DEVELOPMENT OF ENGLISH TRAINING COURSE FOR ONE TAMBON (VILLAGE) ONE PRODUCT (OTOP) ENTREPRENEURS

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Abstract: The purpose of this research was to find the approach and method of developing an English training course for the entrepreneurs of One Tambon One Product (OTOP) in Phranakhon Sri Ayutthaya Province. It was conducted by studying basic information about the products and analyzing the needs for English language using among OTOP entrepreneurs, as well as finding the most suitable date and form of training for the group. Then use the information to develop an English training course and conduct an experiment with the entrepreneurs. Research instruments were: 1) questionnaires that ask OTOP entrepreneurs about the needs of English using, 2) An English course for OTOP entrepreneurs, 3) pre-test and post-test, and 4) satisfaction survey form to find out the attitude of OTOP entrepreneurs toward the English training course.
Data analysis was conducted by finding the percentage, means, and standard deviation, using t-test on dependent samples.
According to the research results, the needs of English using among OTOP entrepreneurs that required training can be classified into different aspects. The need to explain and give information about the products in English in order to state the figure/price is the aspect that needs training the most. Second is the need to use English to answer the questions and negotiate about prices of products in daily life situations. The third aspect, which the entrepreneurs required training the least, is the need to use English for correspondence via letters or emails. The researcher has established the following elements for the training course: 1) training schedule that covers a period of 2 days, 2) content to be used in the training course, and 3) evaluation of the training course. The content can be divided into 3 parts. Part 1 includes listening and speaking, greetings, formal and informal daily conversation, focusing on the language that is likely to be used in talking with customers in real situations. Part 2 includes learning about vocabulary, structure of sentences, and conversation to communicate about products, features of products, raw materials, usage, and price. Part 3 are examples of conversations for the trainees to study as models and practice by themselves so that they are able to use English more effectively.
As for the achievement of the training course, it was found that the average scores in listening and speaking before and after the training are quite different at statistical significance of 0.5. The scores after the training were higher than that before the training.

Keywords: English training course, One Tambon (Village) One Product (OTOP), Entrepreneurship

INTRODUCTION

In modern society, rapid changes can be found in every aspect, such as information, economics, politics, society and technology. People around the world, especially those who are in public and private sector of Thailand, are aware of and well-prepared for adjustment in order to keep up with these ongoing changes. In the year 2015 or B.E 2558, Thailand eventually joined ASEAN Economic Community (AEC), and English has become an important key, almost like a tool or a weapon, for Thai people to open the door of ASEAN Community and communicate to its other members for business, education and commerce, especially for One Tambon (Village) One Product (OTOP).

Products produced by local communities, which are well-known as One Tambon One Product or OTOP, are results of local intelligence that reflects cultural root and lifestyle of local people in local communities all over Thailand. Public sector and its related agencies have promoted and supported OTOP products through various measures: creating network leaders in district and province level, building brands and making them well known and accepted by domestic and international consumers, arranging trade fair and special events to increase distribution channels, arrange trainings by various organizations for more than 32,000 producers and officers, establishing more than 1,100 Thai Community Product Standards and granting the standards to more than 11,000 OTOP entrepreneurs, developing standard packaging and containers, registering more than 35,000 producers from all over the country, and selecting more than 27,000 products to be OTOP Product Champion.



(a) Riceberry rice is rich in antioxidants and fibre



(b) Wicker baskets

Fig. 1 Typical OTOP products

From the experience of the researcher as a lecturer who provides English language skill trainings for personnel, communities, public and private organizations, in projects that prepared human resource for entering AEC, the evaluation results after training often showed that level of English language skills of Thai people, particularly those who are in OTOP business, is rather low. This becomes a problem/obstacle in operating the business and expanding it to international level for a wider market. Because of this necessity, the researcher, who have had experience and direct responsibility in teaching English for specific purposes for many years until the present time and have often been invited to be a lecturer in English training courses, is interested to conduct a research and create a training program to develop English language skills of OTOP entrepreneurs, focusing in clothing and textiles product group in Phranakhon Sri Ayutthaya province. The program was created to be a training course that provides knowledge and skills for OTOP entrepreneurs and increase their strength and capabilities in using English language. This will eventually lead to good reputation of Thailand.

Johns and Dudley-Evans [1] said that studying English for specific purposes started early in the history, maybe around Greek and Roman civilization. However, since 1960s, ESP has played a more important role in teaching English as a foreign language (TEFL) and teaching English as a second language (TESL). In the early period, English was taught to facilitate the learning of Science and Technology. During that time, English-speaking Western countries had advancement of technology so it is necessary for the Thai to communicate in English and arrange English learning activities.

As for the concept and definition of English for specific purposes, several educators defined that it is a way of teaching English by focusing on the needs of learners in various situations. These definitions can be summarized as follows:

Hutchinson and Waters [2] said that teaching English for specific purposes is a curriculum that emphasizes the needs of learners, which can vary for each group. Teachers and learners must have mutual understanding about the objectives of the course. The method of teaching English for specific purposes can be different from regular English courses.

Strevens [3] defined teaching English for specific purposes as teaching English in a way that corresponds to the needs of learners. Topic and content in the course must be in a limited scope, related to occupation or specific objective of learners. Emphasis on particular skills (such as listening, reading) can be found in teaching English for specific purposes.

Robinson [4] said that teaching English for specific purposes is a study related to training, practice and knowledge in 3 aspects: language, learning activities, and specific interest of learners.

In terms of learning activities and interest in specific subject of learners, Robinson [4] mentioned English for specific purposes as follows:

- Teaching English for specific purposes focus on the objectives of learners. Most learners take the English course to gain knowledge and skill for their work, not because they are interested in the language and culture.
- Arranging English for specific purposes program should be done within a specified time period.
- To arrange a course of English for specific purpose, it must be ensured that all the learners in the course have the same or similar objective in learning English.
- Most leaners of English for specific purposes are adults. Johns and Dudley-Evans [1] said that such an English course is meant to respond to occupational needs of learners and use different teaching procedure from regular English classes. This agrees with the words of Mackay and Mountford [5] who said that English for specific purposes has an objective in responding to occupational requirements of learners. They want to use the language for their vocational training programmes, and their objectives are related to the need to obtain education for gaining professionalism in their career. It does not focus on the language itself.

From the above meanings and characteristics of English for specific purposes, it can be concluded that English for specific purposes is a course of English designed according to the needs of specific group of leaners, in order to respond to their needs in using the language in their occupations.

RESEARCH OBJECTIVES

- To study the needs for English training course of OTOP entrepreneurs in Phranakhon Sri Ayutthaya (Fig.2) located in the central region of Thailand
- To develop an English training course for OTOP entrepreneurs in Phranakhon Sri Ayutthaya



Fig.2 Phranakhon Sri Ayutthaya province.

METHODOLOGY

The research methodology can be divided into 2 stages as follows:

o **Stage 1** is needs Analysis or the analysis of English content that is needed by OTOP entrepreneurs in Phranakhon Sri Ayuthaya. It was done by arranging workshop and using questionnaire to survey the needs of trainees in order to establish scope of content and dialogue topics for OTOP entrepreneurs of different product groups, such as processed food, clothing, herb and handicraft, in Phranakhon Sri Ayutthaya.

Population and Sample Group: The population of this research are OTOP entrepreneurs and OTOP products developers of Phranakhon Sri Ayutthaya, and Community Development Ayutthaya Provincial Office (under the authority of Community Development Department. The details of the sample group in this research are shown below.

- The sample group that was used to survey the needs of English language training course for OTOP entrepreneurs comes from the above population by using purposive random sampling. It consists of 25 OTOP entrepreneurs in Phranakhon Sri Ayutthaya (5 persons from each of 5 product groups), and 2 OTOP product developers from Community Development Department.
- The sample group that participated in the English language training course for OTOP entrepreneurs consists of: 10 OTOP entrepreneurs in Phranakhon Sri Ayutthaya and 2 OTOP product developers from Community Development Department. In total, there were 12 people participated in the training, under the condition that they must have interest in the training and must completed at least 80% of all the training hours.

o **Stage 2** is the study and development of the quality of English training course for OTOP entrepreneurs in Phranakhon Sri Ayutthaya. It is the stage of designing, developing, and using the English training course for OTOP entrepreneurs in Phranakhon Sri Ayutthaya, as well as studying its efficiency.

The sample group that participated in the English language training course for OTOP entrepreneurs were 10 OTOP entrepreneurs in Phranakhon Sri Ayutthaya and 2 OTOP product developers from Community Development Department. In total, there were 10 people. The structure of the questionnaire was 5-level rating scale. The criteria used in rating are as follows:
5 points means “needed the most”
4 points means “needed much”
3 points means “needed moderately”
2 points means “needed a little”
1 point means “needed the least”

The research of development English training course for OTOP entrepreneurs used 4 sets of tools in collecting data, which are:
1) Questionnaire for surveying the needs of English training among OTOP entrepreneurs
2) Curriculum of English language training course for OTOP entrepreneurs
3) Pre-test and Post-test
4) Satisfaction survey form to collect opinion about the training from OTOP entrepreneurs
The steps of using these 4 research tools are as follows:
Tool 1 – Use the questionnaire to find out the needs for English language training of OTOP entrepreneurs.
Tool 2-Curriculum for the English training course for OTOP entrepreneurs was created through the following steps:
1. Study documents and past research related to English for OTOP entrepreneurs in Phranakhon Sri Ayutthaya, especially on the topic of concept, curriculum development, teaching English by focusing on information about products and OTOP entrepreneurs. Also, study English content for OTOP entrepreneurs and related research so that the data can be used as a foundation for curriculum development.
2. The development of the curriculum for English training course for OTOP entrepreneurs is composed of the following parts:
• Objectives of the course
• Content of the course
• Media used in training
• Learning and training activities
• Follow up and evaluation
3 Finding out about the quality of the curriculum for the English training course for OTOP entrepreneurs in Phranakhon Sri Ayutthaya was done in the following steps:
3.1 Bring the developed curriculum for the English training course for OTOP entrepreneurs to ask for advice and suggestions from qualified people and those who are directly related to developing OTOP products in Community Development Department of Phranakhon Sri Ayutthaya, then examine the curriculum and make necessary changes or adjustment.
3.1 Bring the developed curriculum for the English training course for OTOP entrepreneurs to ask for advice and suggestions from qualified people and those who are related to OTOP product development in Community Development Department of Phranakhon Sri Ayutthaya, then examine the curriculum and make necessary changes or adjustment.
3.2 Bring the developed curriculum for the English training course for OTOP entrepreneurs and consistency and suitability assessment form to 3 experts who can check content validity and language use.

Table 1 The needs for English training course of OTOP entrepreneurs in Phranakhon Sri Ayutthaya

No.	The needs for English training course of OTOP entrepreneurs in Ayutthaya	Number (N=25)	Percent	Rank
1.	English in daily life and common situations	22	88	4
2.	English for explaining and giving information about products	25	100	1
3.	English for questioning, replying and negotiating	23	92	3
4.	English for correspondence by letters or emails	3	12	5
5.	English for describing amount or figures	24	96	2

Data Analysis

1. Assessing the opinions from the experts.

1.1 Assessing suitability of the curriculum for the English training course for OTOP entrepreneurs of Phranakhon Sri Ayutthaya and satisfaction survey by using the average score.

1.2 Assessing the consistency of the curriculum for the English training course for OTOP entrepreneurs of Phranakhon Sri Ayutthaya as well as pre-test and post-test by using IOC.

Table 2: Index of Consistency of the Curriculum Draft

	Topics	R1	R2	R3	$\sum R$	R = 3 IOC
1.	English in daily life and common situations	1.00	1.00	1.00	3.00	1.00
2.	English for explaining and giving information about products	1.00	1.00	1.00	3.00	1.00
3.	English for questioning, replying and negotiating	1.00	1.00	1.00	3.00	1.00
4.	English for describing amount or figures	1.00	1.00	1.00	3.00	1.00

RESULTS

4.1 Stage 1: Need Analysis

The researcher has studied and analyzed the following:

Study basic information about the curriculum development, training, learning theories, language and foreign languages, and English for specific purposes, as well as other related documents from Thailand and other countries, information about OTOP products, national level OTOP entrepreneurs, and information about OTOP business in Ayutthaya, and use the collected data as the base for creating English training course for OTOP entrepreneurs. Twenty-five survey forms for finding the needs for English training course among OTOP entrepreneurs were sent to the sample group, and all of them were completed when return. Thus, it is 100% completed. In the survey form, the data were separated into 3 parts: (1) personal information, (2) information about OTOP product being distributed or produced, and (3) the needs for English training course. The respondents replied from the most to the least as shown in Table 3.

According to Table 1, the topics of English training course that are needed the most among OTOP entrepreneurs in Phranakhon Sri Ayutthaya are 4 topics. There are more than 12 people want to learn about each of these topics. This number is more than half of the sample group. The most needed topic was (2) English for explaining and giving information about products (100%). The second most needed topic was (5) English for describing number and amounts (96%). The least needed topic was (4) English for correspondence by letters and emails (12%).

Step 2: Creating the Curriculum of the Training Course

The English training course for OTOP entrepreneurs in Phranakhon Sri Ayutthaya consists of 18 hours and 2 days. The researcher studied various information and develops a course that will help the participants to have English skills for communication at work, such as selling products, and help them to practice communicating in English in real situations. This is because the objective is to enable the trainees to use the experience in their real life, for the benefits of their career and more efficiency in their work. The following have been conducted:

2.1 Design the draft of the curriculum: From the analysis of survey results to find out the needs for English language training of OTOP entrepreneurs in Phranakhon Sri Ayutthaya, the researcher developed a curriculum for English training course particularly for OTOP entrepreneurs. It consists of objectives, content, method of training, learning activities, media and evaluation.

2.2 Establish the objectives of the training course: The development of English training course for OTOP entrepreneurs is to enable them to use English in their work more fluently, to evaluate the English training course OTOP entrepreneurs and study the satisfaction of OTOP entrepreneurs after the training.

2. Produce the curriculum: The researcher conducted the survey by using the details of the 4 needed topics in English training course, and considered

particularly the topics that receive the interest from more than 12 OTOP entrepreneurs or more than half of the total number of the sample group for the survey, then use the 4 topics to create the curriculum for English training course for OTOP entrepreneurs. The content in the course include:

1. English in daily life and common situations
2. English for explaining and giving information about the products
3. English for questioning, replying, and negotiating.
4. English for describing amounts or figures.

Step 3: Assess the draft of the curriculum

The researcher presented the curriculum draft to the three experts in the field of English course development and measurement and evaluation for assessment. The results are shown in details below:

3.1 The analysis of the opinions from the experts about the consistency of the English training course for OTOP entrepreneurs in Phranakhon Sri Ayutthaya produce the results as shown in Table 2 as index of consistency of the curriculum.

Table 3: Mean and Standard Deviation of the opinions from the experts about suitability of the curriculum

Assessed Aspect	Opinion (N = 3)		
	$\overline{X}$	S.D.	Suitability Level
1. Principles of curriculum development	5.00	.00	highest
2. Objectives of the course	5.00	.00	highest
3. Training plan for the course	4.61	.57	highest
4. Content ranging from the easiest to the hardest	4.33	.57	highest
5. Length of time for the training is appropriate	5.00	.00	highest
6. Content is modern and up-to-date	4.33	.57	highest
7. Content is beneficial for work	4.33	.57	highest
8. Total period of training	4.00	.00	high
9. Learning activities for each content	4.00	.00	high
10. Evaluation of the training course	4.33	.57	highest

Table 4: Test results of OTOP entrepreneurs before and after the training

OTOP Entrepreneurs	Pre-test Score Out of 30	Post-test score Out of 30
Trainee No. 1	10	22
Trainee No. 2	9	20
Trainee No. 3	7	21
Trainee No. 4	12	22
Trainee No. 5	11	17
Trainee No. 6	9.5	15
Trainee No. 7	8.9	20
Trainee No. 8	13	20
Trainee No. 9	18	26
Trainee No. 10	10	19

According to Table 2, the experts viewed that the curriculum for the English course for OTOP entrepreneurs in Phranakhon Sri Ayutthaya has consistency in its content (1.00) according to the objectives of the training and can be used in conducting training.

3.2 The results of the analysis of opinions from the experts about the suitability of the curriculum for English training course for OTOP entrepreneurs in Phranakhon Sri Ayutthaya is shown in Table 3.

Step 4: Implement the curriculum and give pre-test and post-test to the trainees before and after the training

The researcher implemented the improved and adjusted curriculum by informing the trainees about the course, stating the condition that those who wish to participate must have interest in the course and must complete at least 80% of the training hours. The developers who supervise OTOP business in Phranakhon Sri Ayutthaya was requested for assistance in coordinating and making appointments with the trainees. The researcher prepared the documents to be used during the training, selecting and booking the venue, studying personal information of the 10 trainees and gave them a pre-test. The details are as follows:

4.1 Personal information of trainees: the researcher studied personal information of all 10 OTOP entrepreneurs about gender, education level, age, and marital status.

4.2 Pre-Test/Post-Test: The researcher produced a test for the trainees to take before and after they participate in the training course. There were 2 sets of test: pre-test and post- test, but they have the same content. They are listening and was conducted on all 10 participants.

4.3 Implementing the curriculum: The researcher conducted the training, using Training and Development Center in Nakhonnayok Province as the venue. The length of training was 2 full days and 1 night (18 hours)

from May 28, 2016-May 29, 2016 (Saturday and Sunday) from 08.30 AM –5.30 PM. The trainees were 10 OTOP entrepreneurs of Phranakhon Sri Ayutthaya.

4.4 Post Test: The researcher asked the trainees to do the pre-test and keep their test results. Then the trainees participated in English training course for OTOP entrepreneurs for 18 hours. After the training was finished, the trainees did the same test again (30 points).

The OTOP entrepreneurs who participated in the training received highest score from pre-test at 18 points (1 person) and lowest score at 7 points (1 person) out of a full score of 30 points. After the training, the score of all the trainees increased. The highest post-test score was 26 points (1 person) and lowest score was 15 points (1 person).

The average score of OTOP entrepreneurs before the training was 16.60 and the average score after the training was 18.90. When comparing, the scores have statistical significance of .05. The post-test score is higher than the pre-test score.

The results can be concluded that after the OTOP entrepreneurs participated in the English training course specifically designed for them, their level of English knowledge and skill increased.

Table 5: Comparison of Test Results of OTOP Entrepreneurs Before and After Training

Time	N	$\bar{X}$	$\sum D$	D^2	t
Before Training	10	16.60	46	114	15.65*
After Training	10	18.90			

Step 5: Evaluation

5.1. The study of OTOP entrepreneurs that participated in the English training course: As for evaluation, the researcher studied the satisfaction level that the trainees have toward the English training course for OTOP entrepreneurs in general and in each aspect of training such as content, trainer, teaching method, evaluation

The OTOP entrepreneurs have highest satisfaction in general toward the English training course (X = 4.31). For each aspect of the training, the aspect that received the highest average was (1) content used in the training (X= 4.495). The next highest average was (2) the trainer (X = 4.48).

DISCUSSION

5.1 Part 1: The study of the needs for English training among OTOP Entrepreneurs

From the results of the study, the content that the OTOP entrepreneurs needed the most from training was English for explaining and giving information about products and English for describing figures and prices. The next most needed content in English training was English for daily life and common situations and English for questioning, replying, and negotiating.

5.2 Part 2: The development of English training course for OTOP Entrepreneurs

During the forming of the curriculum, the researcher established the main elements of the curriculum: (1) Schedule of training within 2-day period, (2) the content of training, and (3) the evaluation of training. The content consists of 3 parts. The first part was listening and speaking, formal and informal greetings. The second part was the learning of vocabulary, forms of sentences, and practice explaining about products in English, describing its features, raw materials, usage, and price. The third part was an example of dialogue that the trainees can study and practice by themselves so they will be able to communicate in English more effectively.

Table 6: Satisfaction Level of OTOP Entrepreneurs toward the English Training Course

English Training Course for OTOP Entrepreneurs	$\bar{X}$	SD	Satisfaction Level
1. Content	4.495	0.058	Highest
2. Trainer	4.48	0.058	Highest
3. Method of teaching	4.20	0.880	Highest
4. Evaluation of training	4.08	0.040	Highest
Total	**4.31**	**0.414**	**Highest**

5.3 Part 3: Study the efficiency of English training course for OTOP entrepreneurs

The evaluation of the English training course according to the objectives of the research was conducted by considering 2 aspects.

- Study the achievement results of the English training course for OTOP entrepreneurs to find out whether the objectives are accomplished and English skills of trainees has increased.
- It was found that the average score before and after the training, when compared, has statistical significance of .05 with the average score after the training higher than the average score before the training.

CONCLUSIONS

The following conclusions were drawn:

1. There should be a follow up of the using of English skills by the 10 OTOP entrepreneurs.

2 There should be a research on the factors that affect English development of OTOP entrepreneurs so that the results can be used to improve and develop the current training curriculum for OTOP entrepreneurs.
3. There should be research on various kinds of media that are related to English for OTOP entrepreneurs so that they can use to practice their English skills.

ACKNOWLEDGMENTS

The author appreciates the financial support of the Phranakhon Rajabhat Fund.

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