



A STUDY OF ENGLISH USAGE BY TOURIST GUIDES AT TOURIST SITES IN
LUANG PRABANG CITY

Phra Thavisack Dhirapupñño (Sayasack)

A Thesis Submitted in Partial Fulfillment of
The Requirements of the Degree of
Master of Arts
English (International Program)

Graduate School
Mahachulalongkornrajavidyalaya University
C.E. 2017



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Abstract

This research aims 1) to study the problem of English communication of tourist guides at the tourist sites in Luang Prabang city, 2) to develop the skill of English communication of tourist guides at the tourist sites in Luang Prabang city and 3) to recommend the skill developing about English communication of tourist guides at the tourist sites in Luang Prabang city.

This research is the Quantitative Research. The population referred to this research, researcher selects tourist guides at tourist sites in Luang Prabang city consisting of 30 persons.

Area of research is the tourist sites in Luang Prabang city. Research method, the tool used in the research, the researcher makes questionnaires as the tool. The researcher makes the note as the tool to collect the information from opinion and suggestion.

The sample group is consisted of 30 persons. The data analysis is of general information collected from tourists at the tourist sites in Luang Prabang city. The analysis of personal data to achieve the development skills of English usage in communication of the tourist guides at the tourist sites in Luang Prabang city has been studied.

The result of the research is found that most of the tourist guides have been taught the skills. Most of the tourists guide get knowledge from developing skills for 93.33%, followed by using the experience from developing skills to adapt with the tourist guides the high level of the 86.67%. Get knowledge from speaking skills at high level for 76.67%. Get the experience from developing skills at high level for 83.33%. The structure of English helps in describing about the tourist sites at level of up to 66.67%. The suitable time to developing skills at the highest level by 66.67% and confidence in describing about the tourist sites at the highest level by 63.33%. The appreciation with developing skills and suggestion for all the ways of developing skills at the highest level by 96.67%. All satisfied with the proposed acquisition which reaches 94 percent of the expectation.

After the acquisition of the development of skills in English communication of the tourist guides, this research has shown the achievement for the statistical record at the first time before learning tactics at 67.13 percent and 88.37 percent after learning tactics. The statistical significance of dissatisfaction at .001 percent has been recorded.

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List of abbreviations and symbols

S'	=	Singular
's	=	Plural
,	=	Comma
"Or"	=	Quotation Marks
:	=	Colon
.	=	Period Full Stop
;	=	Semicolon

CHAPTER I

Introduction

1.1 Background and significance of the problem

The importance of the cultural communication in the contemporary world of English, the proliferation of foreign tourists in Luang Prabang city has been activated to use English as a common language to communicate. Because Luang Prabang is the most beautiful and attractive city in ASEAN ranking system of tourist cities and accepted by the UNESCO. Additionally, the declaration of Luang Prabang as a world heritage city is very essentially to study the various cultural fields. This is the reason why it is seriously lacking studies between the relations between the importance of English usage and the culturally dimension of Luang Prabang tourist sites.

Luang Prabang is the best location in the north of Laos People's democratic republic. Because It has a very beautiful landscape place to attract tourists such as; Phusi Mountain, National museum, Xieng thong temple, Visoun temple, Tum ting cave, Kuangsi waterfall, tat se waterfall. Each of these places has many foreigners who come to visit and learn about Laotian cultural diversity and tradition. **Prof. Supachai Singyabouth** had said Luang Prabang is the main landmark in Laos PDR because it has a lots of ancient architecture and building which is attracted the tourist to create the recreational activities in Luang Prabang, for example, climbing a mountain, natural sightseeing, historical Buddhist places, etc. Luang Prabang is the most ancestor place of the originality of traditional Buddhism in Laos. Additionally, it is the city which combines between the modern style of travel and Buddhist faith. Furthermore, the staff and guide in the tourist sites are the key person who give and tell about the history of Luang Prabang especially this research focuses on the capacity of the staff who can use and develop their English under the standard of the English usage in

modern society.¹ In order to evaluate the standard of the staff and guide in the tourist sites who uses English as a second language to communicate the importance of Luang Prabang to the tourist especially the foreigner. It is useful to study how staff and guide in the tourist sites use English and find the resolution to improve their English or find the alternative resolution to set the model of studying English for tourist guides in Luang Prabang.

In this research, the researcher creates the instrument to evaluate the English usage of the staff in accordance with the academic criteria especially in the field of linguistics or the English for tourist guides. However, in Laos people's democratic republics, it has a course concerning the person who wants to be a tourist guides in Laos and take three years to study especially English. This research benefits for this course and vice versa, i.e., the assessment of English usage. Luang Prabang will be benefited from the course of learning of how to be an efficient tourist guide.

1.2 Objectives of the Research

1.2.1 To study the problem of English communication of tourist guides at the tourist sites in Luang Prabang city.

1.2.2 To develop the skill of English communication of tourist guides at the tourist sites in Luang Prabang city.

1.2.3 To recommend the skill developing about English communication of tourist guides at the tourist sites in Luang Prabang City

1.3 Statements of Research Questions

1.3.1 What is the problem of English communication of tourist guides at the tourist sites in Luang Prabang city?

1.3.2 How is the skill of English communication of tourist guides at the tourist sites in Luang Prabang city developed?

1.3.3 How is the skill of English communication recommended?

¹ Prof.Supachai Singyabouth. **Luang Prabang the world cultural heritage memories of royal city, ritual space and globalization**, first printing, (Press: saithan, Bangkok: 2553 B.E), p.20.

1.4 Scope of the Research

1.4.1 Content of research

This research is the Qualitative Research which is to study about the problem of English usage in communication of tourist guides in the tourism at Luang Prabang.

1.4.2 Population

The population referred to this research, researcher selected tourist guides at tourist sites in Luang Prabang city consisting of 30 persons: Male for 20 persons and female for 10 persons.

1.4.3 Area of research

Area of research is the tourist sites at Luang Prabang city.

1.4.4 Scope of Variables

1.4.4.1 This (Independent Variable) is the general information of the respondents including gender, status, age, education, finish tourist guide course, income.

1.4.4.2 This (Dependent Variable) is the result from the developing of skills in listening, speaking, reading and writing in English to communicate with tourists.

1.4.5 Time of research

Duration of time used for collection of data is 6 months starting from November 2559 B.E – February 2560 B.E

1.5 Definition of terms used in the Research

Luang Prabang is in the north of Laos and the destination city of tourism and the member of UNESCO.

English usage means the tourist guides usage English in communication.

Tourist guide means the tourist guides in the tourist sites in Luang Prabang city.

Tourist sites means the three sample tourist sites i.e. Xieng Thong temple, National museum and Phusi mountain. The population referred in this research

researcher selects tourist guides at tourist sites in Luang Prabang city for 30 persons consisted of 20 male persons and 10 female persons

1.6 Expected benefits

1.8.1 Knowing the problem of English usage in communication of tourist guides at tourist sites in Luang Prabang city.

1.8.2 Knowing the way to develop the skill of English usage in communication for tourist guides at the tourist sites in Luang Prabang city.

1.8.3 Recommending the skill for developing English communication of tourist guides at tourist sites in Luang Prabang city.

CHAPTER II

Literature Review and Research Works Concerned

The study of English usage by tourist guides at tourist sites in Luang Prabang city is the tourist guides who are working at the tourist sites in Luang Prabang city. Researcher had done research on:

2.1 The concept and theory of the tourist guides

2.1.1 The meaning of tourist guides

According to the word of guide means one who is a tourist guide in domestic and overseas matching with English as Guide, Tourist Guide, Courier or Tour Leader. Guide or tourist guide means one who guides and describes the tourist place. The word courier and Tour leader used for the one who gives the comfort for tourist such as booking hotel and travel. Now four words can be used instead in the same meaning. Tourist guide is the person who describes and giving the comfort for booking hotel, restaurant and travel.¹

Yolrawee Inta said Tourist guide means the translation and direction the way for the tourist in the city and overseas the same meaning in English as Guide, tourist guides, courier or tour leader. Normally the word guide or tourist guide means a tour guide who explains the tourist place for courier and tour leader including making the comfortable for tourist in tourism, hotel and travel which all four words can be used instead of each other. Because the tourist guide at present can be the tourist guide or whoever who makes the comfortable for tourist in booking hotel reservation restaurant, and traveling.²

¹ **Luangprabang tourism**, resource: <http://www.luangprabang-tourism-laos.org/>[21 November 2559].

² Yolrawee Inta, "Language interactions between tour leaders and tourists in Chiang Saen Touring Sites. Chiang Rai Province", 2005, p.50.

We can summarize as a person who gives the comfortable for tourist and who has knowledge to describe about history, Buddhism, local daily life and suggests accommodation such as hotel, food and restaurant.

2.1.2 The importance of tourist guides

Darunee Keomuang said the tourist guide has more importance in tourism industry like other job. Because they are the one who make the comfortable for and suggestion for the tourist, the stranger who unfamiliar with the place, people and culture. If there are no tourist guides to guide the way or helping, it will be uncomfortable and won't get any knowledge in the trip losing time and money. So the tourist needs to have the tourist guide for:

1. Touring all the place and not forget the importance of place;
2. Getting more comprehension about history correctly;
3. Calculating suitable time in touring;
4. Earning the comfortable and safe trip;
5. Earning the knowledge and enjoy more touring;
6. Save more money in touring;

7. No difficulties in touring communication such as contact comprehension, ticketing in tourist place and selecting the car in touring, etc.³

Viriyapha Sangrien said: tourist guide is more important for tourism industry because they have chance to impress the tourists in the good way or a bad way. If the tourist guide is helpful, the tourist will see all people friendly and have a positive thinking of the country traveling and shall repeat visiting the city. The tourist guides shall create a lively atmosphere for tourist. The tourist can earn knowledge, comfortable and cheerful because all the tourist guides have good amicability with each other.⁴

We can summarize that tourist guide is important for tourism industry in the country more and more which makes the tourist place becomes famous. The

³ Darunee Keomuang, "Tourist guide the importance element of tourism industry", Bangkok: Dhammasart publisher, 2542, p.49.

⁴ Viriyapha Sangrien, "Importance of tourist guide with tourism industry", 2541, pp.3-5.

Impressive touched by tourists in knowledge, food and accommodation at the tourist sites.

2.1.3 The qualifications of tourist guides

Viriyapha Sangrien said tourist guide is the one who suggest the way and the tourist sites. The duty of tourist guide is a kind of service to public so the qualification of tourist guide is the service for normality the tourist guide should have:

1. To have an impress relationship with each other. They will have a positive thinking and will be cheerful, courtesy and ready to help people. The tourist guide makes the tourist feel warm and impression.

2. To have a good personality makes the tourist to have good memories during the trip.

3. To have a good knowledge of an interesting environment around. Be observant, love to research, have a good memory in reading and listening comprehension to analysis effectively. To give correct data to the tourist to get more benefit of the trip.

4. To have and oratory speech such as having a clear voice speaking, have a suitable tone in speaking by using the suitable language to the audience.⁵

We can summarize the tourist guides who have the having capability such as: courtesy, good personality and have an oratory speech.

2.1.4 The abilities of tourist guides

Viriyapha Sangrien said: The tourist guides must have an ability to speak clearly and good appearance concluded:

1. Language ability. The tourist guides must have the ability to use foreign language and good ability to communicate with tourists correctly following the role of language usage. The language ability is an important qualification in considering for hiring tourist guides working. Because this kind of job needs a good English language speaking and concluded as:⁶

- 1.1 Tourist guides practicing the language in high standard;

⁵ ibid. p.8

⁶ ibid. p.30

1.2 Oversea graduated must know well about language skill and have a good communication;

1.3 Tourist guides trained from the tourism institute;

1.4 Person graduated from faculty of tourism of government and individual;

1.5 Person who has an ability in speaking, listening and understanding foreign language.

2. The academic knowledge ability including the tourist guides should have:

2.1 The source of tourist place such as location, history, weather, activity of tourism, etc,;

2.2 Knowledge about art and culture, architecture, convention, daily life, religion, belief, traditional and various kinds of food;

2.3 Knowledge about environment around tourist sites such: money exchange and other nation traditional place.

3. Tourist guide ability is the main qualification of tourist guides because the trip shall be enjoyable gaining knowledge and a good vacation. Tourist will not be boring. The ability is concluded by:

3.1 Organizing time suitable for each program and enough time for the enjoyment of tourists.

3.2 The ability to analyze the tourists behavior in order to respond their needs. For example, French is interested in history and archeology, American likes to take an adventure, Asian likes to take pictures, buy things, etc.

3.3 The ability to make some excitement activities for relaxation.

3.4 The services mind to make comfortable and take care of all tourists equally.

4. The ability in solving the problems immediately and think only the benefit of tourists.⁷

Darunee Keomoung said the tourist guides has more importance for tourism industry in tourism leader having duty as follows.

⁷ Viriyapha Sangrien, “importance of tourist guide with tourism industry”, 2541, pp.3-

1. The duty as representatives of country or community while tourists come to visit. The tourists who are closely related all the time are tourist guides. Tourists will trust everything and take the tour leader as dependable. Expression of the tourism operator is an agency of nationality.

2. To make a good connection among the nations to create a good image for the nation or acting as a peace ambassador etc. The duty of tourist guides has three functions such as: pick up the tourist, touring and taking off procedures.⁸

We can summarize the duty of tourist guides as to sincerely welcoming tourists to show honorably off the nations.

2.2 The Concept and theory of communication

2.2.1 The meaning of communication

Communication derived from the Latin (Communist). Communication has more importance and involve with humans all the time or it is called a human behavior as well as other behaviors.

Rupert Brown said that the communication means the process of receiving and submitting to relevant information between individuals. At least 2 people are listening, speaking, reading and writing. Speaking is meaningless and communication is not possible if the audience cannot understand the title or purpose of the speech. So the communication must have the meaning both to the listener and the speaker.⁹

Ornlavanh Peerunthanaovard said that communication is the process which one person is to transmit a message to another person and reaction. Using the symbol such a word and non-word and Interactivity are the interaction between the receiver and the messenger.¹⁰

⁸ Darunee Keomoung, "Development and promotion of tourism. Chainat province by using local history", **National Research Council of Thailand**, 2555, pp.140-144.

⁹ Rupert Brown, "Social identity theory: past achievements, current problems and future challenges, **European Journal of Social Psychology**", **Volume 30**, Issue 6, p. 745-778, resource: <http://onlinelibrary.wiley.com> [November/December, 2000].

¹⁰ Ornlavanh Peerunthanaovard, **Communication for persuasion** 1st printing (Bangkok: Chulalongkorn University, 2537, P.12.

Phimlamon Sommard giving the meaning of communication as the process of exchanging information, opinions and feelings between two or more persons. These include speech, voice, writing, expression and gestures. Communication will be successful, it must be grammatical knowledge, as well as knowledge about the culture in the society and including the ability to choose the suitable language for that situation.¹¹

Galvin, K. & Terrell, J said that the communication is the procedure of data exchanging. The procedure concluding by the sender and receiver and reaction in the procedure of communication the sender and receiver will try to make the comprehension of the partner that maybe connected by speaking or not. The sender can check the quality of communication from the feedback of receiver because this will help the sender to decide what should be better for the sender next time. The communication will not complete if without the code and decoder. Encoding is selected before communication is suitable for the receiver such tone, hand movement and the quality speed in speaking for the encoding is the interpretation message that received.¹²

Phaythoon Sinlarat and group defined the communication as the procedure that human changed knowledge, thinking, felt and experience with each other.¹³

Nanthavith Phonphiboun had given the meaning of communication such as: the communication means communication of knowledge thinking and experience

¹¹ Phimlamon sommard, "Factors related to social communication skills of upper secondary school students, Roi-et province, "**M.A thesis**) ,graduation college: Mahasarakham university, 2546, p. 33.

¹² Galvin, K. & Terrell, J. (2000). "**Communication works! Communication applications in the workplace**", Columbus, OH: Glencoe Press. (Senior Author), 2000, p. 40.

¹³ Phaythoon Sinlarat, and group, "**Directions and trends General education**", king mongkut's university of technology, Thonburi, 2555, p. 4.

of sender to receiver and to learn the reaction from receiver of the message in the connection by word and body language.¹⁴

We can summarize the process of communication as exchanging information from messengers to receivers by using words. Both are reacted under different listening and reading comprehension and can understand exactly in the same way.

2.2.2. Character of communication

It has two characters such as:

1. One way communication is a kind of sending messages or convey the meaning to the receiver but the receiver cannot immediately response to the sender. The communication in this kind will be the connection by using media such: listening to the radio or watching TV etc.

2. Two way communication is the communication or convey the message that the receiver can response to the sender immediately by being the sender and the receiver at the same time such: telephone speaking, and teleconference.

Michael Hyatt (4 Characteristics of Effective Communicators) 2012
Regardless, 75 percent of the people in common are not considered a proper idea of the message. Even worse, 50 percent of speakers can't identify the objective of their own talking.

"During thirty-five years as a professional speaker, I have been constantly asked the secret to being a powerful communicator. My experience with audiences of all sizes and from all walks of life have taught me that, whether speaking to twelve people in a board room or fifty-five thousand in a stadium, effective communicators share four characteristics":

1. Effective communicators know how to prepare a message with a singular and crystal clear focus.

If you know where you are going, you can take anyone with you.

If you aim at nothing, you will hit it every time.

¹⁴ Nanthavith Phonphiboun, "Vocabulary Learning Strategies for Independent EFL Readers: A Focus on Dictionary Use", *Journal of Liberal Arts*, 2002, p.15.

2. Effective communicators know how to read an audience and are able to customize their presentation to make that audience want to listen.

Until the audience is engaged, communication has not taken place.

An engaging presentation puts people on the edge of their seats.

3. Effective communicators are passionate about their subject.

They pour every part of their being into the presentation.

If the subject is not worthy of your passion, it should be distributed in a memo.

4. Effective communicators leave the audience no doubt about how to benefit from the objective of the talk.

They call people to action.

They make it easy to respond.¹⁵

Dr. Richard J. Krejcir Communicating productively is one of the most important skills in life. Effective communication is being willing to convey our honest thoughts, attitudes, feelings, and actions to others in a kind and active listening manner that reflects and glorifies Christ. This is the foundation of a successful marriage as well as a healthy church and an affirmative friendship. Without communication, a marriage or any relationship in the church, the workplace, or anywhere can never effectively work. Good communication is an essential to the understanding of one another. However, although the goal of perfect communication is perhaps unattainable, that does not mean we should not seek to be effective, as all of our relationships and dealings in life will depend on it. The first thing we can do to be better communicators is to have the desire to hear the other person fairly. We can do this when we are sincere, enthusiastic, refrain from over-talking, be truly open, and make eye touching. Public communication is the vital foundation for every relationship, from the workplace to friendships, and especially in marriage, where it is necessary in order to understand and help each other. Without it, one cannot see what is truly motivating the other, or what his or her ideas and intentions are cannot communicate, learn or grow our relationship effectively. When you have differing points of view, and you will have, determination to talk and listen. Concept by listening, 99 percent of the

¹⁵ Michael Hyatt, “4 Characteristics of Effective Communicators”, 2012, pp. 33-34

problems will be resolved. When you have this down, you will be light-hear ahead of the game in your friendships, effectively listen, and we need to give the other person of full attention. We must be willing to build the skills of empathetic and active listening. To do this, we first need to concentrate on quieting our own thoughts and concerns so we can hear theirs. We all have a natural, internal commentary going; try to shut it off until afterwards. This will help you engage the person and remember what he or she is saying.

1. If you want to interact effectively with and/or influence another person, you first need to understand them!

2. When talking to someone, develop rapport by demonstrating sincere interest in him or her; focus on him or her as a good by investing all time. This should be the most important person in the room for you!

3. To be empathetic; consider how you would feel in their situation. Good listeners will be sensitive and show careful by identifying and having compassion for the other person and no disconnecting or detaching. Sometimes, it is necessary in professional type relationships to have set some boundaries when interacting with patients or colleagues. However, it is essential to show empathy and care.

4. Honor and hear to others' thoughts and feelings; express positive feelings and feedback.

5. Listen to the words and try to determine the accent of those words to get more clarifications.

6. Do not jump to conclusions! Do not form your impressions by preconceptions, stereotyping, or generalizing of works.¹⁶

We can summarize the character of communication in four parts as below

Self-communication refers to both the sender and receiver.

Same time as writing and reading books.

- Interpersonal Communication
- Group communication
- Mass communication

¹⁶ Richard J. Krejcir, "The Character of Communication", 2005, pp.40-43

2.2.3 The element of communication

1. Informative communicator is the one who sends news content, thinking and knowledge to the receiver or group of people by using the language to make the receiver understand the speaking language, writing language, gesture, picture or emoticon etc.

2. Content of the message as such knowledge, thinking, news, title, message, picture etc. for the receiver to get the data.

3. Media or channel means the simple word that helps to show the thinking and the event that the sender needs to show to the receiver the most of media using “speaking language” for writing or reading, the media used is writing language and deaf-mute using the media by “body language”. The equipment used such as: radio, television, printing media, category, map, picture, exhibition that’s can use the media for giving the meaning.

4. Receiver or target is the one who receive the content of the story of the sender can be the personal, mob or organization. When receiving the content the receiver must decode or translate the message to understand

5. Effect means what happen from the sender to receiver such comprehension, don’t understand, accept or decline pleased or angry etc. The effect of the communication will be the effect continuing to the complete goal and this is up to the vision of receiver the media usage and the importance situation in communication

6. Feedback is the receiver reply to sender that the receiver show such: Vision, sleepy, clap, smile, greeting shaking hand dialog and opinion to show the data that making the sender know the receiver pleased or have the comprehension in the message.

Will Gemma whether in a marketing strategy, a customer service model, or just day-to-day conversation, communicating effectively is an amalgamation of art and science. In fact, when technology advanced rapidly through the turn of the 20th century, a new theoretical field, Communication theory, was introduced alongside Information theory. Notable products of that field (livelier today than ever) are the Elements of Communication, for which there exists a basic model. Naturally, debate

abounds over what these elements are in what order they should appear, but a general blueprint survives to help us better understanding the tangibles and intangibles behind the art of communication.

Over the years, and with the help of distinguished communication theorists Claude Shannon, Wilbur Lang Schramm and Robert Craig, among others, a simple model of communication has evolved to signify the aforementioned “elements of communication.” Again, there is no universally accepted archetype, and dissidents will flock to anything claiming to be such. Still, what follows is not only an accurate assessment of the basics; it is also an informative lesson for anyone with a desire to better understand the mechanics of communication.

1. Source

The source is the person (or thing) attempting to share information. The source can be a living or non-living entity. The only qualifications necessary for a source are an origin of information (in Information Theory, the source generates data that one would like to communicate) and an ability to transmit this information, through a channel, to a receiver.

2. Message

At first glance, the message is simply the information you want to communicate. But it goes deeper than that. Communication theorists examine messages from a semiotic perspective (the study of signs and symbols, and how meaning is created through them; note: it is not the study of meaning, just how meaning is created). For example, a commencement speaker produces meaning through several criteria. First, there is the object (in this case, the speaker has an inherent meaning, maybe through being a local celebrity or famous alum). The second criterion would be his or her image, acting as a symbol or representation of the meaning of the object (a well-dressed, professional and successful person). The third criterion is interpretation or derived meaning. If the object and image (and, in this case, speech) are successful, then the audience will leave with an understanding of how to proceed toward a life of personal fulfillment.

3. Encoding

Encoding is the process of assembling the message (information, ideas and thoughts) into a representative design with the objective of ensuring that the receiver can comprehend it. Communication is only established when it results in both the source and the receiver understanding the same information. People who are great communicators are great encoders; they know how to present their message in a way that their audience (receivers) can easily understand. They are also able to identify information that is superfluous, irrelevant or even accidentally offensive, and eliminate it in advance through anticipation.

4. Channel

An encoded message is conveyed by the source through a channel. There are numerous channel categories: verbal, non-verbal, personal, non-personal, etc. A channel could be the paper on which words are written, or the Internet acting in the client-server model that is allowing you to read these words right now.

A good communicator is one who understands which channels to use under different circumstances. Unfortunately, there is no perfect channel. All channels have strengths and weaknesses (smartphones are great, for example, but a marriage proposal is best done in person).

5. Decoding

Now would be an appropriate time to remind yourself that you can just as easily fill the role of decoder as you can encoder. This is where listening, and reading directions carefully, makes its claim to fame—decode with care, my friends. As we discussed in Encoding, communication is only successful when it results in both the source and the receiver understanding the same information. For this to happen, there can be no errors in processing. The most common among these would be, for example, a first-grader sitting in on a lecture on differential equations, i.e. decoding is impossible if the decoder cannot even understand the message.

6. Receiver

Ultimately, the message is delivered to the receiver. A good communicator takes the receiver's preconceptions and frames of reference into consideration; how they will react, where common ground is shared, their sense of humor, their moral conduct, etc. All of these things will affect how the receivers decode messages.

7. Feedback

A better word might be “reaction” or “responses.” The source judges its success based on the feedback it receives, so pay close attention. If Google’s servers crashed tomorrow, there would be a lot of confused sources. The same would be true if you delivered a flawless marriage proposal, only to receive a look of bewilderment and horror. And then there are famous marketing nightmares, such as Aqua Teen Hunter Force’s LED signs that were mistakenly identified as explosive devices. Feedback is the moment of reckoning. Whether things go right or wrong, it serves as one of the most important learning opportunities we have.

8. Context

Context is simply the environment in which your message is delivered. For Bob Dylan, the context was the Civil Rights movement in the 1960s, with a heavy focus on The Big Apple (though he would probably disagree). Context could be a boardroom meeting focusing on international expansion or the 2006 World Cup final in Germany (poor choice, Zidane). Needless to say, context can easily make or break the effectiveness of communication.¹⁷

We can summarize the element of communication that communication must have two parts, i.e, the substance or information from the sender to the recipient and from the recipient to the sender. And if the response is not what the sender wants to do, it's considered as unsuccessful communication.

2.2.4 The Skills of communication

Ricard said had Language educators have long used the concepts of four basic language skills:

1. Listening
2. Speaking
3. Reading
4. Writing

The four basic skills are related to each other by two parameters:

1. The mode of communication: oral and written

¹⁷ Will Gemma, “The Elements of Communication: A Theoretical Approach”, 2013, pp.30-31.

2. The direction of communication: receiving or producing the message ¹⁸

The researcher may represent the relationships among the skills in the following chart:

Laubach Literacy When learning new language material, the order of acquisition is generally this, for both second language learners and children learning their first language:

Listening: The learner hears a new item (sound, word, grammar feature, etc.)

Speaking: The learner tries to repeat the new item.

Reading: The learner sees the new item in written form.

Writing: The learner reproduces the written form of the item.

When you are planning to present a new teaching item (sound, grammar point, vocabulary word, etc.) keep the order of acquisition in mind. It is best to expose the learners to the item in that same order, so that they are exposed to it as a listener before they are called on to use it as a speaker, and that they hear it before they see it in text. In this way, the order of learning a second language is similar to the way a child learns his or her first language. He/she will be able to understand the new item for quite a while before he/she is able to produce it and use it in communication¹⁹

Bean, J said: in other words, all four skills are likely to come into play more often than may be first apparent. Communicative or language competence is a complex construct comprised of many aspects or facets; it may involve speaking, writing, reading and listening in various combinations indifferent settings or on different occasions²⁰ **Gardner and Lambert, W. E** To focus exclusively on some aspects to the exclusion of others might under-represent the construct and thus provide an assessment that was less than sufficiently valid for its intended purpose. While a specific language may focus in-depth on a single skill area and provide very useful

¹⁸ Ricard, "Assessment of social communication skills in preschoolers", **Wiley-Liss, Inc. MRDD Research Reviews**, 2005, p.247.

¹⁹ Laubach Literacy, "**Teaching Adults: An ESL resource book**. Syracuse, NY: New Reader's Press", 1996, pp.13-15.

²⁰ Bean, J. "**Engaging Ideas: The Professors Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom**", 1996, p. 30.

information about a particular issue, using measures of other skills also will usually allow for a more complete assessment of the ability to engage in effective communication.²¹

We can summarize the skills of communication as the sender to receiver, speaker, writer, audience, reader, media, circumstances and people. This is a factor that determines communication to suitable life and culture.

2.2.4.1 The skill of Listening

Ricard said Listening comprehension is the receptive skill in the oral mode. When we speak of listening we really mean listening and understanding of what we hear. In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably are not aware of how complex a process it is. Here we shall briefly describe some of what is involved in learning to understand what we hear in a second language.

Listening Situations

There are two kinds of listening situations in which we find ourselves:

- Interactive
- Non-interactive

Interactive listening situations include face-to-face conversation and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some non-interactive listening situations are listening to the radio, TV, films, lectures, or sermons. In such situations we usually don't have the opportunity to ask for clarification, slower speech or repetition.²²

Ricard process that the following are the micro skills involved in understanding what someone says to us. The listener has to:

- retain chunks of language in short-term memory

²¹ Gardner, R. C. & Lambert, W. E, "Attitudes and Motivation in Second-Language Learning", 1972, p. 12.

²² Ricard, "Assessment of social communication skills in preschoolers", Wiley-Liss, Inc. MRDD Research Reviews, 2005, p.22.

- discriminate among the distinctive sound in the new language
- Recognize stress and rhythm patterns, tone patterns, intonation contours.
- recognize reduced form of words
- distinguish word boundaries
- recognize typical word-order patterns
- recognize vocabulary
- detect key words, such as those identifying topics and ideas
- guess meaning from context
- recognize grammatical words classes
- recognize basic syntactic pattern
- recognize cohesive devices
- Detect sentence constituents, such as subject, verb, object, repositions, and the like.²³

We can summarize listening skills as listening to understand and concluded by using critical thinking about what facts they heard and happening which we will be able to scrutinize ideas and beliefs easily.

2.2.4.2. The skill of speaking

Williams B, had said the element of competence in communication have 4 element such:

1. Mechanical rules of language. This rule can decide the word structure correctly or grammatical mistakes.

2. Meaningful rules of language. This rule will connect with the word outside so selection the word is more importance. If don't select well the listener might not understand what one had said.

3. Appropriacy in setting and relationship between the people involved. This rule can settle problem of the speaker upon sending the message to the listener.

²³ *ibid.* p.32.

4. Non-linguistic communication such as: position, gesture, the gigantic eye facial expression and etc, can reflect role of the speaker.²⁴

Hymes has the opinion that the competence of communication must conclude by four element such:

1. The competence that will know the sentence structure whether it follows grammatical rule or not.

2. The competence that will know which sentence is the correct character of language to be use follow the grammar rule or not.

3. The competence that will know which sentence is appropriate to use at such time.

4. The competence that will know the acceptable usage in society.²⁵

Bachman and palmer said the competence in communication must have 3 element such as:

1. Linguistic competence, i.e. to know about the structure, pronunciation, meaning of vocabulary etc.

2. Sociolinguistic competence, i.e. the comprehension rule in society of language usage. Both sender and receiver can use the suitable character of the language during the communication in the suitable time.

3. Pragmatic competence. The knowledge competence while using language such as: adaption with the situation, using manner, face, eye contact and toner conclude in the communication.²⁶

Weir Cyril J said the element of competence speech for communication can summarize such:

1. The fluency in language usage by exact meaning.

2. Appropriateness of using gentle word in the conversation in the suitable time or express the disagreement with suitable word.

²⁴ William B, “**Intercultural communication competence Thousand Oaks**”, CA, US: Sage Publications, 1993, p.33.

²⁵ Hymes, “**Language learning, Wiley Online Library**”, 1981, pp.15-17.

²⁶ Bachman, and palmer, “**the construct validation of the FSI oral interview. Language learning**”, Wiley Online Library, 1981, p.67.

3. Accuracy of language usage that easy to understand with correct grammatical order.

4. Many choice of using the language correctly with good vocabulary.²⁷

Harries David P.P the importance element of competence in speech communication is: pronunciation, grammar, vocabulary, fluency in language, comprehensibility.²⁸

We can summarize the skill of speaking as a communication skills. It is the ability to be used to achieve the target. Nowadays, there are many media such as radio and television, so they should practice speaking effectively and make use of the media correctly.

2.2.4.3 The skill of reading

L Baker, AL Brown Metacognitive skills Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

Micro –skills

Here are some of the micro-skills involved in reading. The reader has to: decipher the script. In an alphabetic system or a syllabify, this means establishing a relationship between sounds and symbols. In a pictograph system, it means associating the meaning of the words with written symbols

- Recognize vocabulary.
- Pick out key words, such as those identifying topics and main ideas.
- Figure out the meaning of the words, including unfamiliarly vocabulary, from the (written) context.
- Recognize grammatical word classes: noun, adjective, etc.

²⁷ Weir Cyril J, “Identifying the language needs of overseas students in tertiary education in the united kingdom”, **Unpublished PhD thesis, University of London**, 1983, p42.

²⁸ Harries David P. P, “**The history, distribution, status and habitat requirements of the badger in Britain**”, Nature Conservancy Council, 1990, p50

- Detect sentence constituents, such as subject, verb, object, preposition, etc.
- Recognize basic syntactic patterns.
- Reconstruct and infer situation, goals and participants.
- Use both knowledge of the word and lexical and grammatical cohesive devices to make the foregoing inferences, predict outcomes, and infer links and connection among the parts of the text.
- Get the main point or the most important information.
- Distinguish the main idea from supporting details.
- Adjust reading strategies to different reading purposes, such as skimming for main ideas or studying in-depth.²⁹

We can summarize the skills of reading as indispensable for reading skills are important to everyday life.

2.2.4.4 The skill of writing

BJ Zimmerman, A Kitsantas Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills even for native speakers of a language, since it involves not just a graphic representation of speech, but development and presentation of thoughts in a structures way.

Here are some of the micro-skills involved in writing. The writer needs to:

- Use the orthography correctly, including the script, and spelling and punctuation conventions.
- Use the correct forms of the words. This means using forms that express the right tense, or case or gender.
- Put words together in correct word order.
- Use vocabulary correctly.
- Use the style appropriate to the genre and audience.
- Make the main sentence constituents, such as subject, verb, and object, clear to the reader.

²⁹ L Baker, AL Brown, “**Handbook of reading research**”, 1984, pp 232-233.

- Make the main ideas distinct from supporting ideas or information. Make the text coherent, so that other people can follow the development of the ideas.
- decision on background knowledge the audience has on subject and make clear what it is assumed they do not know ³⁰

We can summarize the skills of writing as a good story. There are restrictions on communication, but written messages, marks, or codes will make the story clearer.

2.3 The concept of English speaking for communication.

2.3.1 The meaning of speaking

Jutanan had said:

1. Presentation will focus on the students who need to learn and understand the meaning and how to use language appropriate to the situation, along with learning the rules of language. This could be achieved by introducing into the narrative content using visual map, using questions to retrieve knowledge or describe the language required.

2. Practice the students in using the language by learning a new method by practicing with expert instructor. The accuracy of the language and the students understand the meaning that instructors need to prepare scenarios for training a variety of ways for learners to gradually transfer the language from one situation to different situation, so the new situation can be practiced by using this method.

3. The language used for communication is to use the method as mentioned because it is the most important. Learners of the language in various situations with the teacher are just a guide. Advanced communication skills are need for student to practice their skills. English is currently the most widespread language in the world, second only to Chinese mandarin. Chinese in terms of the amount of people who speak it, but second to none in terms of the number of people learning it. It is currently the primary language used on the World Wide Web, in the political

³⁰ BJ Zimmerman, A Kitsantas, "Acquiring writing revision and self-regulatory skill through observation and emulation", 2002, pp.660-668.

and business sectors, and also in aviation and medicine. It has even become the language of today's cultural life.

According to British council, by the end of the year 2000, the number of people with English as a second language overtook the number of people for whom the language it's their mother tongue. More than 750 million people already speak English well enough to use it for business or computing. A billion of people are in the process of learning the language.³¹

Jandt said English has growth to dominate in the areas of science, technology, commerce 'tourism, diplomacy, and pop culture. Some 80% of the world's electronic database and communication networks are in English. Approximately 82% of home pages on the internet are in English. In addition, CNN international and MTV broadcast internationally in English.³²

We can summarize the theory of communication as the transfer process of exchanging data from the sender to the receiver by speech.

2.3.2 The element in the competence of communication

Williams B, had said the element of competence in communication have 4 element such:

1. Mechanical rules of language. This rule can decide the word structure correctly or grammatical mistakes.

2. Meaningful rules of language. This rule will connect with the word outside so selection the word is more importance. If don't select well the listener might not understand what one had said.

3. Appropriacy in setting and relationship between the people involved. This rule can settle problem of the speaker upon sending the message to the listener.

³¹ Jutanan, "The competence in language usage for communication" 2541, p.96.

³² Jandt, "Turning the tables on the audience: didactic technique in Solon 13 W", *American journal of philology*, 2002, p.149.

4. Non-linguistic communication such as: position, gesture, the gigantic eye facial expression and etc., can reflect role of the speaker.³³

Hymes has the opinion that the competence of communication must conclude by four element such:

1. The competence that will know the sentence structure whether it follows grammatical rule or not.

2. The competence that will know which sentence is the correct character of language to be use follow the grammar rule or not.

3. The competence that will know which sentence is appropriate to use at such time.³⁴

Bachman and palmer said that the competence in communication must have 3 element such as:

1. Linguistic competence, i.e. to know about the structure, pronunciation, meaning of vocabulary etc.

2. Sociolinguistic competence, i.e. the comprehension rule in society of language usage. Both sender and receiver can use the suitable character of the language during the communication in the suitable time.

3. Pragmatic competence. The knowledge competence while using language such as: adaption with the situation, using manner, face, eye contact and toner conclude in the communication.³⁵

Harries David P.P the importance element of competence in speech communication are: pronunciation, grammar, vocabulary, fluency in language, comprehensibility.³⁶

³³ William B, “**intercultural communication competence thousand Oak**”, CA, US: Sage Publications, 1993, p33

³⁴ Hymes, “**Language learning**” Wiley Online 1981, p15

³⁵ Bachman and palmer, “**the construct validation of the FSI oral interview Language learning**”, Wiley Online Library, 1981, p.67.

³⁶ Harries David, P, “**The history, distribution, status and habitat requirements of the badger in Britain**”, Nature Conservancy Council, 1990, p 84.

Scarcella Robin C. and Oxford Rebecca L. had said about the quality of speech that one must have the competence in speaking. How to improve the ability of the speaker.³⁷

Michael Canale and Merrill Swan 1. Grammatical Competence does not only mean to know and use grammar correctly. It also includes the ability to include all elements of a language, including vocabulary and grammar. It also includes the ability of all elements of the language, including vocabulary and grammar and the ability in speaking fluency.³⁸

2. Discourse Competence Effective speaker should have the ability in using a message relationship. This ability allows the speaker who can changed roles in open and closed conversations to continue. Effective speakers need to know the symbol of the relationship between sentences. Failure to communicate with the audience, maybe because of the language used is incomplete enough to convey meaning. It needs various communication strategies to convey the meaning as intended.

Chomsky had said: The ability to use language has two characteristics such:

1. Competence means the ability of the students to use grammatical rules of the language.

2. Performance means the ability to use the language according to grammar rules. The ability to use such languages may have other limitations such as: anatomy, time, and memory units etc.³⁹

Samran Khansamrong said that the ability in language usage must consist of Basic knowledge of the language, from the sound level, word and sentence. The extent that these principles can be applied properly, the rules of a Sociolinguistic

³⁷ Scarcella Robin, C. and Oxford Rebecca, "The tapestry of language learning", Boston: Heinle & Heinle Publisher, 1992 pp 155-156.

³⁸ Michael Canale, and Merrill Swan, "Theoretical bases of communicative approaches to second language teaching and testing" 1980, pp.1-4.

³⁹ Chomsky, "Learner-Centered English Language", (Cambridge University Press, 1988, pp.15-16

Competence including the appropriateness of the mood and situation of communication and Pragmatic Competence.⁴⁰

We can summarize the element of the competence of language usage by fluency, suitably, correctly and clearly.

2.3.3 Strategies in using English for communication.

Academics can classify the communication strategies according to each idea as below

Torone Elaine had said: there are five types of communication strategies.

1. Paraphrase

1.1 Approximation is a usage of word or structure that the speaker knows an incorrect word instead of a word or structure. It refers to a word or structure that is closely related and match with the needs of the speaker such as “pipe” instead “water pipe” etc.

1.2 Word Coinage is used by the speaker to recreate the meaning of the words, such as “air ball” instead “balloon” etc.

1.3 Circumlocution is describing elements of an object or action instead word or structure that is suitable for the goal “She is uh, smoking something. I don’t know what its name. That’s uh, Persian, and we use in turkey, a lot of

2. Borrowing

2.1 Literal Translation.” is the speaker's translation of the words from the mother tongue, such as “He invites him to drink” instead “They toasted one another.”

2.2 Language Switch is the speaker's use of the words in the mother tongue to speak in the second language such as “There is this in Olympic Games in Italy.” When need to call “opera”

3. Appealing for Assistance is the speaker asking for help in vocabulary unknown by the listener such as “What is this? What called?

⁴⁰ Samran Khansamrong , “The improvement of English skill of Buddhist monks and novices in popular temple in Maung district, Chaing Mai province” , (Buddhist Research Institute : MCU), 2557, P.24

4. Mime The speaker uses gestures instead of words, such as applause instead of words “applause” etc.

5. Avoidance

5.1 Topic Avoidance is the speaker who to not talk about a topic in which he has no vocabulary and sentence structure.

5.2 Message Abandonment is the speaker who initiated a discussion about a topic but cannot proceed. So the speaker stops the conversation.⁴¹

Faerch Claus and Kasper strategies had said of Communication truncated language formal Reduction Strategies as below:

1. Phonology: Speaker cannot pronounce “th” so pronounce “d” instead.
2. Morphology The speaker may cut off a word for quick speech without loss the meaning of sentence for sample sentence in Frances such “It fault alter” (must go) replace “It fault que j alle” (must go).
3. Syntax reduction means the speaker avoids some of the grammars that he or she thinks are difficult to construct such avoid the “Passive voice” and instead by “Active Voice”.
4. Lexicon truncation the speaker may make a change of vocabulary or avoid not having the required vocabulary due to difficulty such as the pronunciation of the word and not sure about that term? Suitable for the context of the sentence or not etc.

Execution at this stage, the speaker unable to use the existing target language to communicate the information. So the behaviors consist 2 character such: Achievement or Avoidance. In this way the strategies that succeed are as follows.

Compensatory strategies consist as below:

- 1.1 Code Switching is changing some words into other languages. The speaker thinks the listener can understand such: “Do you want to have some Zinsen”? (Zinsen=interests)

⁴¹ Tarone Elaine, “Some Thoughts on the Notion of Communication Strategy”, 1981, pp. 285-287.

1.2 Interlingua Transfer: Sometime speakers may use unit sounds or grammatical structures from other languages. Non-target language such “My pets eat green thing” use greens things translation from greenstone meaning: vegetables.

1.3 Intralingua Based has as below:

1.3.1 Generalization Use for the category or type of vocabulary such animal instead rabbit etc.

1.3.2 Paraphrase is an extension of the meaning of the terminology. Description refer to Circumlocution or Exemplification as follows: “Some people have a car and some people have a bicycle and some have a cycle there is a motor” for motorcycle

1.3.3 Word Coinage is creates words that are meaningful close to the desired vocabulary such as “We were sitting in the rounding of the stadium” using rounding instead of curve

1.3.4 Restructuring Use when you cannot finish the sentence because of grammatical problem, so speak in different sentences such: “My parents have..... I have four elder sisters” when think of “daughter”

1.4 Cooperative Strategies such: Checking Questions or direct inquiries such: “What do we call this in English?”

The second type of behavior is the use of strategies that the speaker attempts to abandon the intention to convey the desired information by means of truncation. Functional Reduction Strategies are as below:

1. Action: don’t know the sentence that will introduce the person to know each other, so avoid doing this or abandon the talk and turn to say other thing.

2. Positional: Topic Avoidance and Message Abandonment

3. Model: The speaker does not know the speech or the language of speech so abandonment of speech is implicit.⁴²

Faerch Claus and Kasper There are two types of communication strategies as below:

⁴² Faerch Claus and Kasper, “**Strategies in Interlanguage Communication**”, 1983, pp.29-54.

1. Reductive Strategies: Communication strategies are used to avoid problems in communication.

1.1 Formal Reduction is Phonology reduction, Morphological reduction because fear of errors like avoid using past tense because don't know the verb. Because grammar rules are unknown. For example, avoid mentioning the terms of the event because they do not know the sentence rules of conditional Sentence.

1.2 Functional Reduction to cut off the various aspects. Here are the truncation as below:

1.2.1 Action such the speakers don't know how to introduce people to conversations or initiate conversation so avoid doing this.

1.2.2 Proposition avoidances or abandons the topic of conversation because the speaker does not know the vocabulary such as political, musical, mechanical, etc.

1.2.3 Model in speaking because the speaker does not know how to speak the language or idioms to express feelings, e.g. the speaker does not know how to use the sentence to suit people in different positions or do not know the expression whether surprise, joyful or sadness, etc.

2. Achievement Strategies: the strategies used to achieve success in interpreting are divided as below:

2.1.1 Code translation is the use of mother tongue or other languages when speaking in second language, such as "we get this from stall". Foreign zing is the pronunciation of the mother tongue with a second accent, such as "Do you like noodle soup?" Etc. Literal Translation is a word or phrase. Mother tongues like "No have people here" instead of "There are no people here" Etc.

2.1.2 Intralingua Strategies are the use of alternate language instead of Substitution, because the term is not used, so other words are used, such as "if" instead of "whether". Generalization Describes a category of categories such as the word "animal" instead of "rabbit" or "flower" instead of "gladiolus" Such as color, size, shape, such as "Its shape is square". Exemplification to illustrate the meaning of vocabulary such as Nantida, Bird Thongchai, Mai, there are names ". Restructuring I changed my sentence structure after I said it because I could not complete the sentence correctly,

such as "I have my clothes ah ..." and changed to "My servant watches my clothes for me". The speaker is not sure about the original sentence structure etc.

2.1.3 Non-Linguistic Strategies divided as below:

Mime uses gestures to represent words such as applause gestures to "applause" or "clap hands" etc.

Gesture is a head movement, nodding his shoulders for support, agreeing to disagree in conversations, such as a nod, instead of saying "Yes, that's right".

Sound Initiation is a sound before it is spoken or when the speaker stops intermittently, eg, um ..., errmmm, uhetc.

2.2 Co-operative Strategies of the speaker give the interlocutor a hand in helping to convey the meaning. By asking questions directly, such as "What do you call this in English?" or repeat sentence etc.⁴³

Williams Gerard M There are 2 types of communication strategies that correspond to⁴⁴ **Faerch Claus and Kasper**, but different in their communication as follows.

Reductive Strategies of the following aspects:

1.1 Forms include Phonological Morphology, Syntax Lexicon, Avoiding some discussion topics where speakers lack the Lexicon knowledge needed to convey meaning.

1.2 Function such:

1.2.1 Message Avoidance such "Oh! I can't say this. Let's talk about something else?"

1.2.2 Meaning Replacement Speaking using words or phrases in the second language instead of what you want to say, but may be less polite.

1.2.3 Topic Avoidance is not discussing the topic at all.

2. Achievement Strategies divided as below:

2.1 Paralinguistic Strategies are used facial expressions and more.

⁴³ ibid. pp.36-53.

⁴⁴ Williams Gerard, M, "rapid communication", 1987, p.355.

2.2 Interlinguas Strategies add or insert language or mother tongue into another language. Such:

2.2.1 Borrowing or Code Switching are Used the words or phrases in the mother tongue for the second language, e.g., "Please sir, have you a" brittle "instead of" piece of chalk"

2.2.2 Literal Translation is a translation of words. Noun phrase from first to second language, such as "make it a little" instead of "come off it" instead of "refrigerator"

2.2.3 Foreign.

2.3 Intralingua Strategies is conclude by the following speech strategies as below:

2.3.1 Approximation or Generalization It is used in the second language to mean "animal" instead of "rabbit" or "rose" instead of "flower".

2.3.2 Word Coinage The speaker creates words in the second language, based on the learned rules, such as "intonate" instead of "intonation".

2.3.3 Paraphrase is Description Talk about the physical properties of the vocabulary you want to say, such as color, size, dimension, speech, Circumlocution Talk about the unique characteristics of terminology such as "It has a motor" front, such as "It used in ...". Exemplification it is a sub-definition that defines words that people cannot say, such as "pouch" instead of "moped"Etc.

2.3.4 Surfing Speech meaningless words to fill between vocabulary terms such as "thing" or "what's it" or "What do you call it? Etc.

2.3.5 Self repair or Restructuring It creates a new speech plan when the original speech plan fails to communicate.

2.3.6 Appealing for Assistance such as:

Explicit such "What do you call?" or "Speak more solely." or "I am a foreigner" or "Do you understand?" etc.

Implicit Use pause Speech Repeat or the speaker may say, "I do not know what to call this."Etc.

Checking Question to make sure that what the speaker understands is correct. By the question "Do I hear you say" or "I hope you do not mind me?

2.3.7 Initiating Repair such: “I am sorry, there must be some misunderstanding.” Or “Does....mean.....?” or “I took it to mean.....” or “I hope you don’t mind asking....”⁴⁵

2.3.4 The test of English usage

It is a knowledge test that should be consistent with the content, guidelines for evaluating spoken English by defining the elements of speech to be evaluated:

Oller John, W the components of speech are divided into five parts: accent, grammar, vocabulary, and the ability to understand the words of others. Called "FSI" (The Foreign Service, Institute)

Categorize the capabilities as follows:

1. Pronunciation

Level 1 Pronounced in an incomprehensible manner.

Level 2 Very wrong pronunciation difficult to understand repeatedly.

Level 3 sometimes misleading use out loud make sure to listen and make a mistake. Misleading sometimes use out loud make sure to listen and make a mistake sometimes misleading

Level 4 use some tune in voices and sometimes mispronounce but still understand.

Level 5 There is no clear pronunciation but not native speakers

Level 6 Pronounce like a native speaker there are no signs that they are foreign.

2. Grammar

Level 1 Use grammar mistakes and except for pre-prepared expressions.

Level 2 speaking ungrammatically, show that little grammar knowledge cannot communicate

Level 3 Periodically speaking mistake showing very little ability to use important sentences and make the listener annoy and sometimes do not understand.

⁴⁵ Faerch claus, and Kasper, “**Strategies in Interlanguage Communication**”, 1984, pp.48-50.

Level 4 There are some mistakes sometimes that cannot be used for some sentences.

Level 5 Wrong grammatical structure.

Level 6 No mistake more than one or two in the interview.

3. Vocabulary

Level 1 Use the wrong vocabulary even a simple dialogue.

Level 2 Use limited vocabulary in daily events.

Level 3 Sometimes the terminology is incorrect. Use limited vocabulary to talk about your career and social issues.

Level 4 learn enough vocabulary to work. In a matter of special interest. Know common words Helps to talk in general, but also slow and slow.

Level 5 know the broad and precise vocabulary of the job and the profession. Can use the language in social situations.

Level 6 Use accurate and extensive vocabulary, equivalent to native speakers who have been well educated.

4. Fluency

Level 1 Stuttering and dashing until talking almost unknowingly.

Level 2 speaking very slowly and stutter irregularly, except for short sentences that are spoken every day.

Level 3 Speak very slowly and frequently. Some sentences do not end

Level 4 Slow talking sometimes. Have to say it again. And difficult in the use of vocabulary.

Level 5 speaking fluently, but also about the speed and smooth talk.

Level 6 talking about everything, both work and stuff. To be fluent and smooth like a native speaker.

5. Comprehension

Level 1 to understand the conversation. Too little Even in the most ordinary situation.

Level 2 to understand when talking slowly and basically social and tourism that everyone knows. It also requires the speaker to repeat and compile short.

Level 3 to understand directly simple speaking, speak slowly or repeatedly.

Level 4 to understand the language spoken by the educated people. Speaks rather well but the speaker also has to repeat and rewrite.

Level 5 to understand the language of the speaker in the study in every subject but speaks very quickly and the pronunciation is not clear

Level 6 to understand the language of all speakers using formal language, Idiomatic expressions like native speakers⁴⁶

We can summarize evaluation of the development of English speaking communication skills as the measurements from various behaviors, i.e, fluency, pronunciation, grammar, vocabulary, understanding and measurement of interviews with foreigners.

Suphattha Uksaranukor the criteria for evaluating speech are as follows.

1. Fluency is smooth continuity and the nature of speaking
2. Comprehensibility is the ability to speak to others
3. Amount of Communication Is the amount of information that can be spoken to the listener.

4. Quality of Communication is the accuracy of the spoken language⁴⁷

Penkhae Wongsuriya Speaking Assessment Speech The main behavioral or behavioral goal of Speaking English at a communication level. The tools used in the assessment are varied, such as questions, answers, interviews, discussions, observations, etc.⁴⁸

⁴⁶ Oller John, W, “**Language Test at School: A Pragmatic Approach**”, (London, Longman Inc., 1979, pp.320-326.

⁴⁷ Suphattha Uksaranukor, “**Teaching skills of language and cultural**”, (Bangkok: faculty of education Chulalongkorn university, 2532, pp.53-54

⁴⁸ Penkhae Wongsuriya, “**the developing the ability of listening-speaking English for communication in the real situation by the student in 1st year**”,(Rajamangala university of technology Isan Sakonnakhom campus, 2556, P.15.

2.3.5 Problems in English communication

Sue Smith Son Problem concerning the wrong choice of the medium/method. There are basically four communication methods from which to choose. There are oral methods (the spoken word), written methods, visual methods and audio (or sound) methods.

These can be relayed through a variety of media – voice, document, pictures, diagrams, radio, television, electronic system, etc. The choice of the most appropriate combination of method and medium depends upon the nature of the message and

the likely characteristics and/or reaction of individual or group destined to receive it.

To take a very simple example, if a message is informative and the receiving group is mass audience, which includes a number of levels of intelligence and language, and may be multi-cultural, the best method will be visual. Signs at international airport, traffic light and road signs rely heavily on visual messages. On the other hand, if confirmation and records are needed, written methods are visual. Contracts – and even the memorandum which confirms an oral request for action – must be conveyed in writing. If the message requires a reaction or some feedback, this method will not be the most appropriate – in fact, memos that have attempted to convey messages without previous oral communication have been known to get ‘lost’ or to be found in waste-paper baskets! Again, all this is to do response-obtaining the reaction you require – and is connected with the ‘approach’ element of the original objectives and planning. The correct choice of method needs to be tied in with the appropriate medium. The best choice of method and medium, however, is linked with further problem which are bound to affect the success of communication.⁴⁹

Julia Scherbade Valenzuela any action which one person gives to or receives from person information about that

Person’s needs, desires, perceptions, knowledge, or affective states. Communication may be intentional unintentional, may involve conventional or

⁴⁹ Sue Smith Son, “**Business communication today: a guide to effective communication techniques**”, (Cornell University), 1984, pp.78-79

unconventional signals, may take linguistic forms, and may occur through spoken or other modes

Communication is a process that allows organisms to exchange information by several methods. Communication requires that all parties understand a common language that is exchanged with each other. Exchange requires feedback. The word communication is also used in the context where little or no feedback is expected such as broadcasting, or where the feedback may be delayed as the sender or receiver use different methods, technologies, timing and means for.

There are auditory means, such as speaking, singing and sometimes tone of voice, and nonverbal, physical means, such as body language, sign language, paralanguage, touch, eye contact, or the use of writing.⁵⁰

Field of study dedicates a portion of attention to communication, so when we speak about communication it is very important to be sure about what aspect of communication one is speaking about. Definition of communication ranges widely, some recognizing that animals can communicate with each other as well as human beings, and some are narrower, only including human beings within the parameters of human symbolic interaction.

Nonetheless, communication is usually described along a few major dimensions:

1. Content (what type of things are communicated)
2. Source/Emission/Sender/Encoder (by whom)
3. Form (in which medium)
4. Channel (through which medium)
5. Destination/Receiver/Target/Decoder (to whom)
6. Purpose/Pragmatic aspect (with what kind of results) the component of

the communicative process includes:

- A Sender encodes information (Communicator) is the one who wants to send the message to the receiver.

⁵⁰ Julia Scherbade Valenzuela "the social construction of language competence: language socialization in three bilingual kindergarten classrooms" University of Colorado, 1998, pp.108-110.

- Messages and sources – the communication process begins when the source is consciously or unconsciously stimulated by some event, object, or idea. The need to send a message is followed by a memory search to find the appropriate language in which to encode the message.

- The Medium
- The method of passing information.

The Channel

- During a communicative act, the encoded message is carried through a channel.
- Noise
- Any internal or external interference in the communication process.

Noise can be caused by environmental obstacles, physiological impairment, psychological problem, etc.

- The receiver– the receiver must decode the message.
- Feedback- The receiver assigns meaning to the received message.

In this view, communication is like giving an injection. A sender encodes ideas and feelings into some sort of message and then injects them by means of a channel into a receiver. If a message can get through any interference, termed 'Noise' in scientific jargon – communication has been successful.⁵¹

Haykin, Simon, Michael Moher said that Irrespective of the form of communication process being considered, there are three basic elements to vary communication system, namely, Transmitter, channel, and receiver, The transmitter is located at one point in space, the receiver is located at some other point separated from the transmitter, and the channel is the physical medium that connects them together. The purpose of the transmitter is to transform the message signal produced by the source of information into a form suitable for transmission over the channel. However, as the transmitted signal propagates along the channel, it is distorted due to channel imperfections. Moreover, noise and interfering signals (originating from other sources) are added to the channel output, with the result that the received signal is a corrupted version of the transmitted signal. The receiver has the task of operating on

⁵¹ ibid. pp.115-116.

the received signal so as to reconstruct a recognizable from the original message signal and to deliver it to the user destination. The signal processing role of the receiver is thus the reverse of that of the transmitter

- Nonverbal Language

Nonverbal communication is the act of imparting or interchanging thoughts, posture, opinion or information without the use of words using gestures, sign language, facial expressions and body language instead. Much of the “emotional meaning” we take from other people is found in the person’s facial expressions and tone of voice, comparatively is taken from what the person actually says

Types of Nonverbal Communication

- Facial Expressions – usually communicate emotions. The expressions tell the
- attitudes of the communicator. For example, the eyes tend to reveal happiness or sadness .
- Eyes contact – a direct and powerful form of nonverbal communication. The direct stare of the sender of the message conveys candor and openness.
- Smiling – a powerful cue that transmits: Happiness, Friendliness, Warmth, Like and Affiliation.
- Gesture – one of the most frequently observed. Most people use hand movements regularly when talking.

So, it can be concluded that nonverbal language is necessary for people in communicating with each other. Also it is necessary for someone who cannot speak English not frequently.⁵²

2.3.6 English in tourist industry

English is the most common language used in communication. There are many educators mentioned. The use of English in business in tourism industry as below.

⁵² Simon S. Haykin, Michael Moher, “Communication systems wiley publisher” 2010, p.103.

Mayuree Sookvivath had found that the tourism industry use the language to cover many tasks as below:

1. Clarification and Advertising

1.1 Language functions used in communication, including clarification and advertising about tourism. Travel details about accommodation and travel expenses and other information. About public relations and incentives for tourists to travel.

1.2 The language used to communicate the written language is a compact writing language. The information is accurate, the language is not ambiguous, and the advertising is not real. Point out the highlights of the tourist attraction. In addition to written language, the spoken language of radio and television broadcasting those who speak the language have to say interesting. Be careful of the tone of the rhythm to keep the listener interested and follow the details to buy the tour.

2. The work of correspondence.

2.1. Welcome

The language used in the business letters is clear, not ambiguous. Meanwhile, the language is polite and represents the etiquette of contact. Avoid messages that cause mutual business partnerships. Language characteristics are specific. Caution is that cultural differences may have different forms and traditions. Therefore, culture and language should be studied together.

A. Functional language for communication, such as welcoming tourists Public relations to clarify information about the hotel. Places to contact, such as restaurants, shops, etc. Language used in the greetings speech.

B. Language used in communication the most languages are spoken. In each of these societies and cultures, there are different forms of speech in greetings and hospitality. Language development this style must take into account the language, mannerisms, politeness, and idioms that are appropriate for the language.

3. This is the most important task because the tourist guide acts as a representative of the country. Many languages are used

3.1 The duty of language used in communication

Language functions were described and provided information. The correct understanding about Thailand and Thai people. There no misinformation. Which the audience confused or misunderstood the damage to the public.

3.2 The language used in communication.

Most of the language is speaking, because the tour guides explain and introduce the story. Historical tradition Included locations and information about people or events. Explained correctly and the tourist guide must listen to the questions of those who come from different languages. Requires pronunciation, accent, and idiomatic expressions. Listening is as important as speaking. Therefore the language used for interactivity and conversation must be appropriate. Suffocation and language development of the tour guide need to do it together with personality development

4. General Service.

4.1 Language functions in communication, such as information. And television specs Letter or self-Assistance in direction Assistance in case of accident Illness or other disaster

4.2 Characteristics of the language used in communication.

4.2.1 Written language used to make signs. Simple explanation is written pamphlets, explanations, under sheets or postcards. Description of services. Language about food items, services, which must be readable, clear and accurate language.

4.2.2 Listening and speaking Special training is required, such as listening to a television message. Telephone interaction must practice and be able to listen to different dialects of tourists. And it can serve quickly to the purpose and needs of tourists. The language used must be polite and timely.⁵³

2.4 The theories of learning second language for communication.

2.4.1 Language with communication

Language is very important to communication and considered the origin of learning. The exchange of ideas, needs, and feelings between humans cannot happen without communication. And communication cannot be achieved without language.

⁵³ Mayuree Sookvivath, "language and tourism", 2530, pp.53-55.

Sasithorn thunyaluksananan had said: the importance of language with communication. Human language is a language for communication. There is a clear communication process. There are several features that make it possible to communicate all the way through. They can learn, imitate and convey from the same people. Not from instincts or genetics. Especially, it is my own self in many respects.⁵⁴

Ornlanop Ubonyam had summarize that human communication is needed because others want to be involved in the perception of knowledge, ideas, opinions, needs. For this reason, people communicate with each other intentionally to give rise to an understanding of the meaning of language. This makes communication consistent between the messenger and receiver.⁵⁵

We can summarize Language of what man invents as a tool for communication. Language is very important because it is understandable. It strengthen the relationship between humans together. Language plays an important role in education as a tool for exchange, transitional knowledge from one generation to another.

2.4.2 Concept about second language for communication

1. Empiricism or Behaviorism **Thidsana khemmanee** had said: Behavioral learning theory in the behavioral group includes important concepts. Called Link Theory. (Connectionism Theory) This theory discusses the link between Stimulus (S) and Response (R). "Learning is a link between stimulus and response. The response usually comes in a variety of forms until the pattern is found to be the best. It is a group of ideas based on behavioral learning theory that emphasizes response to stimuli. And the concept of structural group theory that believes language is about habits.

⁵⁴ Sasithorn Thunyaluksananan, "Thai Language for Communication and Searching", 2548, p.22.

⁵⁵ Ornlanop Ubonyam, "Thai language for communication", Bangkok, Dhammasart University, 2542, p.3.

1.1 Language is spoken language, not written language. Because the language began to speak. The child learns the first language of the imitation from the adult. So in teaching, it should start with listening - saying first.

1.2 Language is about habits that need to be practiced until the language can be automated. In teaching, activities should provide opportunities for students to practice speaking and imitating them frequently. Can remember and can be used to answer.

1.3 Each language has a different structure. In teaching, they should prepare the lesson in pronunciation. Grammatical structure organizes activities for students to use the language as much. Especially in different parts.

2. Rationalist it is the group that adopts the concept of learning theories that focus on modeling. Structure of the knowledge that come together with it. And linguistic theory concepts Grammar group oversees the belief that children have the ability to understand the language has never been heard. Because the brain has a mechanism to analyze data and establish rules of language. The key point of this concept is:

2.1 Language is a natural human can create sentences. In teaching, they should teach the learners to learn the rules of the language so that they can have the basics of creating sentences themselves.

2.2 Grammar of all languages is universal. There is a similar infrastructure. Each sentence can be altered by the rules of oversight. In teaching, it should teach the students to have knowledge can analyze the structure of the sentence to see the true meaning.

2.3 Humans have the ability to learn. This is the individual characteristics of the individual. In teaching, they should teach the students to understand the language. Knowledge of the language and the meaning of the situation before the opportunity for the students to practice

2.4 Language learning is an individual special. It is a behavioral accumulation of knowledge so that knowledge can be effectively expressed in language. In teaching, it should encourage students to curiosity. And learning will be more effective. If you have learned something meaningful to yourself.

3. Communicative Approach is a concept that emphasizes the ability of people to communicate in various situations. By believing that learning a language is a unique trait. It is a process that occurs within the brain. And believe that language is a matter of norm. Human beings must acquire language proficiency before displaying language behavior. The key point of this concept is

3.1 Linguistic Competence it is the linguistic potential of a person to use the language in the desired manner, such as listening, speaking, reading and writing, divided into two levels: knowledge of language and ability to bring the knowledge and skills that people use to suitable for their personal and period needs or situation.

3.2 Linguistic approach is the use of language skills that people have to use to suitable for the person and time or situation this language behavior reflects a person's level of competence.

In teaching by concept Use language for communication is interactive in the use of language between instructor and learner. And learner and instructor In order for the learner to have knowledge about the language to be used in various situations. To be appropriately fluent can be interpreted as required. Instructors should organize activities for students. Practiced in various situations of real life

4. (Humanistic Approach) is a concept group about anthropological learning emphasizing the importance of learners in terms of emotion is that learners will learn well if they are in an independent environment. To learn what needs of the instructor, the role is transformed into a facilitator. To advise the learner Arrange classrooms, activities and media to help students relax. But you do not worry about the learning situation. The main point of this concept is

4.1 To allow students is to understand self-acceptance and can communicate with others freely. Reduce self-protection

4.2 Provide an environment conducive to learning. Provide an atmosphere of acceptance that learners feel safe from failure, punishment, criticism, competition, and sharing feelings, interests, and imaginative memories.

4.3 Select activities and media used in the classroom for all participants to participate. It is a meaningful and useful activity in communication between instructor and learner. And learners with learners

4.4 To carry out activities is that instructor must help the learner to express himself as much as possible, such as choosing activities that are best suitable to the learner's language level. Funny activity and the learner commented on the learning activity.⁵⁶

However, both language learners and language-related situations are involved in the learning process in 3 part as below:

1) Social Process The social process of learning the language is a medium for learners and native speakers to interact in communication and to bring new learning to language. In addition, the process is also important as a source of information for learners. Observe the use of various forms of language as well as practice the use of language in the context of society. Finally, the learner can learn the language fluently.

2) Linguistic Approach is process of language structure on social processes. Because language learning comes from receiving information from native speakers. By learning that language. How is structure from words, grammar, to complex text or not. At the same time, learners must learn the communication mechanisms, which require the use of social linguistic knowledge. And the knowledge of such interpretations of knowledge will enable learners to learn completely new languages.

3) Cognitive Process this process is the process of analyzing the system from the language data that is native to the language of the social interaction learner is the observer Recognize and remember Groups of sounds from the new language are fed into a mechanism within the brain. And it is being processed within the brain. To analyze new language structures linking to the meaning as the speaker wants to communicate. This process is a complex and abstract process.

From above, it is concluded that the concept of second language teaching to develop basic communication. Linguist The concept of teaching is consistent with the nature of language, based on theories of psychology, linguistics, anthropology and sociology. In addition, learning a second language to produce good results. Students must take into Social process and structures process, languages and processes within the brain. Which is a personal factor that affects language learning very much.

⁵⁶ Thidsana Khemmanee, "Enhancing Communication Skills of prathomsuksa 4 students using situation Based Learning", 2552, pp.370-372.

2.4.3 Second language learning

The second language acquisition theory describes the second acquisition process. Main principle of each language or grammar and other elements The key of learning a second language is similar to learning the first language is the human learning unit, which is directly related to the characteristics of the individual. Second language culture creates a new linguistic system to accommodate the second language. Learning about interactive dialogue and the second language communication process.

Light Brown, P had said the propose two key components of second language teaching, based on the findings of the study.

1. Everyone can get a second language. Whether it is young children, teenagers or adults.
2. The learner establishes a systematic connection between mother tongue and second language. In a manner similar to the misuse of children's language in the first language. And second language learning requires first language as a base.
3. Second language acquisition is clear and predictable, meaning that learners must understand and use basic structures. Before learning and understanding at the next higher level.
4. Practice makes perfect learning a language.
5. Knowing the benefits of language does not mean it can be used in interactive communication.
6. The clearing of the fault each time the thought occurred. No change in language behavior.
7. For adult learners, language acquisition is limited by the lack of second language acquisition.
8. People cannot learn a second language. To be good like a native speaker If you study only one hour a day, you need to stay in the everyday environment.
9. Learning second language is very difficult. Because the language is complex.

10. Learners are able to understand the meaning of language in context. More than language not in context and can express language, such as speaking, reading, writing, as well as understanding what the speaker is communicating or interpret.⁵⁷

Sivilay Phonmany had describes the theory of second language learning, referring to the second learning principle of human. Second language learning does not happen easily with everyone as with the first language. Even with a lot of time to time. Some people may succeed in learning a second language more than others. In the same environment because there are many factors. As a result, learning second language such as age, learning situation Motivation to study languages High self-confidence and good attitude toward the language. From the past to the present, the second language has been managed as close to the first language as possible. There are many variations as below:

1. To allow students is to study in a native language when they are young.
2. To allow the native speaker teaches for while students are still young.

In the learner's country

3. Learn a language using that language. It is a medium for learning other subjects. In countries where the second language is an official language
4. Learning by translation.
5. To Learn by speaking or speaking is in order to remember and create new habits in the new language according to the concept of behavioral or self-concept.
6. To learn by giving the learner the information can analyze and create rules of that language. Based on the concept of populisms or logic.⁵⁸

Second language learning is a research study, **Stephen D. Krashen**, summarize the second language study was based on the following of the research as follow.

1. The Acquisition Learning Hypothesis this hypothesis refers to Adults can study second language in two ways: learning natural languages and learning the

⁵⁷ Light Brown, P, "Great Expectations: Second Language Acquisition Research and Classroom Teaching, Applied Linguistics", 1985, pp.173–89.

⁵⁸ Sivilay Phonmany, "the basics of teaching Thai as a foreign language Bangkok", Chula book, 2545, p12.

language is not unnatural. Language and misuse of language it is a learning style that is not close to natural learning. If the word is wrong, it causes confusion in communication not grammatical.

2. The Natural Order Hypothesis This hypothesis said: Learning the rules of language follows natural order and this sequence is similar in every learner who learns the second language, for example, the instructor does not have to start correcting some of the rules. The learner is not yet in a position to recognize that rule.

3. The Monitor Hypothesis had said: Learning the rules of language allows students to have very little ability to use the language. Because the rules of the language are only to solve the language. This hypothesis does not say. Natural learning will not be able to help language users modify their language, but only to learn that language. Only available for inspection and correction. Learners cannot apply this kind of learning to create a language.

4. The Input Hypothesis had said: Second language learners can learn the language from the linguistic information they receive. And the language used at the level is slightly higher than the language level of the students. Using context or information beyond the language to help understand.

5. The Affective-filter Hypothesis had said: Attitude is a variable that affects the success of language learning, such as motivation, confidence, etc.⁵⁹

2.4.4 The theories of Human memories relevance to second language learning.

One theory of memory psychology by **Atkinson and Shiffrin** states that information reviewed in short-term memory, which is limited will be transferred into high-level performance in long-term memories. This theory mentions the type of human memory that exists in 2 categories: short-term memory. And long-term memory Short-term memory is a temporary storage system. And may be less memorable. If you do not pay attention or not reviewed. Another way to make a reminder is to review it and review it again. This review process will lead to long-term memory. This English

⁵⁹Stephen D. Krashen, "**Principle and practice in second language acquisition**" Pergamon Publisher, 1982, p.31.

process is called "rehearsal". Believe it is a place where people can put their memories. We believe that long-term memory is the permanent memory of our people and is not limited. But it is difficult to keep the knowledge into this long term memory. The only way is to review in short-term memory to the point where it is sufficiently to be transferred to automatic long-term memory.⁶⁰

The theory of human memory has a direct influence on Thai language learners as a second language. If the students have memorized and reviewed the words Regular audio review it can pack the knowledge into long-term memory to make the learning more permanent. Students will have the ability to communicate well.

Asher had said: the problem of teaching foreign languages. The statistics of successful foreign language students are very low. It can be seen from the report of John Lauson, a director of a school in Ohio in 1971, found that the statistics of students studying the foreign language program dropped out in the year 3 more than 85 percent and in Year 4, more than 5 percent, or even in higher education, as well. As reported by John B. Carroll in 1960 It is found that the use of standardized tests of foreign language learning is a major in the second grade and above, the student statistically scored a good 5%, and this is often the person who has the aptitude. High language with no success in learning this foreign language. And it is noted that the normal children are only 6 years old and have a good knowledge of the mother tongue. Whether it is a sound system. Language structure or meaning He was trying to find a theory to develop a better foreign language teaching. The child's motivation for learning is very high. The concept of language teaching in TPR is derived from the natural language of the baby. By the time a child is able to speak a word, he has to go through a lot of listening experience, which is a gradual build-up. Initially, children will gradually mimic language. By conveying meaning by movement of body organs such as looking, pointing, laughing, smiling, running, etc. The baby's language development is due to the close relationship between children and adults. This may be a parent or other person. It is around the baby and is a natural feature.⁶¹

⁶⁰ Atkinson, R.C. & Shiffrin R.M, "Human memory: A Proposed System and Process", (In K.W. Spence (Eds.) & J.T. Sp., 1968, pp. 89-195.

⁶¹ Asher, James. J, "Learning another Language through Action", 2553, pp.1-4.

In the early stages, an adult or a parent usually speaks to a child, with the expectation of just responding to him. With actions like say "Come to me baby", "Stand still", etc. baby begin with a response to action, and gradually learn to develop into words that look just like baby progressive and stood up slowly. Treads so hard to walk and run in the end.

Asher and others experimented with TPR learning management. That can prove all language features are used effectively in TPR learning and listening skills as skills leading to speaking, reading and writing skills? He has taught English, German, Spanish, Russian, Japanese, and Chinese using TPR learning management. With students from grades 1-8 and with adults between 17-60 years of age, the results showed that the results were good. It was found that the grammatical characteristics of most languages can be used in sentence form. In addition, listening is a good link to the reader's skill. The key point to this approach is that action is quick and effective, and the practice is effective. It is great importance to help learners to be more persistent in learning, remembering long-term learning from experiments with a variety of experimental groups. A TPR They have more memory and language learning than those who learn the same language as other learners. It takes more than 3-4 times.⁶²

Asher also found that if learners try to learn many language skills. At the same time, the ability to understand the language is diminishing. He sees that many theories of language learning use instruction with sentence sentences. As well, but in TPR. Speech will not be heard unless the learner develops an understanding before instructing the learner to follow the instruction while learning the language, as long as it is learned by the right brain before it is welded and Link to the left brain balance.⁶³

Asher explains that the left and right hemispheres of speech recognize that the right brain is mute, cannot be spoken, but can be expressed as being perceived by the brain. Through direct communication with actions such as touching, pointing, or even spelling, the right brain understands words that express the action. The left brain has the ability to convey speech as a function of the interpretation or description of

⁶² Asher, James. J, "Learning another Language through Action", 2553, pp.8-9.

⁶³ *ibid.* p.14.

the right brain. So that Learners have responded to verbal stimuli with practice before speaking out, making learning the easiest and oldest response possible.⁶⁴

We can summarize, Asher had developed the TPR learning management principles. From the study of the natural language learning process. It is the development of the two sides of the brain to be related. Learning Listening Skills must come before speaking skills. Listen to the command to understand and respond to commands with gestures so that they can speak at the same time. The instructor must know the psychology of teaching.

2.4.5 Concept related to two parts of knowledge.

Bialystok The second or foreign language learning model is organized into two types that can be related. Bialystok calls this knowledge that knowledge is abstracted. Direct knowledge is the knowledge that learners are able to say whatever the speaker knows. The knowledge is indirect instinctive knowledge and application. This knowledge can be compared to the knowledge gained from the study. While the two groups of believers are related. To believe that the practice will make a direct development into indirect knowledge or knowledge acquired through learning to develop. Indirect knowledge or learning can be created in two ways: one is learning the unconscious. The second is learning by implanting jumbled knowledge automatically by practicing knowledge. That way there is no need for control and care.⁶⁵

Atkinson and Shiffrin had said the information. Reviewed in short-term memory, which is limited. Will be transferred into high-level performance in long-term memories. This theory mentions the type of human memory that exists in two categories: short-term memory and long-term memory Short-term memory is a temporary storage system. You do not pay attention or not reviewed. Another way to make a reminder is to review it and review it again and again. This process to long-term memory. The process, called English Rehearsal, is a long-term memory where people

⁶⁴ *ibid.* P.22.

⁶⁵ Bialystok, 1977, 1979 and 1981 cited in Fotos, S. & Ellis R, “**Communication about grammar: A task based approach**”, TESO, 1991, p.606.

can put their memories. We believe that long-term memory is the permanent memory of people and is not limited. But it is difficult to keep the knowledge into this long term memory. The only way is to review in short-term memory to the point where it is sufficiently to be transferred to automatic long-term memory.⁶⁶

Light Brown Proposed key elements of second language teaching derived from the results of the research as follows.

1. Everyone can get a second language. Whether it is young children, teenagers or adults.
2. The learner establishes a systematic connection between mother tongue and second language. In a manner similar to the misuse of baby language in the first language. And second language learning requires first language as a basic.
3. Second language acquisition is clear and predictable, meaning that learners must understand and use basic structures before learning and understanding at the next higher level.
4. Practice makes perfect learning a language.
5. Knowing the effects of language does not mean it can be used in interactive communication.
6. Clearance of the fault each time the thought occurred. No change in language behavior.
7. For adult learners, language acquisition is limited by the lack of second language acquisition.
8. People cannot learn a second language. To be good like a native speaker if you study only one hour a day, you need to stay in the everyday environment.
9. Learning second language is very difficult. Because the language is complex.

⁶⁶ Atkinson, R.C. & Shiffrin R.M, "Human memory: A Proposed System and Process", (In K.W. Spence (Eds.) & J.T. Sp., 1968, pp. 89-195.

10. Learners are able to understand the meaning of language in context. And can express language, such as speaking, reading, writing, as well as understanding what the speaker is communicating or interpret.⁶⁷

We can summarize the theories of human memory on English learner using English as a second language. If the students have memorized and reviewed the words regular it can create the knowledge into long-term memory to make the learning more permanent. The learner will have the ability to communicate well.

2.4.6 Development of second language acquisition skills.

Improving speaking skills is not the same as developing other skills. There is always the need to practice as below:

Byrne Donn said teaching speaking is importance to practice 2 learners as below:

1. Practice using fixed parts of the language, including vocabulary and grammatical patterns and vocabulary.
2. Opportunity for each person is to express themselves. People need to pay attention to accuracy and fluency in different levels of study. Initially, emphasis should be on accuracy. The advanced part should focus on fluency.

Developing the ability to speak is a source of motivation for learners. What the instructor should consider such:

1. Try to find ways to shows the learner that they are constantly developing their language by organizing activities occasionally. So, how much language can they use?
2. In coaching, the instructor must select activities and correct the mistakes in the right places so that the learners are always inspired.
- 3 How to show students is the least they should know Sometimes they cannot comment because there is no precise language in their mind. Transcripts and altered expressions are the required.

⁶⁷ Lightbown, P, “**Great Expectations: Second Language Acquisition Research and Classroom Teaching**”, Applied Linguistics, 1985, pp.173–89.

Developing Speaking Skills is important for the instructor to develop this skill for the learner by finding an activity or encouraging the student to have a speaking skill. Using vocabulary and grammatical correctness, and the teacher should focus primarily on the accuracy of the language. In the advanced stage, the instructor should focus on the fluency of the conversation and let the learner know that the language needs to be developed at all times.⁶⁸

2.5 Information about Luang Prabang city

2.5.1 History of Luang Prabang city



Luang Prabang city is the city of Luang Prabang province in north central Laos. The city is located at the confluence of the Namkham and Mekhong River. The population of the city is about 50,000 persons. The city was formerly the capital of the same name. It had also been known by the ancient name of Chiangthong or Lanexang kingdom.⁶⁹

2.5.2. Interested tourist sites

Phusi Mountain

⁶⁸ Byrne, Donn, “Teaching oral English”, London, Longman, 1986, p.36.

⁶⁹ Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

Phusi Mountain is a 100m high hill in the center of the old town of Luang Prabang. It lies in the heart of the old town peninsula and bordered on one side by the Mekong River and on the other side by the Nam Khan River. The hill is a local religious site, and houses several Buddhist shrines.⁷⁰

National Musuem

The Royal Palace (official name "Haw Kham") in Luang Prabang, Laos, was built in 1904 during the French colonial era of King Sisavang Vong and his family. The site for the palace was chosen so that official visitors to Luang Prabang could disembark from their river voyages directly below the palace. After the death of King Sisavang Vong, the Crown Prince Savang Vatthana and his family were the last to occupy the grounds. In 1975, the monarchy was overthrown by the communists and the Royal Family were taken to re-education camps. The palace was then converted into a national museum.

Outside, is a collection of the palace's most valuable art, including the Phra Bang, cast of a gold, silver and bronze alloy. This Buddha stands at 83 cm tall and weighs around 50 kg.⁷¹

The Xieng thong temple

Xieng thong Temple (temple of the golden city) is a Buddhist temple, located in the northern tip of the peninsula of Luang Prabang city. Xieng thong temple is one of the most important of Laos monasteries and remains a significant monument to the spirit of religion, royalty and traditional art. There are over twenty structure on the ground including a sim, shrines, pavilions and residences, in addition to its gardens of various flowers, ornamental shrubs and trees.⁷²

Xieng thong temple was built in 1559-1560 by the Lao king Setthathirath near where Mekong and Namkhan rivers join nearby until 1975. The temple was a royal

⁷⁰ Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

⁷¹ Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

⁷² Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

temple under the patronage of the royal family and the Laos king were crowned in the temple. The temple is considered as representing typical Laos art and craft. The building of the wat have carved gilded wooden doors depicting scenes from buddha's life. In the sim depict lao legends and the rear gable is decorated with a glass mosaic depicting the tree of life. The outer walls of the sanctuary of the reclining Buddha, also known as red chapel, are decorated with mosaics.⁷³

In 1880, the tripitaka library was added and the drum tower in 1961. This temple, along with Suwanaphumham temple, was spared by damage during the sacking of the city in 1887. This was because the black flag haw leader, deo wan tri, had studied here as a monk in his early life and use it as headquarters during the sacking of Luang Prabang on one side of the sim. There are several small halls and stupas that contain Buddha images of the period. There is a reclining Buddha sanctuary, which contain rare reclining Buddha which died from the construction of the temple. In 1931, the image was taken to Paris and displayed at the Paris exhibition and was kept in Vientiane until 1964, where it returned to Luang Prabang. In the near compound's eastern gate stands the royal funerary carriage house, where it house the funeral carriage, which stands 12 meters high and there are various urns for the members of the royal family. A number of restorations have taken place in the twentieth century included a notable one in which the French participated. In 1928 when the French governor general visited Luang Prabang, the king sisavangvong successfully demanded that the French share cost of restoration. Major projects took place in the 1950s and 1960s, when the funerary carriage house was built, and especially in more recent time to repair the damage brought by years of neglect because of war and neglect.⁷⁴

⁷³ Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

⁷⁴ Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

Visoun temple

Dating back to 1513 the reign of King Wisunarat (Visoun), Visoun temple was Luang Prabang's oldest temple and was once home to the Prabang Buddhas. The history of the temple is colorful with its being originally crafted from wood before being burned by Black Haw riders in 1887. The Black Haw riders were part of the Black Flag military rebel group led by a Chinese commander at the end of the 1880s. Post invasion, it was rebuilt using stucco and brick and retains some original pieces including a stupa that was created in 1503 along with some other small Buddha icons although many were stolen during the Haw raid. Over the years the temple has also acted as a Museum of Religious Arts and as such now homes an array of religious artefacts and precious items relating to both Buddhism and the royal family. The temple is a celebration of early Lao architecture with wooden windows reflecting the Wat Phou Temple in the South of the country coupled with stucco work that is classic Luang Prabang. Restoration work was carried out in 1895 and then again in 1932.⁷⁵

Watermelon Stupa

Visoun temple is home of a small selection of richly gilded Buddhas and some ancient stones dating back to the 15th century. The stones were donated by Prince Phetsarat following the Black Haw bandit invasion (Black Flag military rebel group led by a Chinese commander). The Black Haw left with most of the priceless Buddha images made from jade, gold and precious gems by breaking open the stupa. Prior to invasion, Wat Wisunarat was once home to the revered Pra Bang Buddha from 1507 to 1715 which can now be viewed at the Royal Palace Museum. One of the temple's most unique features is its unusually shaped stupa designed by the wife of King Wisunarat to be a lotus flower but referred to by locals as 'the watermelon stupa'. Another distinguishing highlight is the European-style roof which slopes in a manner not usually seen in Laos. This is huge due to the French architects who helped with

⁷⁵ Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

the rebuilding in the late 1980s. The temple is still functioning today and open to visitors with plenty of information available about its fascinating history.⁷⁶

Phanom village

Ban Phanom is a village in Luang Prabang Province, Laos. It is located 6 kilometres (3.7 mi) east of Luang Prabang. The Lue (Native Laotian) peoples of this village are noted in particular for their cotton and silk weaving. Sale of the product to tourists is now the prime importance to the local economy. Nearby is the Tomb of Mouhot, where Henri Mouhot lies.⁷⁷

The Tham Ting

Near Pak Ou (mouth of the Ou River) the Tham Ting (lower cave) and the Tham Theung (upper cave) are caves overlooking the Mekong River, 25 km to the north of Luang Prabang, Laos. They are a group of two caves on the west side of the Mekong River, about two hours upstream from the centre of Luang Prabang, and have become well known to tourist's destination.

The caves are noted for their miniature Buddha sculptures. Hundreds of very small and mostly damaged wooden Buddhist figures are laid out over the wall shelves. They take many different positions, including meditation, teaching, peace, rain, and reclining (nirvana).⁷⁸

Kuangsi waterfall

Kuangsi waterfalls, sometimes spelled Kuang Xi or known as Tat Kuang Si Waterfalls, is a three tier waterfall about 29 kilometers (18 mi) south of Luang Prabang. These waterfalls are a favorite side trip for tourists in Luang Prabang. The falls begin in shallow pools atop a steep hillside. These lead to the main fall with a 60 meters (200 ft.) cascade. The falls are accessed via a trail to the left of the falls. The water collects

⁷⁶ Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

⁷⁷ Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

⁷⁸ Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

in numerous turquoise blue pools as it flows downstream. The many cascades that result are typical of travertine waterfalls.

The locals charge a nominal admission fee to visit the site, but it is well maintained with walkways and bridges to guide the visitor. Most of the pools are open to swimming (although at least one is closed as being a sacred site).⁷⁹

Tat sae waterfall

Tat sae Waterfalls, also referred to as the Tad Sae Waterfalls are waterfalls located along a tributary of the Nam Khan River in Luang Prabang Province, Laos. They are located about 18 kilometers (11 mi) southeast of Luang Prabang and about 2 kilometers (1.2 mi) from the village of Bak En. The falls flow over limestone formations amongst trees.⁸⁰

Night market

The night market, in the center of town, "opens its doors" every evening at around 5 o'clock. This market was only supposed to last for a few weeks. It opened in December 2002, on the Occidental Christmas Eve; a few Hmongs and other craftsmen of the region proposed their products to tourists, who are always looking for traditional gifts. At that time, there was no electricity: it could be called the candle market.

This market, finally, never stopped, and is increasing in size searching a few hundred stalls. The products range from chess games in ornamental stone to silk scarves, passing by embroidery, sculpture, more or less real opium pipes, portrayals of Buddha in all imaginable forms, local paintings, done around the symbolic Buddhist representations, etc. It is a place where are must go and where bargaining is often very colorful...

Contrary to their Thai, Chinese or Vietnamese neighbors, Laotians have no bargaining sense and no idea of how to swindle you, (it's very rare to find someone who will take advantage of tourists, by increasing his prices astronomically). So you've

⁷⁹ **Luang Prabang tourism on-line**, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

⁸⁰ **Luang Prabang tourism on-line**, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

got to be careful not to bargain under their cost prices, so as not to aggravate the endemic poverty; what you mustn't forget, is that the storekeepers are not always very good accountants in this latitude.

Since 2005, there are more and more Chinese and Vietnamese products. The opening of borders, the ASEAN (the Association of South East Asian Nations), the flow of money due to tourism, are certainly some of the reasons for the change in this market where you can still find a lot of local handmade craftsmanship. The market gradually breaks up around 9 o'clock in the evening, but there is always some way of finding a last souvenir up until 10 o'clock.⁸¹

Monk collecting alms at dawn, Luang Prabang

Alms ceremony — Monks at dawn collecting alms of rice from kneeling villagers (and early-rising tourists). Ask your guesthouse host to assist you the day before in preparing stand if you'd like to get up and give alms in the morning.

Please note that the alms giving ceremony is one which, while picturesque, is not without its detractors.

Unscrupulous local merchants have used the eagerness of tourists to participate in a local tradition as a means of making easy money, and sometimes sell unsuitable, stale and even unsafe food. This has resulted in monks falling ill after having consumed the offerings, and resistance to continuing the tradition.

However, the government has made it clear that the monks have to continue the tourist pageant or risk being replaced with lay people clothed in saffron robes in order to keep up appearances and thereby keep the tourist dollars rolling in. So if you wish to participate in this ceremony, prepare the food or fruit yourself, and avoid giving food of unknown quality.⁸²

⁸¹Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

⁸² Luang Prabang tourism on-line, <http://www.luangprabang-tourism-laos.org/> [21 November 2559].

2.6 The research concerned

In the study of English usage by tourist guides at tourist sites in luangphrabnag city in this research had collected the research concerned in the useful of the study of the following.

Bunya Patipak studied communication strategy employed by Thai tourist officers in the process of interviewing foreign. The results indicated that 68% of the respondents cannot communicate in English. However, for those who can communicate in English, they responded that Their English proficiency in speaking and listening were at a moderate level ($\bar{X} = 2.81$ and $\bar{X} = 2.57$). Inversely, their proficiency in reading and writing were at a low Level ($\bar{X} = 2.10$ and $\bar{X} = 1.85$). In terms of their opportunities to communicate in English in community-based tourism context, the results showed that their total Opportunities to communicate in English were at a low level ($\bar{X} = 2.22$). In addition, the respondents pointed out that their problems of English usage for communication were at a high level ($\bar{X} = 3.88$). In sum, the findings revealed that community leaders and members have limitation of both English proficiency and communication opportunities.⁸³

Phra Sarith Iddhisaro (Sun) A study of English pronunciation problems: a case study of the third and fourth year students, majoring in English of Mahachulalongkornrajavidyalaya university .results from the correct teaching of pronunciation this must especially be done in the early classes because when once the habits of wrong pronunciation are formed it will be very difficult for the students to get rid of them later and to begin new ones. Teaching difficulty or sound problems for the student are those that do not occur in his mother tongue. Such vowel, diphthong and consonant sounds have been listed at the beginning of the answer. Using audio-visual aids such as linguaphones, tape-recorders, radio, television and language laboratory can also be used profitably for teaching pronunciation.⁸⁴

⁸³ Bunya Patipak, "Communication strategy employed by Thai tourist officers in the process of interviewing foreigner", Master. Arts, (Communicative English) (Graduate School: Ramkhamhaeng University. Bangkok, Thailand. 2543, Abstract).

⁸⁴ Phra Sarith Iddhisaro (Sun), "English pronunciation problems: a case study of the third and fourth year students, majoring in English of Mahachulalongkornrajavidyalaya

Phra Thaweesak Thanawaro (Chanpradith) a study of reading headlines of English newspapers to improve reading skills of foreign monk at Wat Nakprok. The finding of the research based on questionnaire were found as follows:

The skill of reading English newspaper is before group discussion, foreign monks were very good at English newspaper comprehension skill, with a total of mean at 3.40 for pre-test, and the mean of their reading English newspaper skill went up to 4.45 for post-test after group discussion. The Skill of reading specific news headlines through English newspaper before group discussion, foreign monks were very good at specific news reading skill, with a total of the mean at 3.45 for pre-test, and the mean of their reading specific news skill went up to 4.45 for post-test after group discussion. About the outcomes of reading news headlines through English newspaper before group discussion, foreign monk were very good at it, with a total of the mean at 3.38 for pre-test, and the mean of their outcomes of reading news headlines through English newspaper went up to 4.44 after group discussion.⁸⁵

Phra Jakkraphan Jaruwanno (Singling) An analytical of language style of news headlines in English newspaper. This research study is the language style of news headlines and study how the language of news headlines works. This research study is to analyze the words, sentences and grammatical structures used in news headlines in English newspaper. Through, the analysis of some English grammar points in the news headlines in English newspapers were good enough for study in terms of English grammar and spoken language, especially for children, teenagers, students and the persons who are interested to study. The sentence structure found in the selected news headlines in English newspaper were considered a very useful resource for sentence composition teaching.

university", Master of Arts, (linguistics) (Graduate school: MCU university Bangkok Thailand B.E 2553, Abstract).

⁸⁵ Phra Thaweesak Thanawaro (Chanpradith), "**Reading headlines of English newspapers to improve reading skills of foreign monk at Wat Nakprok**", Master of Arts, program in English (international program) (Graduate school: MCU university Bangkok, Thailand B.E.2557, Abstract).

In terms of tense, various tenses are used to tell stories. The stories were told by using tenses especially present simple tense. Students will understand the tenses better after reading the news headlines in English newspaper and they can apply it in spoken language. Beside the past tenses, present continues tenses, present future tenses, present perfect tenses and so on are also used. The headlines in English newspapers are suitable for students to read because they are entertaining source. The news headlines in English newspaper also have other benefits for students, the news headlines in English grammar. Depending upon the age of students, the news headlines in English newspaper can be used to teach some grammar points such as tenses, words, sentences and grammatical structures used in news headlines in English newspaper. Moreover, news headlines in English newspaper can be used in everyday speaking because they have many situation that are applicable to daily life.⁸⁶

Lalita Pimrat an analytical study of functions of grammatical elements in English. The study was qualitative and document in nature. The research collected data from various kinds of texts and documents concerning the grammar both in Thai and English. The instruments used were from the depth interviews distributed to 10 expert lectures on English grammar from Mahachulalongkornrajavidyalaya University and then analyzed it as qualitative.⁸⁷

Varunee Atsawaphosin Researched on the development of English language training curricula for communication of academic staff. Srinakharinwirot University found that the training courses defined criteria could be used and the results of the pre-training and post-training knowledge and skills training of the trainees

⁸⁶ Phra Jakkraphan Jaruwanno (singling), “**Language style of news headlines in English newspaper**”, Master of arts, English international program”, (Graduate school: MCU university, Bangkok, Thailand B.E 2017, Abstract).

⁸⁷ Lalita Pimrat, “**Functions of grammatical elements in English. The study was qualitative and document in nature**”, Master of arts, (linguistics), (Graduate school: MCU university, Bangkok, Thailand B.E 2553, Abstract).

concluded that the scores after the training were higher than the scores prior to the training at the .05 level of significance.⁸⁸

Nongsamon Phongphanith studied the problems of speaking English in communication with the students of Faculty of Management, Kasetsart University. Sriracha Campus the 20-21 year-olds speak about formal English in front of the classroom in a manner that prepares them for rehearsals ahead of time. And no preparation beforehand found that when preparing in advance the sample thought that speech was the most important problem. The second most important issue was the lack of vocabulary and the difficulty in using the tense in speech. In the case where the sample does not prepare beforehand the vocabulary is not very problematic. The second is jamming. The problem of formal English speaking in the community from the open-ended questionnaire revealed that the jargon was not terminated and do not know which tense to use in the hundreds of sentences. For the cause of the problem the sample thought that the main problem was the Basic English knowledge is not good and not practice, the second is the lack of confidence and anxiety, and anxiety to speak in front of the community for such occasion. Most of the samples agreed that they should be trained frequently in terms of vocabulary, listening, speaking.⁸⁹

Arisara Sampaophorkar had studied analyze the ability of listening skills - English speaking students of Rangsit University students. 3rd. Year major of English 25 student and 25 student in 4th year were interviewed by 10 structured interviews. The results of the study revealed out of 10 questions most students were able to answer only 5 questions. Year 3 and Year 4 English majors have the ability to speak badly.

⁸⁸ Varunee Atsawaphosin, “**The development of English language training curricula for communication of academic staff**”, Master thesis, (Graduation College: Srinakharinwirot University, 2554, Abstract).

⁸⁹ Nongsamon Phongphanith “**The problems of speaking English in communication with the students of Faculty of Management**”, Master thesis, (Graduation college: Kasetsart University. Sriracha Campus. 2554, Abstract).

Listening to English although many students have high GPA But that does not mean that they can speak English well.⁹⁰

Suwannee Phunphruek and Group had studied ability of a problems and needs in using English at the masters and doctoral level at the king Mongkut's university of technology north Bangkok showed that the students could not explain and answer the questions in the presentation. Cannot talk in various situations with Foreigners.⁹¹

Thiraphone Kitchaluk A study of factors influencing English speaking of second year students in English, Faculty of Education, Rajabhat University, Bangkok, found that most students had moderate level of English speaking. Only a minority can speak English at high levels. Students with low English proficiency are at an 8.07 percent level. Factors that affect English language proficiency are student factors, Learning strategies and the habit of using the language. Moreover the basic information factor is grade level affects English speaking.⁹²

Phonphimon Riyai and Group had research on the development of listening and speaking skills of first-year students using multimedia computer program showed that the scores of post-instructional tests using multimedia computer programs were lower than the pre-test scores. Because before the course, students can read the dialogue from the document. But when using computer programs, students do not care and do not give importance.⁹³

⁹⁰ Arisara Sumphauphorkar, “**An analysis of English major students’ listening & speaking skills ability at Rangsit University**”, Master thesis, (Graduation college: English Language Department, the faculty of Liberal Arts, (Graduation collage:Rangsit University 2008, Abstract).

⁹¹ Suwannee Phunphruek and Group, “**Ability of a problems and needs in using English at the masters and doctoral level at the king Mongkut's university of technology north Bangkok**”, Master thesis (Graduation college: kingmakut’s university of technology north Bangkok, 2550, abstract).

⁹² Thiraphone Kitchaluk, “**A study of factors influencing English speaking of second year students in English, Faculty of Education, Rajabhat University, Bangkok**”, Master thesis, (Graduation college: Suansunantha Rajabhat, 2553, Abstract).

⁹³ Phonphimon Riyai and Group, “**The development of listening and speaking skills of first-year students using multimedia computer program**”, Master thesis, (Graduation college: North-Chiang Mai University, 2553, Abstract).

CHAPTER III

Research Methodology

The researcher tried to search for various information to write this thesis from creditable sources of data such as popular libraries and National library, Thammasat University library, Mahachularongkornrajavidyalaya University library, Chularlongkorn University, etc. Data from documentary research such as book, text, journal, newspaper and other necessary documentary materials and so on as given below.

How to conduct research and experimental development / retention?

3.1 The population and sample group

3.2 Data analysis method

3.3 Tools used in research

3.4 The statistics and data presentation

3.1 The population and sample group

The population in this study are people in the tourist sites in Luang Prabang city who can communicate in English for 30 persons and foreign tourists who come to visit Luang Prabang at Xieng thong temple, National museum and Phusi Mountain.

The sample groups are tourist guides at tourist sites in Luang Prabang city for 30 persons who can communicate in English. The measure of the ability to communicate in English for 30 person's interview by using questionnaire.

The research will take 3 weeks as detailed below.

Week 1, carry out the tourist guides at the tourist sites in Luang Prabang city before developing a knowledge of English usage and use the structure of the speech described the tourist sites.

Week 2, action by the researcher to conduct the at the tourist sites and evaluated three places of the tourist site to develop skills at first by choosing the tourist guides at Xieng Thong temple, National museum, Phusi mountain.

Week 3, action to clarify the shortcomings skills of the tourist guides has improve defect and action by the researcher to suggestion in English usage for tourist guides.

3.2 Data analysis methods

This research defined variable to determine:

1. The Independent variables - The general status of the tourist guidesample group's status, gender, age, income, education, income and tourist guide institute.
2. The dependent variable - The study of English usage by the tourist guide at the tourist sites in Luang Prabang city.

When data collection is completed, researcher completes a questionnaire rating. The data was analyzed with SPSS 11 for Windows in the average and standard deviation (S.D.) of each item. For open-ended questions to determine each group's questions and present their data analysis lectures.

3.3 Tools used in research

The research of the study of the English usage of the tourist guides at the tourist sites in Luang Prabang city, the researcher has created a tool used in the research as below:

3.3.1 Creation Tools in the research.

Creating a research tool for the research was carried out to build up a review of theoretical concepts and research related to the study of the English usage by tourist guides at the tourist sites in Luang Prabang city. The measure establishes a question about the five levels based on the concept of Likert by determining the answer:

1. Theoretical studies and information related to the study of the English usage by tourist guides at the tourist sites in Luang Prabang city. The literature and research that had been carried out the research.

2. The objective to created research tools from the advisor.

3. Tools and the presentation the tool for further research advisor as recommended.

4. Research tools for target people that looks similar to the sample to conduct research to determine the coefficient of precision tools.

5. Print the complete questionnaire ready to collect data from the sample group.

3.3.2 Characteristics of tools

1) The characteristics of tool, for questionnaire

The research tools used in the research were given a questionnaire that were developed within the framework of the research of English usage by tourist guides at the tourist sites in Luang Prabang city. In order to collect data the questionnaire was divided into three episodes, i.e.;

Part1 General Information about the survey respondents. The questionnaire checklist consisted of education status, gender, age, income, education and tourist guide institute.

Part2 Questionnaires about English usage of tourist guides the level of the questionnaire prepared by the researcher divided into three place i.e.; Xieng thong temple, Nation museum and phusi mountain.

Part 3 questions are open-ended and the sample groups have commented on the problems and suggestions about the use of English usage of the tourist guides at the tourist sites in Luang Prabang.

3.3.3 Monitoring the quality of tools

In determining the quality of tools the research was conducted as follows.

1. The suggestion from experts and advisors check the tool of research.

2. To determine the validity questionnaire completed by the present Chairman and Advisors.

To consider both the content and the structure of the format of the questionnaire as well as the language used Index of Item-Objective Congruence: **IOC**¹ has been used the average of 0.918.

3. Reliability

Remove query mean to try out with the tourist guides at the tourist sites in Luang Prabang for 30 persons to find confidence with the coefficient alpha of **Cornbrash**² has the confidence of all queries. 0.920 shows the confidence in the good quality It is suitable for use to collect information.

4. Take a questionnaire that has been proposed to improve by advisors. For approval and the printing of query is for completing the research.

3.4 The statistics and data presentation.

Take the 30 questionnaires and complete respondents for being analyzed by statistics and present the information in the following order.

3.4.1 The statistics used to analyze data.

Data analysis Researcher will use the statistics below.

1. Statistics:

1.1 Mean

1.2 Standard Deviation

1) General information about the status of the respondents. Use the frequency and percentage.

2) The opinions of the respondents of the sample group a statistical analysis of the mean and standard deviation.

3) The comparison of the tourist guides at the tourist sites in Luang Prabang city. By sex, age, status, education, income and finish tourist guide course. Using the (t-test) parameters in the two groups and testing (F-test) with a one-way analysis of

¹ Prakob Konnasood, “**Statistics for Behavioral Science Research**”, 3rd printing, (Bangkok Darnsutha printing, 2542), pp.243-244.

² Cronbach, Lee J. “**Essentials of psychological testing**”, 4th ed., (New York: Harper & Row, 1971), p. 79.

variance in the variable group of three or more. When found, the difference will compare the differences in pairs with LSD by statistically significant at the 0.05 level.

4) An open-ended questions that show the problems and suggestions were analyzed by content analysis technique consisted of context.

3.4.2 Presentation Research Reporting

1. Overview of respondents Presented by the square including the frequency and percentage.

2. Information on the opinion of the tourist guides at the tourist sites in Luang Prabang city. The invaluable Presentation in the form of tables include average and the standard deviation

3. The suggestion from open-ended questions on the barriers and suggestion on the English usage by the tourist guides at the tourist sites in Luang Prabang city substantive analysis and offered to write an essay.

CHAPTER IV

Results

This research is an experimental research. By using an experimental design of one group Pretest and Posttest Design for proposed acquisition of English in communications of tourist guides at the tourist sites in Luang Prabang city Laos, including research of the achievement and proposed of the development of language skills. English communications of tourist guides at the tourist sites in Luang Prabang city. The research had define content information on tourist sites in Luang Prabang city, 3 places such as: national museum, Phusi mountain and Xieng thong temple focusing on stories about life. Faith, religion, art and culture that foreign tourists found interesting and frequently asked questions.

The researcher has proposed the development of English skills of tourist guides by using the English structure to frequently used to describe.

The sample groups are consisted of 30 persons, and the results of interviews with 36 foreign tourists were analyzed and presented by the table and description.

4.1 General information

General information about tourist guides at the tourist sites in Luang Prabang city.

General information about tourists at the tourist sites in Luang Prabang city.
Overview of foreign tourists to visit Luang Prabang city.

4.2 The analysis of data

4.2.1 The achievement of development skills of English usage in communication of the tourist guides at the tourist sites in Luang Prabang city.

4.2.2 The opinion and suggestion of the tourist guides with development skills English usage in communication of the tourist guides at the tourist sites in Luang Prabang city.

4.3 The data analysis follows the objective of the research

4.1.1 General information about tourist guides at the tourist sites in Luang Prabang city.

Table 1 Data about Gender of population

Gender	Number and percentage	
	Number	percentage
Female	10	33.3
Male	20	66.7
Total	30	100.0

From the table the tourist guides of 30 persons almost are male for 20 persons = 66.7 percent, and female for 10 persons = 33.3 percent.

Table 2 Data about age of population

Age	Number and percentage	
	Number	percentage
20-25	8	26.7
26-30	14	46.7
31-35	4	13.3
36-40	4	13.3
Over 40	0	0
Total	30	100.0

From the table found the tourist guides of 30 persons, almost 26-30 years old for 14 persons =46.7 percent, second 20-25 years old = 26.7 percent and 31-35 years old for 4 persons = 13.3 percent and 36-40 years old for 4 persons = 13.3 percent.

Table 3: The status of population

Status	Number and percentage	
	Number	Percentage
Single	13	43.3
Married	14	46.7
Divorced	1	3.3
Other (live-in relationship)	2	6.7
Total	30	100.0

From the table found the tourist guides for 30 persons, almost Married for 14 persons =46.7 percent, second are Single for 13 persons = 43.3 percent, and (live-in relationship) 2 persons = 6.7 percent, and Divorced for 1 persons = 3.3 percent.

Table 4: Data about Education of tourist guide population

Level of education	Number and percentage	
	number	Percentage
High school	3	10.0
Technical college- certificate/ Diploma/ Adv Diploma	13	43.3
University or other tertiary – (under) graduate	9	30.0
University or other tertiary – Postgraduate	5	16.7
Total	30	100.0

From the table found the tourist guides for 30 persons, almost are Technical college-certificate/ Diploma/ Adv Diploma for 13 persons = 43.3 percent, second are University or other tertiary – (under) graduate for 9 persons = 30 percent and University or other tertiary – Postgraduate for 5 persons = 16.7 percent.

Table 5: Data about finished tourist guide course of tourist guide population

Finished tourist guide course	Number and percentage	
	Number	Percentage
Yes	30	100.0
No	0	0
Total	30	100.0

From the table found the tourist guides for 30 persons, almost are finished tourist guides course 100 percent, before becoming tourist guides in the tourist sites in Luang Prabang city.

Table 6: Data about salary earn per month of tourist guide population.

Salary per month	Number and percentage	
	Number	Percentage
Less than 1,000,000 - kip	0	0
1,000,001 - 1,500,000 kip	0	0
1,500,001 - 2,000,000kip	7	23.3
2,000,001 – 2,500,000kip	9	30.0
More than 2,500,000 kip	14	46.7
Total	30	100.0

From the table found the tourist guides for 30 persons, almost have the income 2,500,000kip, 14 persons =46.7percent, second are 2,000,000kip =30 percent and 1,500,000kip, 9 persons = 23.3 percent.

4.2 The analysis of data.

Table 7 the result of the skills of competence in English speaking.

Question	Speaking skills	N	Mean	S.D.
1	Being able to appropriately use language that is effective in the real situation of communication	30	3.50	1.01
2	Being able to use vocabularies without any mistake	30	3.47	1.17
3	Being able to speak with the correct grammatical rules	30	3.23	1.16
4	Being able to speak with clear pronunciation.	30	3.37	0.67
5	Being able to speak fluently with efficient sentence	30	3.27	0.74
Total	Speaking skills	30	3.37	0.95

The results in Table 7 competence in English speaking (N=30) of number of tourist guides. No.1 Being able to appropriately use language that is effective in the real situation of communication (Mean = 3.50, SD. = 1.01) and No. 2 Being able to use vocabularies without any mistake (Mean=3.47, SD.=1.17), No.3 Being able to speak with the correct grammatical rules (Mean=3.23,SD=0.16), No.4 Being able to speak with clear pronunciation (Mean=3.37,SD=0.67), No.5 Being able to speak fluently with efficient sentence (Mean=3.27,SD=0.74),Total of speaking skills is (Mean=3.37,SD=0.95)

Table 8 The result of the skills of competence in English listening.

Question	Listening skills	N	Mean	S.D.
1	How well do you understand when listening to English	30	3.27	0.74
2	How well can you react when listening to English?	30	3.27	0.69

3	How well can you follow an order when listening to English?	30	3.07	0.52
4	How well can you analyze and evaluate when listening English?	30	3.27	0.69
5	How efficiently can you communicate when listening to English?	30	3.40	0.72
Total	Listening skills	30	3.26	0.67

The results in Table 8 competence in English listening (N=30), is number of tourist guides. No.1 How well do you understand when listening to English? (Mean = 3.27, SD. = 0.74) and No. 2 How well can you react when listening to English? (Mean=3.27, SD.=0.69), No.3 How well can you follow on order when listening to English? (Mean=3.07,SD=0.52),NO.4 How well can you analyze and evaluate when listening English? (Mean=3.27,SD=0.69), No.5How efficiently can you communicate when listening to English? (Mean=3.40,SD=0.72),Total of listening skills is (Mean=3.26,SD=0.67)

Table 9 The result of the skills of competence in English Writing

Question	Writing skills	N	Mean	S.D.
1	Being able to create the exactly meaningful context	30	3.47	0.63
2	Being able to create the contexts attracting readers excellently	30	3.30	0.60
3	Being able to use meaningful vocabularies in writing	30	3.27	0.87
4	Being able to write without any mistake in grammatical rules	30	3.50	0.94
5	Being able to write without any mistake in punctuation and spelling	30	3.50	0.82
Total	Writing skills	30	3.40	0.77

The results in Table 9 competence in English writing (N=30), number of tourist guides. No.1 Being able to create the exactly meaningful context (Mean = 3.47, SD. = 0.63) and No. 2 Being able to create the contexts attracting readers excellently (Mean=330, SD.=0.60), No.3 Being able to use meaningful vocabularies in writing (Mean=327,SD=0.87),No.4 Being able to write without any mistake in grammatical rules(Mean=3.50,SD=0.94),No.5 Being able to write without any mistake in punctuation and spelling (Mean=3.50,SD=0.82).Total of writing skills is (Mean=3.40,SD=0.77)

Table 10 The result of the skills of competence in English reading

Question	Reading skills	N	Mean	S.D.
1	Being able to create the exactly meaningful context	30	3.57	0.73
2	Being able to create the contexts attracting readers excellently	30	3.40	0.81
3	Being able to use meaningful vocabularies in writing	30	3.27	0.74
4	Being able to write without any mistake in grammatical rules	30	3.43	0.77
5	Being able to write without any mistake in punctuation And spelling.	30	3.30	0.91
Total	Reading skills	30	3.39	3.96

The results in Table 10 competence in English reading (N=30), number of tourist guides. No.1 Being able to create the exactly meaningful context (Mean = 3.57, SD. = 0.73) and No. 2 Being able to create the contexts attracting readers excellently (Mean=340, SD.=0.81), No.3 Being able to use meaningful vocabularies in writing (Mean=327,SD=0.74),No.4 Being able to write without any mistake in grammatical rules(Mean=3.43,SD=0.77),No.5 Being able to write without any mistake in punctuation and spelling (Mean=3.30,SD=0.91),Total of writing skills is (Mean=3.39,SD=3.96)

4.2.2 Pre -test after development the skills.

Table 11 After developing speaking skills

(N: 30)

Question	Speaking skills	N	Mean	S.D.
1	Being able to appropriately use language that is effective in the real situation of communication	30	4.33	0.55
2	Being able to use vocabularies without any mistake	30	4.33	0.61
3	Being able to speak with the correct grammatical rules	30	4.50	0.51
4	Being able to speak with clear pronunciation.	30	4.53	0.51
5	Being able to speak fluently with efficient sentence	30	4.50	0.51
Total	Speaking skills	30	4.44	0.53

The results in Table 11 after developing of speaking skills. No.1 Being able to appropriately use language that is effective in the real situation of communication (Mean = 4.33, SD. = 0.55) and No. 2 Being able to use vocabularies without any mistake (Mean=4.33, SD.=0.61), No.3 Being able to speak with the correct grammatical rules (Mean=4.50,SD=0.51), No.4 Being able to speak with clear pronunciation (Mean=4.53,SD=0.51), No.5 Being able to speak fluently with efficient sentence (Mean=4.50,SD=0.51).Total of speaking skills is (Mean=4.44,SD=0.53)

Table 12 After developing listening skills.

Question	Listening skills	N	Mean	S.D.
1	How well do you understand when listening to English?	30	4.33	0.55

2	How well can you react when listening to English?	30	4.27	0.69
3	How well can you follow on order when listening to English?	30	4.20	0.61
4	How well can you analyze and evaluate when listening English?	30	4.43	0.63
5	How efficiently can you communicate when listening to English?	30	4.53	0.51
Total	Listening skills	30	4.35	0.60

The results in Table 12 after developing of listening skills No.1. How well do you understand when listening to English? (Mean = 4.33, SD. = 0.55) and No. 2 How well can you react when listening to English? (Mean=4.27, SD.=0.69), No.3 How well can you follow on order when listening to English? (Mean=4.20,SD=0.61),NO.4 How well can you analyze and evaluate when listening English? (Mean=4.43,SD=0.63), No.5How efficiently can you communicate when listening to English? (Mean=4.53,SD=0.51).Total of listening skills is (Mean=4.35,SD=0.60)

Table 13 After developing writing skills.

Question	Writing skills	N	Mean	S.D.
1	Being able to create the exactly meaningful context	30	4.30	0,53
2	Being able to create the contexts attracting readers excellently	30	4.43	0.57
3	Being able to use meaningful vocabularies in writing	30	4.37	0.61
4	Being able to write without any mistake in grammatical rules	30	4.57	0.57

5	Being able to write without any mistake in punctuation and spelling	30	4.57	0.57
Total	Writing skills	30	4.41	0.58

The results in Table 13 after developing of writing skills No.1.) Being able to create the exactly meaningful context (Mean = 4.30, SD. = 0.53) and No. 2 Being able to create the contexts attracting readers excellently (Mean=4.43, SD.=0.57), No.3 Being able to use meaningful vocabularies in writing (Mean=4.37,SD=0.61),No.4 Being able to write without any mistake in grammatical rules(Mean=4.37,SD=0.61),No.5 Being able to write without any mistake in punctuation and spelling (Mean=4.57,SD=0.57).Total of writing skills is (Mean=4.41,SD=0.58)

Table 14 After developing Reading skills.

Question	Reading skills	N	Mean	S.D.
1	Being able to create the exactly meaningful context	30	4.37	0.49
2	Being able to create the contexts attracting readers excellently	30	4.47	0.51
3	Being able to use meaningful vocabularies in writing	30	4.60	0.50
4	Being able to write without any mistake in grammatical rules	30	4.57	0.50
5	Being able to write without any mistake in punctuation and spelling.	30	4.37	0.56
Total	Reading skills	30	4.47	0.51

The results in Table 14 after developing of reading skills No.1 Being able to create the exactly meaningful context (Mean = 4.37, SD. = 0.49) and No. 2 Being able to

create the contexts attracting readers excellently (Mean=4.47, SD.=0.51), No.3 Being able to use meaningful vocabularies in writing (Mean=4.60,SD=0.56),No.4 Being able to write without any mistake in grammatical rules(Mean=4.57,SD=0.50),No.5 Being able to write without any mistake in punctuation and spelling (Mean=4.37,SD=0.56).Total of writing skills is (Mean=4.47,SD=0.51)

4 . 2 . 3 The achievement of developing skills of English usage in communication of the tourist guides at the tourist sites in Luang Prabang city.

Table 15 The achievement and average scores of developing skills in English communication of tourist guides at the tourist sites in Luang Prabang city.

Evaluations	N	Mean	SD	T	P - value
Before development	30	67.13	15.94		
After development	30	88.37	11.12	-9.620	.000*

*paired t-test,p<.05

The results in Table 15 has indicated the development of skills in English communication of the tourist guides found first time is ($\bar{x}$) =67.13, SD. = 15.94) and second time is ($\bar{x}$) = 88.37, SD. =11.12) the statistical significance in level .001.

Part 4: Reviews and feedback of the tourist guides to develop the skills in English usage to communicate of the tourist guides at the tourist sites in Luang Prabang city.

4.2.4 The opinion and suggestion of the tourist guides with developing skills of English usage in communication of the tourist guides at the tourist sites in Luang Prabang city.

Table 16 The opinion and suggestion

(N: 30)

Opinion	Level				
	most	more	middle	Less	Less than
1. Get knowledge from developing skills	28 (93.33)	1 (3.33)	1 (3.33)		
2. Get the experience from developing skills	25 (83.33)	1 (3.33)	4 (13.33)		
3. Get knowledge from developing skills	23 (76.67)	2 (6.67)	5 (16.67)		
4. The structure of English help in describing about the tourist sites.	20 (66.67)	3 (10)	7 (23.33)		
5. The suitable of the time in developing skills.	20 (66.67)	2 (6.67)	8 (26.67)		
6. Confidence in describing about the tourist guides.	19 (63.33)	1 (3.33)	10 (33.33)		
7. Usage the experience from developing skills to adapt with the tourist guides.	26 (86.67)	2 (6.67)	2 (3.33)		
8. The appreciate with developing skills and suggestion for all the way of developing skills	29 (96.67)		1 (3.33)		
Suggestion	N (%)				
- It is proposed to develop skills that are useful to increase.	10 (33.33)				
- Fill the time in developing skills	10 (33.34)				

- Should provide for the proposed developing plan for the next.	10 (33.33)
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From the opinion in evaluation and recommendation of the tourist guides to develop language skills in English, communications of the tourist guides at the tourist sites in Luang Prabang city.

Most of the tourists guide get knowledge from developing skills for 93.33%, followed by using the experience from developing skills to adapt with the tourist guides at the high level of 86.67%. Get knowledge from speaking skills at high level for 76.67%, Get the experience from developing skills at high level for 83.33%. The structure of English helps in describing about the tourist sites at level of up to 66.67%. The suitable time to developing skills at the very most by 66.67% and confidence to describing about the tourist sites at the very most, by 63.33%. The appreciation with developing skills and suggestion for all the way of developing skills at the most reaches 96.67%.

Suggestions for tourist guides to develop skills in using English to communicate with tourist guides at the tourist sites in Luang Prabang city. 30 reviews indicated that. It is proposed to developing skills that are useful to increase 33.3 percent, fill the time in developing skills for 33.3 percent developed should provide for the proposed developing plan for the next by 33.4 percent.

4.3 The analysis of data following the objective of the research.

1. To design and developing the skills in using English language to describe the tourist sites.

The opinion of evaluation and suggestion of the tourist guides to develop English communications at the tourist sites in Luang Prabang city.

Most of the tourists get knowledge from developing skills for 93.33%, followed by using the experience from developing skills to adapt with the tourist guides at the high level of 86.67%. Get knowledge from speaking skills at high level for 76.67%, Get the experience from developing skills at high level for 83.33%. The structure of English helps

in describing about the tourist sites at level of up to 66.67%. The suitable time to developing skills at the very most by 66.67% and confidence to describing about the tourist sites at the very most, by 63.33%. The appreciation with developing skills and suggestion for all the way of developing skills at the highest level for 96.67%.

2. The development of English speaking skills on tourist sites in Luang Prabang city.

The tourist guides at the tourist sites in Luang Prabang city have developed the lecture in English step by step. Starting to get to know the content and methods of lecturing and developing of scenarios in advance before the tourist group. And an expert on the tourist sites. Professionals English after the tourist guides groups all have the information content that has been developed to review the order described in the tourist sites truth is Xieng Thong temple, National Museum, Phu Si Mountain is a description in front of the sample s and experts. It's the experience and confidence to tourist guides. Tourist guides sample groups will be suggestion by experts in the tourist sites. While developing skills in a simulation to remedy defects in the final weeks of skills developing. Tourist guide were developing skills in real situations at the tourist sites. The developing of English skills in the tourist sites of this research. As you can see from the comparison of acquisition after acquisition of the developing of skills in English communication of the tourist guides. To find at the first time is ($\bar{x}$) = 67.13, SD. = 15.94) and to find at the second time is ($\bar{x}$) = 88.37, SD. = 11.12) the statistical significance in level 001. To conclude that. After the development of the principles structure of the English-speaking about the tourist sites in Luang Prabang city, resulting of the tourist guides sample group is truly developing and ensuring the result in continuity in the experience of developing the skills to use in the lecture describes the tourist sites.

3. The achievement of English language skills to communicate with the tourist guides at the tourist sites in Luang Prabang city.

The study of all 30 tourist guides through the development of English communication skills at the tourist sites in Luang Prabang city.

Most of the tourists guide get knowledge from developing skills for 93.33%, followed by using the experience from developing skills to adapt with the tourist guides in the high level 86.67%. Get knowledge from speaking skills at high level for 76.67%, Get the experience from developing skills at high level for 83.33%. The structure of English helps in describing about the tourist sites at level of up to 66.67%. The suitable time to developing skills at the very most by 66.67% and confidence to describing about the tourist sites at the highest level, by 63.33%. The appreciation with developing skills and suggestion for all the way of developing skills at the highest level for 96.67%. Proposed to developing skills that are useful to increase for 33.3%, fill the time in developing skills for 33.3%, should provide for the proposed developing plan for the next for 33.33%.

In conclusion, the researcher can say that skills development and English speaking of the tourist guides at the tourist sites in Luang Prabang city. This research was conducted in a sample of the tourist guides who can communicate in English which is a structural model of spoken English skills to communicate effectively and efficiently.

CHAPTER V

Conclusion, discussion and suggestion

This research aims 1) to study the problems of English communications of tourist guides at the tourist sites in Luang Prabang city. 2) to develop the skill of English communications of tourist guides at the tourist sites in Luang Prabang city. 3) to recommend the development of English skill in communications of the tourist guides at the tourist sites in Luang Prabang city.

The sample groups were selected by tourist guides at the tourist sites in Luang Prabang city. 30 persons have been testing their ability in English communications inquiries and interviews in English.

The study is consisted of:

1. Interview about Knowledge of cultural tourist guides at the tourist sites in Luang Prabang city.
2. Interview about problems in English usage in communications of tourist guides at the tourist sites in Luang Prabang city.
3. The survey and opinion of researcher for developing skills in communications of tourist guides at the tourist sites in Luang Prabang city.

5.1 Conclusion

5.1.1 Creation of an English-speaking skills is to evaluate opinions and suggestions of the tourist guides to develop language skills in English communications at the tourist sites in Luang Prabang city.

To develop speaking skills in English concerning the tourist sites in Luang Prabang city. English sentence structure is useful for respondents in giving detailed explanation to foreign tourists. The English data which the researcher had collected is included of three places at the tourist sites i.e. the national museum, Phu Si mountain and Xieng Thong temple. Editing skills to develop a comprehension useful for tourist

guides in Luang Prabang city. Most of the tourist guides get knowledge from developing skills for 93.33%, followed by using the experience from developing skills to adapt with the tourist guides in the high level for 86.67%. Get knowledge from speaking skills at high level for 76.67%. Get the experience from developing skills at high level for 83.33%. The structure of English helps in describing about the tourist sites at level of up to 66.67%, The suitable time to developing skills at the highest level by 66.67% and confidence to describing about the tourist sites at the highest level by 63.33%, The appreciation with developing skills and suggestion for all the way of developing skills at the highest level for 96.67%. satisfied with the proposed acquisition which reaches 94 percent of the expectation.

5.1.2 The developing of language skills in English communications of tourist guides has gained skills in English respectively to writing, reading material and lectures at the tourist sites in Luang Prabang city.

The developing of skills in English communications of the tourist guides to find at the first time is ($\bar{x}$) = 67.13, SD. = 15.94) and to find in the second time is ($\bar{x}$) = 88.37, SD. = 11.12) the statistical significance at level 001. To conclude the ability to use English language after the acquisition of the English in communications is better and ensuring for the tourist guides. Satisfaction from foreign tourists allows local tourism to grow.

5.1.3 Achievement of developing skills in English communications of the tourist guides at the tourist sites in Luang Prabang city.

The achievement of developing skills in English communications of the tourist guides consists of two parts: a measure of tourist guides sample groups. This Research has shown the skill of the average English after the acquisition. The developing of skills in English communications of the tourist guides to find at the first time is ($\bar{x}$ = 67.13, SD. = 15.94) and to find at the second time is ($\bar{x}$ = 88.37, SD. = 11.12) the statistical significance at level 001.

In conclusion, researcher can say that skills developing and English speaking of the tourist guides at the tourist sites in Luang Prabang city has been improved. The

acquisition was conducted in a sample group of tourist guides who can communicate in English. A structural model of spoken English skills to communicate effectively has been used.

5.2 Discussion

The research was found that:

5.2.1. The finding in the first time. Upon using designed English skills at the tourist sites and the developing of a learning experience, the average verbal English skills of the tourists were behind the acquisition of higher skills, a significant level of 001. Because the tourist guides were able to speak English and giving tourist information effectively. The practice of hypothetical scenarios and real life situations, thus, ensured the speech. This is consistent with Varunee Asavabhokhin research, developing, training article using English communications of personal at technical support. The statistic was found that training courses and the knowledge and skills test before and after the training course effect the score. After training the score is high. Before training, the statistical record is too low.

5.2.2. The finding in the second time.

To develop speaking skills in English about the tourist sites in Luang Prabang city.

The study of the tourist guides at Luang Prabang city was found that there was a development of English speaking skills at the tourist sites. As you can see from the comparison of acquisition of the developing of skills in English communications of the tourist guides. To find first time is ($\bar{x}$) = 67.13, SD. = 15.94) and to find second time is ($\bar{x}$) = 88.37, SD. = 11.12) the statistical significance is at the level 001. To conclude after the developing of the principles of the English-speaking tour about places in Luang Prabang city, resulting in the tourist guides sample group is truly developed.

1) The sample groups had developed skills and descriptions about places to visit in real life situations and scenarios. In this study, definition and situation discussion are beneficial to foreign tourists. Because the accent and way of speaking is different, therefore, it built confidence in English speaking and developing skills and

ability to speak more efficiently. **Bygate, M.** had said about the teaching English as a second language. Firstly the teaching skills that contribute to the understanding and teaching skills and secondly about the increasing of interaction skills. Taught by the Institute for situations similar to real life events, the students had the opportunity to speak about their feelings on the situation facing them and discussion on how to meet the purpose for which they want to communicate¹. **Rupert Brown** said, English language instructors should teach the teaching skills. The students had the opportunity to comment on the training tactics that learners need to solve communications problems. This is to give the students an opportunity to analyze and get feedback on what is happening.

2.) The sample groups of tourist guides are using English in communications to describe the stories about the cultural tourism, so the attitude towards the English authorities is in a positive way. Therefore, it is essential to feel that English is useful.²

Stephen D. Krashen had said about attitude and aptitude. Language is related to the achievement of learners of foreign languages.³ **Wolfgang Klein** had said that attitude is important for learning a second language. If the student has a good attitude towards a second language, the students will be more successful than students who are poor attitude. This is consistent to the research of the magazine until his family to study the factors that affect the ability of college students in English. Concerning a case study: Students at Rajabhat Institute found that an attitude and a responsibility can influence their ability to speak English.⁴

¹ Bygate, M. "Foreign Language communication and learning" Berlin: Mouton de Gruyter, 2009, p.401.

² Rupert Brown, "Social identity theory: past achievement, current problems and future challenge". Wiley online Library 2000, p.72.

³ Stephen D. Krashen, "Principle and practice in second language acquisition" Pergamon Publisher, 1982, p.58.

⁴ Wolfgang Klein, "second language acquisition" Cambridge University Publisher 1986, p.30.

5.2.3 The results of the research and the suggestions from the sample groups of tourist guides in describing the cultural tourism in Luang Prabang city indicated most for tourists guides get knowledge from developing skills for 93.33%, followed by using the experience from developing skills to adapt with the tourist guides in the high level for 86.67%. Get knowledge from speaking skills at high level for 76.67%. Get the experience from developing skills at high level for 83.33%. The structure of English helps in describing about the tourist sites at level of up to 66.67%, The suitable time to developing skills at the highest level by 66.67% and confidence to describing about the tourist sites at the highest level by 63.33%. The appreciation with developing skills and suggestion for all the way of developing skills at the highest level 96.67%. All are satisfied with the proposed acquisition which reaches 94 percent of the expectation with feedback provided. After the developing of English speaking skills at the tourist sites, the following are points to achieve more skill; 33.3% wants to increase the period of developing; 33.3% should provide a proposed developing plan while 33.4% of the objective of the study wants to develop English speaking skills and built more confidence to speak better English.

5.3 Suggestion

The researcher suggested that.

5.3.1 The general suggestion

5.3.1.1 The tourist guides should have an assertiveness with strong intention to improve English speaking techniques.

5.3.1.2 It should continue to encourage people to do more research works on developing verbal skills and communications in English at the tourist sites in Luang Prabang city.

5.3.1.3 The government of Lao PDR must emphasize and inject more fund in the tourist industry class of the teaching curriculum of the university because Lao PDR should realize that there are so many unpolluted tourist attraction sites in the city.

5.3.2 The suggestion of the next research

5.3.2.1 To encourage students and tourist guides to practice speaking English in the real situations with foreigners in order to increase knowledge and confidence in their communications.

5.3.2.2 To arrange more English language activities for students and tourist guides.

5.3.2.3 To conduct the research on English communications for monks who will play an important role in propagating the teachings of the Buddha.

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Appendix (A)

Research Questionnaires

Thesis title: A study of English usage by the tourist guides at the tourist sites in Luang Prabang city.

Instructions:

1. This questionnaire is used to collect the data for the study of English communications by tourist guide at the tourist sites in Luang Prabang city.

2. This questionnaire is divided into three parts as the following:

Part1: Personal information of the tourist guides at the tourist sites.

Part2: A set of questions focusing on developing skill of English communications, skill of speaking, skill of listening, skill of writing and skills of reading.

Part3: Suggestion and opinion about the enhancement of English communications by tourist guides for cultural tourism in Luang Prabang city.

Questionnaire

A study of English usage by the tourist guides at the tourist sites in Luang Prabang city

Part one: General information

1. Gender

☐ Male ☐ female

2. Status

☐ Single ☐ Married ☐ Divorced
☐ Other (live-in relationship)

3. Age

☐ 20-25 year's old. ☐ 26-30 year's old. ☐ 31-35 year's old.
☐ 36-40 year's old. ☐ Over 40 year's old.

4. Education

☐ High school.
☐ Technical college-certificate/Diploma/ Avd
☐ Diploma. University or other tertiary-(under) graduate.
☐ University or tertiary-postgraduate.

5. Finish tourist guide course

☐ Yes. ☐ No.

6. Income

☐ Less than 1,000,000 kip. ☐ 1000, 001-1,500,000kip. ☐
 1500, 001- ☐ 2,000,000kip. 2,000,001- ☐ 2,500,000kip. More
 than 2,500,000kip.

Part two: please answer the following questions as honestly as possible. Your answer will be useful to this research.

Listening skills	5	4	3	2	1
Being able to appropriately use language that is effective in the real situation of communications					
Being able to use vocabularies without any mistake					
Being able to speak with the correct grammatical rules					
Being able to speak with clear pronunciation.					
Being able to speak fluently with efficient sentence					
Speaking skills	5	4	3	2	1
How well do you understand when listening to English?					
How well can you react when listening to English?					
How well can you follow on order when listening to English?					
How well can you analyze and evaluate when listening English?					
How efficiently can you communicate when listening to English?					
Writing skills	5	4	3	2	1
Being able to create the exactly meaningful context					
Being able to create the contexts attracting readers excellently					
Being able to use meaningful vocabularies in writing					
Being able to write without any mistake in grammatical rules					
Being able to write without any mistake in punctuation and spelling					
Reading skills	5	4	3	2	1

Being able to appropriately use language that is effective in the real situation of communications					
Being able to use vocabularies without any mistake					
Being able to speak with the correct grammatical rules					
Being able to speak with clear pronunciation.					
Being able to speak fluently with efficient sentence					

Part three: opinion & Suggestion about A study of English usage by tourist guides at the tourist sites in Luang Prabang city.

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.....Thank you for your kindness

Additional exercise

Additional exercise on English communications used during 2 weeks

group discussion can be divided into three exercise as follows:

1. Test on vocabulary
2. Test on English communications
3. Test on conversation

1. Test on vocabulary (week1)

Information

Researcher has selected these key vocabularies use in English communications in 2 weeks of group discussion which is a total of 2 weeks for group discussion.

Vocabulary (example)	Meaning
Temple	
tourist	
Waterfall	
Cave	
Mountain	
Cultural	
Traditional	

2. Test English Communications (week2)
3. Test on conversation (week2)

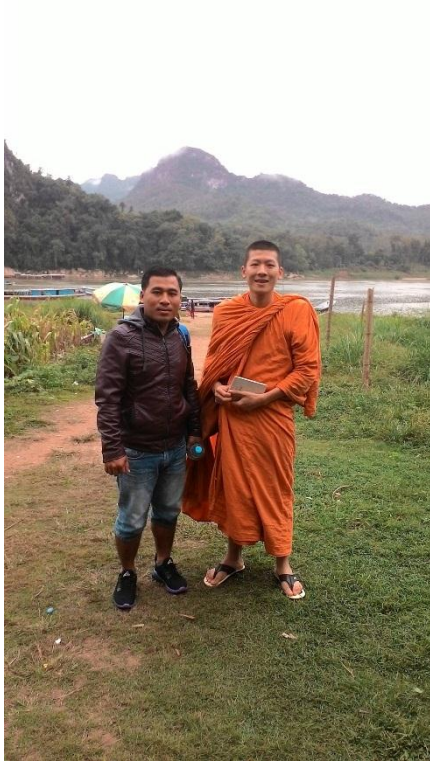
Appendix (B)

Picture of activity











Appendix (C)

The tourist sites in Luang Prabang city



Phusi mountain



Royal place



Royal place



Haw Prabang



Xieng Thong temple



Visoun Temple



Watermelon stupa.



Phanom Village



The Tumting



Tadkuangsi Waterfall



Tadsea waterfall



Night Market



Monk collecting alms at dawn, luangphrabang



Appendix (D)

IOC: Index of item Objective Congruence

List of the peer review that checks my questionnaires of this study about a study of English usage by tourist guides at the tourist sites in Luang Prabang city has 3 persons as following:

1. Phra Thitawong Anuttaro
2. Asso. Prof. Dr. Preecha Kanetnog
3. Dr. Kham-lang Kongsin

Results of the Index of Item Objective Congruence (IOC)

Part 1: General information

No.	Question	The committee of research Tool Evaluation			Note (If any)
		1	2	3	
1	(Sex) -Male -female	+1	+1	+1	Useable
2	(Status) -Single -Married -Divorced -Other (live in relation ship	+1	+1	+1	Useable
3	(Age) -20-25 years old -26-30 years old -31-35 years old -36-40 years old -Over 40 years old	+1	+1	+1	Useable
4	(Education) -High school -Technical college- certificate/Diploma/ Avd -Diploma-University or other tertiary- (under)graduate -University or tertiary- postgraduate	+1	+1	+1	Useable

5	(Finish tourist guide course) -yes -No	+1	+1	+1	Useable
6	(Income) -Less than 1.000.000 Kip -1.000.001-1.500.000 Kip -1.500.001 kip -2.000.000-2.000.001 Kip -2.500.000-More than 2.500.000 Kip	+1	+1	+1	Useable

Part 2: please answer the following questions as honestly as possible. Your answer will be useful to this research.

No.	Question	The Committee of Research Tool Evaluation			Note (If any)
		1	2	3	
	1. Listening skills				
1	Being able to appropriately use language that is effective in the real situation of communications	+1	+1	+1	Useable
2	Being able to use vocabularies without any mistake	+1	+1	+1	Useable
3	Being able to speak with the correct grammatical rules	+1	+1	+1	Useable
4	Being able to speak with clear pronunciation	+1	+1	+1	Useable
5	Being able to speak fluently with efficient sentence	+1	+1	+1	Useable
	2. Speaking skills				
1	How well do you understand when listening to English?	+1	+1	+1	Useable
2	How well can you react when listening to English?	+1	+1	+1	Useable
3	How well can you follow on order when listening to English?	+1	+1	+1	Useable
4	How well can you analyze and evaluate when listening English?	+1	+1	+1	Useable
5	How efficiently can you communicate when listening to English?	+1	+1	+1	Useable

	3.Writing skills				
1	Being able to create the exactly meaningful context	+1	+1	+1	Useable
2	Being able to create the contexts attracting readers excellently	+1	+1	+1	Useable
3	Being able to use meaningful vocabularies in writing	+1	+1	+1	Useable
4	Being able to write without any mistake in grammatical rules	+1	+1	+1	Useable
5	Being able to write without any mistake in punctuation and spelling	+1	+1	+1	Useable
	4.Reading skills				
1	Being able to appropriately use language that is effective in the real situation of communications	+1	+1	+1	Useable
2	Being able to use vocabularies without any mistake	+1	+1	+1	Useable
3	Being able to speak with the correct grammatical rules	+1	+1	+1	Useable
4	Being able to speak with clear pronunciation.	+1	+1	+1	Useable
5	Being able to speak fluently with efficient sentence	+1	+1	+1	Useable



บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓๕-๒๔๘-๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๗/๑๒๑

วันที่ ๓๐ มกราคม พ.ศ. ๒๕๖๐

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน Phra Thitawong Anuttaro

ด้วย Phra Thavisack Dhirapunyo (sayasack) นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “A Study of English Usage of the Staff at Tourist Site in Louangphrabang. การศึกษาการใช้ภาษาอังกฤษของพนักงานในสถานที่ท่องเที่ยวพระพุทธศาสนาในเมืองหลวงพระบาง.” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ. นิลรัตน์ กลิ่นจันทร์ และ ผศ.ดร. วีระกาญจน์ กนกกุลเมศ เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถาม เพื่อการวิจัยของนิสิต ดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจักได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

(พระวิเชียร ปรีชาโน, ดร.)

ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)

รับทราบแล้ว
ผู้บังคับการ

(พระวิเชียร ปรีชาโน, ดร.)

นิสิตผู้ประสานงานเพื่อการวิจัย

โทร.



บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓๕-๒๔๘-๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/ ๑๒๑

วันที่ ๓๐ มกราคม พ.ศ. ๒๕๖๐

เรื่อง ขอลาเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เจริญพร รศ.ดร. ปรีชา คเนตนอก

ด้วย Phra Thavisack Dhirapunyo (sayasack) นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “A Study of English Usage of the Staff at Tourist Site in Louangphrabang. การศึกษาการใช้ภาษาอังกฤษของพนักงานในสถานที่ท่องเที่ยวพระพุทธศาสนาในเมืองหลวงพระบาง.” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ. นิลรัตน์ กลิ่นจันทร์ และ ผศ.ดร. วีระกาญจน์ กนกมเลส เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถาม เพื่อการวิจัยของนิสิต ดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

(พระวิเชียร ปรีชาโน, ดร.)

รับทราบ
รศ.ดร. ปรีชา คเนตนอก
ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)

นิสิตผู้ประสานงานเพื่อการวิจัย

โทร.



ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย
๗๙ หมู่ ๑ ตำบลลำไทร อำเภอน้อย
จังหวัดพระนครศรีอยุธยา ๑๓๑๗๐
โทรศัพท์ ๐ ๓๕๒๔-๘๐๐๐ ต่อ ๘๒๔๒
โทรสาร ๐ ๓๕๒๔ ๘๐๓๔ , www.mcu.ac.th

ที่ ศธ ๖๑๐๔.๓/๑๗

๓๐ มกราคม ๒๕๖๐

เรื่อง ขออนุญาตเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เจริญพร ดร. คำเอียง กองสิน

ด้วย Phra Thavisack Dhirapunyo (sayasack) นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “A Study of English Usage of the Staff at Tourist Site in Louangphrabang. การศึกษาการใช้ภาษาอังกฤษของพนักงานในสถานที่ท่องเที่ยวพระพุทธศาสนาในเมืองหลวงพระบาง.” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ. นิลรัตน์ กลิ่นจันทร์ และ ผศ.ดร. วีระกาญจน์ กนกกมลเสถ เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขออนุญาตท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถาม เพื่อการวิจัยของนิสิต ดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

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ขอเจริญพร

(พระวิเชียร ปริชาโน, ดร.)

ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)

รับทราบ / นว.
ผู้วิจัย / พญ. พญ. พญ.
คำเอียง กองสิน
(ดร.คำเอียง กองสิน)

นิสิตผู้ประสานงานเพื่อการวิจัย

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Ref.MCU.6104.3/ 6/0

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Ms. Latdawone.....

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)

Director of Master of Arts in English
(International Program)

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Ref.MCU.6104.3/ @ 10

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Ms. Sayphone

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)

Director of Master of Arts in English
(International Program)

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Ref.MCU.6104.3/ ๑1๐

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Ms. Silisone

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site In Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)
Director of Master of Arts in English
(International Program)
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Ref.MCU.6104.3/210

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Ms. Inksane

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)

Director of Master of Arts in English
(International Program)

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Ref.MCU.6104.3/ ๑10

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear

Ms. Vachnaly

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)

Director of Master of Arts in English

(International Program)

Mahachulalongkornrajavidyalaya University

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Ref.MCU.6104.3/ ๑ 10

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Ms. Thongpan

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)

Director of Master of Arts in English
(International Program)

Mahachulalongkornrajavidyalaya University

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Ref.MCU.6104.3/210

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Ms. Oubayyankh

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)

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Ref.MCU.6104.3/210

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Ms. Chansamon.....

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang," which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)
Director of Master of Arts in English
(International Program)
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Ref.MCU.6104.3/ ๑10

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear

Dr. Phonasak Phomsanith

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

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Ref.MCU.6104.3/210

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Ms. Laddawan Phongsanith

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

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Yours sincerely,

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Ref.MCU.6104.3/ 210

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Somboun Vathanasindham

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang," which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)

Director of Master of Arts in English
(International Program)

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Ref.MCU.6104.3/ ๑10

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Herran

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)
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Ref.MCU.6104.3/210

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear

Mr. Phrasakorn Phrasavanh

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang," which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire to the students at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)

Director of Master of Arts in English

(International Program)

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Ref.MCU.6104.3/ ๑ 10

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Anoudeth

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang," which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

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Ref.MCU.6104.3/210

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Bounsavath Sengsouliya

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

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Ref.MCU.6104.3/ ๒10

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Som Kith

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Ref.MCU.6104.3/ ๑10

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Vongathit Saosauwaha

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February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Phongsang

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Ref.MCU.6104.3/ 210

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Khom Saulvong

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

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Ref.MCU.6104.3/ 2 10

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Sengoumat

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site In Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

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February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Anusin

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Ref.MCU.6104.3/210

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear

Mr. Bouabou

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

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February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear

Mr. Khomphoi

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Ref.MCU.6104.3/ ๑ 10

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear

Mr. Phone Sak

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February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Jeenon

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Ref.MCU.6104.3/๑10

February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Lanthong

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February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Sayasack.....

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February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear

Mr. Samphone Hingduangchan

I, Phra Thavisack Dhirapunyo (sayasack), M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of English Usage of the Staff at Tourist Site in Louangphrabang." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Nilratana Klinchan 2. Asst. Prof. Dr. Veerakarn Kanokkamalade

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February 5 , 2017

Subject: Request for allowing a student to distribute a research questionnaire

Dear Mr. Vanhvasith

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(International Program)
Mahachulalongkornrajavidyalaya University

Biography of Researcher

Name	; Phra Thavisack Dhirapunnño (Sayasack)
Date of birth	: 6 November 2534, B.E
Date of higher ordination	: 5 July 2554, B.E
Nationality	: Laos
Present Address	: Wat Phichayayatikaram Woravihara, Somdej Chao - Phraya Road, Klongsarn District, Bangkok, 10600
Education Background	: Bachelor's degree from University Vinh Campus, Nghe-An province, Vietnam
Occupation	: Student