

PAYYAP UNIVERSITY

APPENDICES

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APPENDIX A

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TOURISM PROGRAM COURSE SYLLABUS

ENG 3515

English for Tourism 3

Course Description:

This course provides practice in language skills and expressions used in the tourism industry, both domestic and international with a heavy focus on the tourism industry in the north of Thailand. Spoken and written expressions in various situations such as dealing with complaints, precautions, etc. are also included on the course.

Course Aim:

The aim of this course is to improve the English speaking, listening, reading, and writing skills related to the tourism industry in the north of Thailand. During the development of these skills, students will gain a greater knowledge of tourist destinations in the north Thailand while learning to express Thai culture in the English language.

Class Expectations:

In order for you to improve your English communicatively, you must immerse yourself in an English-speaking environment. This class provides students with full immersion into tourism English for 3 hours per week. During these 3 hours, you will participate in communicative activities with your peers in order to improve your and your classmates' English skills. If you choose not to attend class you cannot improve your English, therefore a failing grade will be received after *four* absences.

Evaluation:

Class attendance & participation	50%
Mid-term	25%
Final	25%

Grading Scale:

Scores	Grade	Scores	Grade	Scores	Grade	Scores	Grade
80-100	A	70-74	B	55-64	C	45-49	D
75-79	B+	65-69	C+	50-54	D+	0-44	F

Course Outline		
Week No.	Date	Description
1	August 23 rd	Introduction
2	August 30 th	Destinations
3	September 6 th	Outdoor and Adventure Tours/Tour Features
4	September 13 th	Tourist Motivations/Concerns/Customer Relations
5	September 20 th	How to Guide Successful Tours
6	September 27 th	Tour Group Arrival/: Conducting Motor-Coach and Walking Tours
7	October 4 th – 8 th	Starting your tour guide business
8	October 11 th	MID-TERM EXAMINATIONS
9	October 18 th	Business Research
10	October 25 th	NO CLASS
11	November 1 st	Designing Profitable Tours/Sample Tour Programs
12	November 8 th	Airport/Visas/Documents
13	November 15 th	Creating Your Promotional Brochure
14	November 22 nd	Pricing and Processing Tours
15	November 29 th	Marketing Your Tours
16	December 6 th	NO CLASS
17	December 13 th	Holidays with a Difference

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COMMON EUROPEAN FRAMEWORK

Level	Description
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

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COURSE EVALUATION QUESTIONNAIRE

Please answer the following questions.

1. Overall, was the course helpful in improving your English skills?
Why/Why Not

2. Was the course at the right level for you? If not did you feel it was too difficult or easy?

3. How did the teaching style affect your learning?

4. Which of these in class activities were the most helpful?

student led discussions
 teacher led discussions
 group activities
 role plays
 presentations
 videos

5. Which of these in class activities do you feel could be improved?
 student led discussions
 teacher led discussions
 group activities
 role plays
 presentations
 videos
6. Which topics in class were the most helpful to you?
 general tourism information
 tourism information related to Thailand
 developing a tour
 airport situations
 sustainable tourism
7. Which topics were the least helpful?
 general tourism information
 tourism information related to Thailand
 developing a tour
 airport situations
 sustainable tourism
8. Were there any topics not discussed during the course that you would have liked to discuss?

9. Which materials used during the course were the most helpful?
 text books
 outside of class readings
 worksheets
 case studies
 group activity worksheets
10. Which materials used during the course would you like to see improved?
 text books
 outside of class readings
 worksheets
 case studies
 group activity worksheets

11. Any additional comments

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ADMINISTRATION INTERVIEW QUESTIONS

1. What were your expectations for the course?
2. How did the program meet/not meet your expectations?
3. What features of the program met your expectations?
4. What features of the program do you think need improvement?
5. What features do think should be included in the future?
6. What were the strengths/weaknesses of the course?
7. Why do you feel Tourism is an important part of the International College?

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TEACHER'S LOG SAMPLE

Activity/Material/Topic	Comments
Warmer: What are customs? (Groups of 3)	most students active in using L2
Sample Customs/Immigration Questions	
Role Play	students active I using English and creative in role play, seem to be enjoying activity
Vocabulary (Review in Groups)	stronger students taking control, attempt to explain in English, but often revert to just translating for weaker students
Online Security Article (Read and develop questions for group members)	okay but some student questions are too easy
Sample Training Dialogue (read over alone, then practice in pairs)	structure good for weaker student, stronger students more creative
Low cost carriers case study	most students did not read before, discuss beginning of next class

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HOW TO START A TOUR GUIDING BUSINESS SAMPLE PAGE

How to Guide Successful Tours (p. 26)

You should know your territory, city, or region and share its secrets with the tour group. At the end of their visit, encourage tour members to take advantage of future tour packages.

Establish a resource of part-time or full-time geologists, marine and terrestrial biologists, botanists, plus historians and other cultural specialists, who are among the best in their field. The caliber of your team will earn you many accolades.

First Impressions - Appearance

Your personal appearance is important. A guide is seen from the front and behind. You, as mentor, are looked at and studied closely by your party. Your appearance is part of the professional image you create.

Ladies

Your face and figure are naturally assessed by men and women. An attractive face is not necessarily one reliant on every item on the make-up shelf; in fact, at resent, it is probably just the opposite. A "fashion plate" can create psychological resentment! Dress smartly, interestingly, comfortably, and not too sexy!

Gentlemen

Regrettably, only your face will be considered worthy of study at length! However, dress tidily. Avoid "hippy" or "scruffy" clothes, but on the other hand, a suit and tie are not essential. Nevertheless, an "image" is essential, and male clothes can reflect responsibility, efficiency, and maturity. A beard is acceptable, but very long untidy hair is not.

Dress for Your Destination

Remember where you are going. Ladies should wear trousers or jeans if leading ecotourism-type tours. Also let the females in your tour party know what clothes are appropriate for the activities of the day. Choose your shoes carefully; comfort is essential on walkabouts or for wet conditions. Take a spare pair of shoes for changes anyway.

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SUSTAINABLE TOURISM ARTICLE

Sustaining Thailand: Agriculture and Tourism

In Thailand these days, tourists don't have to travel far to see the exotic 'hill tribes.' Photographs of these ethnic minorities can be seen on expensive packages of food on sale in Bangkok's 5-star hotels. The smiling faces on parcels of 'Hill Tribe Gourmet Coffee', flowers and fruit brighten up Bangkok shops, and allow tourists the chance to buy goods actually produced by hill farmers. Few shoppers realise, however, that products like these are part of a wider programme to reduce opium cultivation in northern Thailand, and to bring development to the 'hill tribes.' Fewer still appreciate that tourism's impacts on agriculture may be far greater than commonly thought.

'Tourism and agriculture' are usually far from people's minds when they go on their holidays. Yet the relationships between tourism and agriculture can be important and far-reaching for local communities. The impacts can be greatest in locations where tourism is growing rapidly, and where tourism offers an alternative source of income to traditional cultivation. Indeed, some people suggest the indirect effects of tourism on agriculture and its implications for society may be more significant and threatening than many direct visual impacts such as footpath erosion or hotel construction.

The people are divided between those who believe that tourism impacts positively on local development, and those who believe it does not. Optimists argue that tourism assists development by reducing the pressures of farming on local environments by providing farmers with an alternative source of income, and by educating farmers in the non-agricultural economy. Pessimists, however, suggest that tourism only exacerbates social divisions and may even increase environmental degradation by disrupting traditional land management. Pessimists also suggest that introducing tourism into farming areas will lead inevitably to the construction of resorts and hotels that will bring new destructive forms of mass tourism.

Evidence for either viewpoint is mixed. In the Khumbu region of Nepal near Mount Everest, for example, research has shown that agricultural production has fallen since the introduction of tourism in the 1950s, and that tourism employed at least one individual from each household for up to 10 months a year. These figures suggest that tourism has reduced agricultural pressure on the local environment, and also contributed to local development.

Critics, however, suggest that tourism in Khumbu only succeeded because of the adventurous, entrepreneurial spirit of the local Sherpa people. Furthermore, tourism emerged at the same time as many traditional trading routes were closed after China invaded Tibet. Tourism may therefore have been successful because it came at the right time and place. Other ethnic groups in different locations may not fare so well. In western Nepal, for example, the establishment of the Lake Rara National Park resulted in the forcible expulsion of several hundred Chhetri people from their traditional highlands onto the lowlands. The Chhetri found this transition difficult because they received less land than they previously owned, and they were seen as unwelcome newcomers by other ethnic groups. As a result of such examples, the German anthropologist Christoph Furer-Haimendorf suggested ethnic groups may be divided into 'adventurous traders' (such as the Sherpa) who can benefit well from new commercial opportunities like tourism, and 'cautious cultivators' (such as the Chhetri) who prefer traditional agriculture.

Tourism may also impact on the type of agriculture, or the production of specific foodstuffs. In Bali, for example, the practice of taking tourists night fishing may have increased the frequency of fishing trips. Similarly, in southern China, tourists are paying to see the ancient tradition of using cormorant birds to catch fish. The cormorants' feet are tied by a long rope to a bamboo raft, and then are plunged into rivers in order to catch fish. On returning to the surface, the fishermen forcibly remove the fish from the birds' throats. Both fishing practices may have been replaced by more modern techniques if not for tourism.

Such links between tourism and the nature of agricultural production are more difficult to prove at a larger or national scale. Tourism is just one of many economic trends that influence agricultural production, and tourism marketing may be able to transform expectations rather than actually produce change. In northern Thailand, for example, many tourists fear that trekking tours offering tourists the opportunity to smoke opium may increase the production of opium in Thailand. In fact the demand from tourism is generally small, and can be easily supplied by trade flows from Burma and Laos. Similarly, on other 'jungle treks', tourists are often promised 'snake soup' or other local delicacies to give the impression of authenticity. But sometimes the guides have to improvise when they can't catch any snakes. 'The tourists say snake tastes like chicken,' a trekking guide laughed during one trip, 'because it really is chicken!'

Tourism and the Mien

The most accurate impacts of tourism on agriculture can only be identified by studying the responses of specific villages. One study of tourism in northern Thailand focused on the Mien (or 'Yao') ethnic group. The Mien migrated to Thailand from Laos about 60 years ago, and are generally considered to be 'adventurous traders' because of their historic ability to trade opium and silverware. The Mien are characterized by the dark blue turbans and tunics worn by women, and their bright red woollen collars. Today, the Mien no longer cultivate opium, but instead grow traditional crops like rice and maize with new cash crops such as soybeans. In one prominent Mien village in Thailand, near the 'Golden Triangle' where Burma, Laos and Thailand meet, tourism is now an important supplement to agriculture.

During the tourism season, tourists arrive every day in air conditioned buses to look at the village and buy souvenirs. Women villagers have set up bamboo stalls near the village entrance, where they sell embroideries, wooden ornaments, and cheap silverware bought at local markets in Burma and Laos. The men of the village drive trucks to transport tourists to the village and other attractions nearby. The village is a good example of a village where tourism has grown rapidly, yet the tourism is not always appreciated by the tourists. One French visitor remarked, 'Why is this village so touristy? I did not want to see a row of souvenir shops!'

Research in the village revealed that the impacts of tourism on development are generally less than optimists had hoped. Despite the hubbub surrounding tourism, an economic survey revealed that only 15 percent of the 120 households in the village made more than half of their total income from tourism. Most income came from driving trucks to transport tourists and other travellers. For all households, tourism contributed an average of only 25 percent of total income. The most important source of income in the village came from agriculture, and particularly from cash crops such as soyabeans. Yet, one third of village households did not--or were not able to--earn money from tourism.

Villagers explained why some households adopted tourism and others did not. Households only adopted tourism when they had the spare time to attend stalls, and when they had the cash to buy souvenirs from markets. Many villagers did not have spare time and money because they were too busy growing crops and cultivating land. Usually, the people who looked after the stalls were elderly women too old to work in the fields, or young mothers who were busy with their children. Before the arrival of tourism, many of these women stayed at home all day looking after children and embroidering clothes. Tourism has given these women the ability to continue these activities, yet also have the chance of earning money at the same time.

The impacts on environment were also less than optimists had hoped. Families who profited from tourism used the money to hire agricultural labour from other villages, and therefore increase the production of crops on land that they might otherwise have left fallow. Meanwhile, farmers who did not have the ability to enter the tourism market continued to use land extremely frequently in order to increase their income. The findings suggest that tourism has helped individuals in the village to become richer, but that agricultural activity has actually increased as a result. In addition, it suggests that the term 'adventurous traders' may not be applied uniformly to all members of an ethnic group, and that instead each group may include both entrepreneurs and 'cautious cultivators'.

But perhaps most importantly, the study suggested that tourism's impact depends largely on the nature of tourism. The rapid growth of tourism in the Golden Triangle has encouraged some investors to build bungalows and flower gardens aimed at weekend travellers from Bangkok, or a more luxurious form of tourism than the current travellers. Villagers earn large lump sums if they sell their agricultural land to investors. But the money may in fact be below market prices and also remove their ability to produce food. Village elders appreciate the problem. 'We don't want people to sell land because it will mean they can only earn money by working in factories or cities. We must have land, or else we can't eat', said one village leader.

Tourism therefore has a variety of impacts on agriculture and these differ between local cultures and according to the type of tourism. The most serious impacts occur when tourism prevents local communities from conducting agriculture. But in less extreme forms of tourism, there are still winners and losers in the process of development.

Often the changes occurring to agricultural economies are too large scale and complex to attribute purely to tourism. But this should not prevent us from being vigilant or aware of the potential impacts of tourism on particular groups or from specific projects. In Thailand, the government uses pictures of smiling faces as a way to increase the sale of agricultural produce to tourists. But behind these smiling faces are a complex series of social and economic changes which impact on poor farming communities, and which ultimately may do little to assist them.

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RESUME

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