Research Article

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

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ABSTRACT

This research aimed to develop a training course called English Training Course for the Entrepreneurs of One Tambon One Product (OTOP) in Phranakhon Sri Ayutthaya Province. There were four steps in the process of curriculum development. Step one was the assessment of training needs of OTOP entrepreneurs, step 2 was the curriculum design, step 3 was the training curriculum and evaluation English skills were compared before and after training, and step 4 was the OTOP entrepreneurs' satisfaction evaluation towards the training course.

The target group were 20 OTOP entrepreneurs. These entrepreneurs were interested and willing to develop their English skills. All of them obtained the qualification of senior high school or equivalents. Research instruments included questionnaires, an English course for OTOP entrepreneurs, pre-test and post-test, and satisfaction survey form. The statistics used for data analysis were percentage, mean, standard deviation, and t-test (One Sample Group). Results revealed that:

1.   An English training course for OTOP entrepreneurs were designed with the following modules: training schedule that covers a period of 2 days, role-play activities were applied in the training and the content was divided into 3 main parts. Part 1 consisted of English in daily life situations that included listening and speaking, greetings, formal and informal daily conversation, focusing on the language that was likely to be used in dealing with customers in real situations. Part 2 consisted of English for explaining and giving information about the products in order to state the figure/price. It included learning about vocabulary, structure of sentences, and conversations to talk about products, features of products, raw materials, u sage, and prices. Part 3 consisted of examples of English conversations for self-study. Also, the other elements of the English course included for further information were 1) the rational, 2) the purposes of the training, 3) the structure of the training course, 4) activities on the

training course 5) training materials and 6) measurement and evaluation. All these elements were considered consistent.

2. The English competency of OTOP entrepreneurs in terms of listening and speaking before and after the training were different at statistical significance of 0.5. The scores after the training were higher than before the training.

3. The OTOP entrepreneurs' satisfaction towards the English training course was very high. Trainees satisfaction were classified into 4 different aspects: contents, instructor, teaching method, and evaluation.

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

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 sectors and related agencies have promoted and supported OTOP products through various measures. There are creating network leaders in district and provincial level. The government and related agencies also work hard for building brands, making them well-known and accepted by domestic and international consumers. Moreover, they have been arranging trade fair and special events to increase distribution channels every year. In addition, there were arranged trainings by various organizations for more than 32,000 producers and officers. Thailand have been establishing more than 1,100 Thai Community Product Standards and granting the standards to more than 11,000 OTOP entrepreneurs through developing standard packaging and containers, registering more than 35,000 producers from all over the country. Recently the related agencies select more than 27,000 products to be OTOP Product Champion.

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 and an obstacle in operating the business and expanding it to international level for a wider market. Because of this necessity, the researcher has observed problems of using English in these courses and 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 training program was innovated to provide an English training course to OTOP entrepreneurs. This aimed to increase their strengths and capabilities in using English language. Hopefully, this will eventually lead to good reputation of Thailand.

(a) Tapian Bai Laan is handicraft woven wind mobiles from palm leaves in the shape of a carp.

(b) Figurines form clay (Dolls in various postures)

Figure 1 Sample of OTOP Products in Phranakhon Sri Ayutthaya Province

REVIEW OF RELATED LITERATURE
English for Specific Purposes

Dudley-Evans and St. Johns (1998) 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.

Several educators defined that English for specific purposes 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 (1996) 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 (1988) 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 (1991) also supported 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 (1991) 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. Dudley-Evans and St. Johns (2007) explained 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 (1978) 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 to serve the needs of specific group of leaners, in order to respond to their needs in using the language in their occupations.

RESEARCH OBJECTIVES

1) To investigate the English training needs of OTOP entrepreneurs in Phranakhon

Sri Ayutthaya Province (Fig.2) located in the central region of Thailand.

2) To design and implement the English training course for OTOP entrepreneurs in Phranakhon Sri Ayutthaya Province.

3) To examine the satisfaction of the OTOP entrepreneurs toward the English training course.

Figure 2 Phranakhon Sri Ayutthaya province

RESEACH INSTRUMENTS

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 attitude towards the training from OTOP entrepreneurs

DATA ANALYSES

1. The average score was used to assess the suitability of the English training course for OTOP entrepreneurs in Phranakhon Sri Ayutthaya and satisfaction survey.

2. Assessing the consistency of the curriculum for the English training course for OTOP entrepreneurs of Phranakhon Sri Ayutthaya by using IOC as well as pre-test and post-test by using mean, SD, and t-test (One Sample Group) .

METHODOLOGY

The research methodology and results can be divided into 4 stages as follows:

Stage 1 Investigate English used and training needs of 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: The population of this research were 640 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.

Sample Group: 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 Krejcie & Morgan to define the sample size. It consists of 242 OTOP entrepreneurs in Phranakhon Sri Ayutthaya (from 5 product groups).

Research Instrument: The 5-level rating scale questionnaire was used in this stage. 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"

Stage 2 Curriculum design

In this stage 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 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:

(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) 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 the following 6 parts:

1. Rational
2. Objectives of the course
3. Content of the course
4. Learning and training activities
5. Media used in training
6. Follow up and evaluation

(3) 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.

(4) Produce the curriculum: The researcher conducted the survey by using the details of the 3 needed topics in English training course, and considered particularly the topics that receive the interest from more than 200 OTOP entrepreneurs or more than half of the total number of the sample group for the survey, then use the 3 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, amounts or figures.

3. English for questioning, replying, and negotiating.

(5) 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:

Step 1st, 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.

Step 2nd, Bring the developed curriculum and consistency and suitability assessment form to 3 experts for checking and evaluating content validity and language use. 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:

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 1 as index of consistency of the curriculum.

Table 1: Index of Consistency of the Curriculum Draft (the English training course for OTOP entrepreneurs and consistency and suitability assessment by 3 experts)

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 , amount or figures	1.00	1.00	1.00	3.00	1.00
3. Example of English Conversations	1.00	1.00	1.00	3.00	1.00

According to Table 1, 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.

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 2.

Table 2: Mean and Standard Deviation of the opinions from the experts about suitability of the curriculum

Topics	Opinion (N = 3)		
	$\overline{X}$	R3	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. earning activities for each content	4.00	.00	high
10. Evaluation of the training course	4.33	.57	highest

Step 3rd Implement the curriculum and give pre-test and post-test to the trainees

The sample group that participated in the English language training course for OTOP entrepreneurs consists of: 20 OTOP entrepreneurs in Phranakhon Sri Ayutthaya. In total, there were 20 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. Also, their qualification should be gradated senior high school or equivalences.

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 20 trainees and gave them a pre-test. The details are as follows:

Personal information of trainees: the researcher studied personal information of all 20 OTOP entrepreneurs about gender, education level, age, and marital status.

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 speaking skill test or conversation test that measures the ability of the trainees in listening and speaking English. Each test has 10 items. The interviewer was a teacher named Garry Terremucha, who gave the score in 5 levels: 5 = very good, 4 = good, 3= average, 2= lower than average, 1= need improvement. The total score is 30 points. The test was conducted on all 20 participants.

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 20 OTOP entrepreneurs of Phranakhon Sri Ayutthaya.

Step 4th Evaluation

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.

RESEARCH RESULTS AND DISCUSSION

Result Set 1: Need Analysis

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.

Table 3: 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=242)	Percent	Rank
1.	English in daily life and common situations	242	100	1
2.	English for explaining and giving information about products	241	99.57	2
3.	English for questioning, replying and negotiating	200	82.64	4
4.	English for correspondence by letters or emails	79	32.64	3
5.	English for describing amount or figures	241	99.57	2

According to Table 3, 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 200 people want to learn about each of these topics. This number is more than half of the sample group. The most needed topic was (1) English in daily life and common situations (100%) The second most needed topic were (2) English for explaining and giving information about products and (5) English for describing number and amounts (99.57%). Then, (3) English for questioning, replying and negotiating was at 82.64%. The least needed topic was (4) English for correspondence by letters and emails (32.64 %)

Result Set 2: Pre-test and Post-test Scores

The researcher has studied and analysed the following:

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	OTOP Entrepreneurs	Pre-test Score Out of 30	Post-test score Out of 30
Trainee No. 1	10	22	Trainee No. 11	9	17
Trainee No. 2	9	20	Trainee No. 12	11	20
Trainee No. 3	7	21	Trainee No. 13	8	21
Trainee No. 4	12	22	Trainee No. 14	11	18
Trainee No. 5	11	17	Trainee No. 15	7	17
Trainee No. 6	9.5	15	Trainee No. 16	6.5	15
Trainee No. 7	8.5	20	Trainee No. 17	12	21
Trainee No. 8	13	20	Trainee No. 18	10	19
Trainee No. 9	18	26	Trainee No. 19	14	18
Trainee No. 10	10	19	Trainee No. 20	15	21

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 6.5 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 (2 persons).

Table 5: Comparison of test results of OTOP entrepreneurs before and after training before and after the training

Time	n	$\overline{X}$	SD	t	p-value
Before Training	20	10.58	2.88	15.33*	0.000
After Training	20	19.45	2.61		

The average score of OTOP entrepreneurs before the training was 10.58 and the average score after the training was 19.45. When comparing, the scores have statistically significant difference 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.

Result Set 3: Satisfaction towards the training

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

English Training Course for OTOP Entrepreneurs	$\overline{X}$	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

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

DISCUSSION

This research project provides significant finding in 4 areas:

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. According to the findings, the OTOP entrepreneurs express their needs in all areas as supported by Hutchison and Waters (2006), Graves (2000), and Nunan (1998) mentioned that to develop English specific purposes courses, it is essential to investigate the needs of leaner so that teachers can design

goals and course objectives. Dudley-Evans and St. John (2007) emphasized that needs analysis is crucial because it is a process to find what and how a course should be and an evaluation is a process to find whether the designed course effective.

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.

3. Comparing English ability of OTOP entrepreneurs before and after the training course.

The evaluation of English ability before and after the 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. It is because of the language activities through role play were used in this training as mentioned in Sinlapapart (2001) studied and used role play in teaching speaking skill by using role play in the classroom and she also found that the students improve their speaking ability to a higher level. As in this training during the activities, it was found that the participants gained more confidence to speak English, and they learned how to work in groups with other learners, sharing ideas and experiences with each other.

4. The examine of OTOP entrepreneurs satisfaction towards the training course

OTOP entrepreneurs' positive attitudes towards the developed course in all aspects including content, lecture, method of teaching and evaluation, these because the learners have great opportunities to learn and focus on the contents they needed and necessary for their career. When considering on the method of teaching found that role play activities which were used in this language training found that it influences learners' success or failure in their learning. It could affect the improvement of English speaking ability of the students. Similarly, Ketthongkum (2005) mentioned that students' positive attitudes towards the

activities used in the classroom cloud increase students' confidence towards the activities that the activities could help them develop their speaking and listening abilities.

CONCLUSION

Based on the research findings shown in this study, it could be summarized that the development of English for OTOP entrepreneurs based on their needs of English skills can enhance the English ability, self-confident and motivation. This improvement can be proved by students' scores which they gained both in pre-test and post-test. Moreover, the students were highly active when they participated in the training activities, they had high self-confident and motivation when they were assigned to have conversations or conduct role play activities. In addition, the students can learn specific English or contents related to their real life situations or serve their careers, and the training course provide opportunities to practice and learn English form many conversational patterns. Then, they can apply and use language pattern into a variety of their social or business contexts. Finally, to improve English ability in adult learners or entrepreneurs can be well successful if the specific needs of learners are focused, also language in context are more concentrated. All in All, the students can acquire a set of professional skills and particular job-related functions, also they learn English relevant to their background knowledge in the first language.

SUGGESSTIONS AND RECOMMENDATIONS

There are three recommendations could be drawn from the study as follows:

1. There should be a follow up of the using of English skills of the 20 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

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