang (2018). It was pointed out that English skills of the third year students majoring in English, Maejo University, were in good level after the study based on communicative language teaching. It was explained that the students' English skills were in good level because the curriculum of multiculturalism was developed by using the contents related to the participants' own background. Altogether with various kinds of teaching methods and materials, it helped develop good English skills of the participants. Similarly, the course development for tourist-boat paddlers in this study started from the real background of the participants, for example, local culture, history of the Damnoen Saduak Canal, and the language that they used in daily life for their career. All of these could build up good attitudes towards lessons and make improvements in speaking ability.

4. According to the satisfaction in the English training course, the results showed that the participants were averagely "Very Satisfied" with the course. Also, they were also most satisfied with the applicability of knowledge in the real situations. The satisfaction of the course was due to the fact that the course was meticulously structured following the steps of course design by Richards (2001)'s approach to course development with validity of the course design by three experts. The results can be supported by the study by Nachit, Chianchana, & Ratchusanti (2016) who studied the development of a training course curriculum based on

empowerment evaluation approach. The results revealed that the appropriateness of the course was at the highest level due to well-planned course development.

Recommendations

1. Due to limitation of time in course participation of tourist-boat paddlers, there should be a development of innovation that could facilitate them to improve their English for communication skills.

2. In order to help tourist-boat paddlers improve English for communication ability, the course designed as well as the teaching materials should be annually used for academic service for a larger population of tourist-boat paddlers.

3. To develop the most suitable English for communication course for the boat-paddlers, the course should be further designed for both learners with low and high abilities.

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