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Implementing an English and Tourism Service Training Programme for Homestay Staff

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Abstract

The English and Tourism Service Training Programme for Homestay Staff (ETSP) is a project launched by Kasetsart University, Chalermphrakiat Sakon Nakhon Province Campus (KU CSC) in the north-east of Thailand. The project implementers aim to provide academic services to the community. This study investigates and identifies key factors that facilitated or hindered the implementation of the programme. The 40-hour-training programme was run at Najok Village in Nakhon Phanom Province where the homestay business had recently opened for both native and non-native guests to learn about the local culture and way of life. The content of the programme focused on both language and nonlanguage aspects and was intended to help homestay staffs become more aware of their performance for the better running of their businesses. There were 20 trainees and 3 trainers, one of whom was one of the authors of this article. By referring to

journals and meeting notes, the key factors affecting implementation, collaboration between teachers and the community, including support and hindrances are presented and discussed. It is believed that this case study might help implementers who plan to run similar kinds of projects and promote more successful planning and project implementation.

Introduction

The English and Tourism Service Training Programme (ETSP) was conducted by Kasetsart University, Chalermphrakiat Sakon Nakhon Province Campus (KU CSC) to provide academic services to Najok Village in Nakhon Phanom Province, Thailand.

In implementing the educational innovation successfully, it should be initiated or driven by the people in that particular community who are considered “insiders”. Based on four main characteristics concerning the implementation of innovation, insiders should be key participants who propose new ideas or initial needs, negotiate the implementation, design project content, carry out the evaluation and plan follow up actions on the results (Richards, 2001; Watson Todd, 2001, 2005; Waters & Vilches, 2001; Hadley, 1999; Pinar, 1999; Kennedy, 1999; Karavas-Doukas, 1998; Markee, 1997).

In this study, ETSP was both initiated and implemented by the university and teachers for the sake of fulfilling the university’s mission to provide academic services to the community. The teachers are key participants who mainly introduce, implement, make decisions on the core content for training and evaluate the project implementation based on their own perspectives which seem to be different from the traditional approach as previously mentioned. The overview of the differences between ETSP and the traditional approach based on four characteristics is shown in Table 1.

Table 1: Comparison between traditional approach and ETSP

Aspects	Traditional approach	ETSP
Originators of ideas	Community	University, teachers
Directions of project procedures	Community to teachers	Teachers to community
Content	Community’s needs (with support from university)	Teachers’ decisions
Evaluation	Community (with teachers)	Teachers (with community)

As Table 1 shows, ETSP employed different approach from the traditional one – perhaps it is comparable to a framework of types of social change (Markee, 1997, p. 48). There are four types of social change based on groups of people who recognize needs for change and who propose changes as indicated in Table 2. These are immanent change or self-motivated change where change was both recognized and initiated by insiders; selective contact change is change that was recognized by the community members, but proposed by outsiders; induced immanent change occurs when need for change were recognized by outsiders but driven by community members; and directed contact change which outsiders both recognize as well as introduce new ideas or practices to the community.

Table 2: Types of Social Change

Recognition of the need for change	Originators of new ideas	
	Internal to the social system	External to the social system
Internal Recognition is by members of the social system	I. Immanent change	II. Selective contact change
External Recognition may be by change agents outside the social system	III. Induced immanent change	IV. Directed contact change

(Markee, 1997, p. 48)

The traditional approach is likely to match immanent change while the characteristics of ETSP are similar to directed contact change or top-down imposition of change. Therefore, ways in which both ETSP and the traditional one were implemented seemed to have been applicable to the implementations of innovation.

Although the results of directed contact change, ways in which ETSP was employed, are still doubtful in terms of sense of ownership, long-term development, and capability to resolve problems of the insiders of the community (Richards, 2001), ETSP was implemented as it was still considered useful to the community and the trainers. The prior reason was that the ETSP was considered as an academic service provided by the university for villagers who own homestays which have been recently promoted by the provincial governors. These villagers lacked experience in running their businesses. Another reason for implementing the ETSP was to provide an opportunity for teachers from KU CSC to be involved in community development and work with villagers as well as gain and share a great experience with other implementers.

Najok Homestay

The Najok homestay is situated in Nakhon Phanom Province in the north-east of Thailand. Ho Chi Minh, the founder of the Socialist Republic of Vietnam had lived there from 1924 to 1931 when he was leading the war for Vietnam's independence from France. Najok village has a long history, and is rich in Vietnamese and Isaan's culture. With beautiful scenery by the Mekong River, it has been embedded in the province development strategies and promoted as a "dream homestay" by Nakhon Phanom's governors. The homestay has been open to both native and non-native guests who want to learn about the history, local culture and traditional ways of life. From informal interviews conducted with the villagers, it was learnt that they had opened the homestay without any training. Therefore, the university and the teachers assumed that they may lack the background and the experience in managing a homestay business, and may have problems interacting with guests, which may result in ineffective and inappropriate service. Therefore, ETSP was introduced to prepare the villagers for an English use for homestay staffs and service skills.

English and Tourism Service Training Programme (ETSP)

ETSP was designed by the 3 trainers aiming at providing Service and English language skills to the villagers. It includes 16 topics in the training concerning two parts: service and English

for homestay staffs. Both parts of the training were rotated according to the trainee's availability.

Content and schedule The topics for service training were selected according to 7 standard services for homestay in Office of Tourism Development, 2005 while the topics for the English training part are considered by the 1st researcher based on results from need analysis and her observation during her stay at the homestay. An 8-day-period ETSP comprised 16 sessions spending almost two months altogether. The schedule for the ETSP is given in Table 3.

Table 3: ETSP schedule

Session	English training (10 am – 1 pm)	Services Training (2 – 4 pm)
1	Greeting/Welcoming the guests	How to welcome the guests
2	Checking in and checking out procedures	How to check in and check out for the guests
3	Giving information on facilities and services in homestay	How to give information on facilities and services in homestay How to introduce tourist attractions near the homestay e.g. Ho Chi Minh House
4	Giving information on Najok attractions/Activities	How to organize special activities for the guests e.g. organic vegetable harvesting, Vietnamese cuisine
5	Giving directions/landmarks to the guests	How to get to Najok Homestay Village
6	Making Vietnamese food	What to do and what not to do
7	Farewell	Farewell
8	Performing role play	Producing business cards

Teaching materials and activities Teaching materials and activities for both the English language and service parts were designed by the trainers. In the English language part, the handouts contained vocabulary and short phrases both in English and Thai. Furthermore, realia were used as the major materials for doing activities in class. For instance, authentic ingredients were used to teach in the cooking lesson. The villagers also had a chance to produce different kinds of promotional materials about their village, such as postcards, brochures, maps, and business cards.

Classroom language The Thai and Isaan dialects were used for teaching. Using the Isaan dialect was very helpful as it is the every day language of the villagers, and helped to create good relationships and familiarity between the trainers and the villagers.

Purpose of the study

This study investigates and identifies the key factors that facilitates or hindered the implementation of the training programme. It is hoped that the findings of this study will be

presented to other implementers and stakeholders so as to raise awareness concerning the factors involved in successful implementation in the researchers' experience. Moreover, the study is also considered as an assessment of the training programme based on the learning processes and perceptions of the researchers for being a guideline to further actions.

Participants

The key participants of this study were villagers in the Najok Homestay, governors, lecturers, researchers and consultants from 2 universities: Kasetsart University, Chalermphrakiat Sakon Nakhon Province Campus (KU CSC) and King Mongkut's University of Technology Thonburi (KMUTT).

Homestay leader

The homestay leader was a 52 year-old-lady who had been elected by all of the homestay owners. She had held this position for 2 years approximately. In the villagers and the trainers' views, she showed strong leadership since everyone was very cooperative. The leader's main duty is to promote the homestay to outsiders as well as distribute useful information from outsiders to all homestay members, including trainings and activities involving community development. Moreover, another role is to give all community participants moral support if necessary.

Homestay owners and staffs

There were 15 participants of the homestay staffs in the ETSP. Their ages of was between 31 and 75 and approximately 40% were 60 to 70 years old. More than half of them had higher than 80% of actual attendance. Most of them were farmers planting non-organic vegetables, and green tea. The percentages of attendance showed high availability of participants because it was the rainy season when they are not attending their fields or harvesting their crops. From an informal survey done before launching the ETSP, the participants had positive attitude towards the training and the trainers, as well as being highly motivated to participate in the training. Most participants were educated at the elementary school level. Since most of them had emigrated from Vietnam, their native language was Vietnamese. They normally used the Isaan dialect to communicate in everyday life. Therefore, their proficiency of the Thai language was moderate and of the English language was relatively low. The relationship between all participants was found to be very good and cooperative.

Provincial Agricultural Extension officers (PAE)

In this study, the 3 Provincial Agricultural Extension officers played an important role as mediators between the trainers and the villagers. They are incidentally involved in this study since the trainers had met them by chance at the Najok Homestay. The officers generally visit the Najok area and offer related trainings in order to serve the provincial policy in promoting Najok area as a dream homestay whenever the villagers are available.

Trainers

There were 3 trainers who initiated and implemented the training programme. They are lecturers from the Faculty of Liberal Arts and Management Sciences, KU at CSC. Two of them are lecturers of English while the other is a lecturer from the Department of Hotel and Tourism Management.

Researchers

This collaborative research was conducted by 2 researchers. One researcher is also one of the trainers and the other is a full-time researcher from the School of Liberal Arts, KMUTT. After every training session, the first researcher wrote journals. Then, both of them read the journals several times in order to identify factors which affected the programme implementation.

Consultants

There were 4 lecturers and 2 PhD students from the School of Liberal Arts, KMUTT working with the researchers as consultants. They had experience in community-based research as well as in implementing educational innovations.

Instruments

The instruments employed in this study were journals and meeting notes. Details of the data collection are provided as follows.

Researcher's journals

There were 12 journals written by the first researcher who participated in all training sessions. The journals were written once the training finished. The journals recorded issues that had occurred during the process of the project's implementation, for example, how the villagers feel about the project, how the villagers reacted to the training, how they liked or disliked the classroom activities, and so on. Apart from the data from her observations, the researcher also expressed her own thoughts and opinions during the process.

Meeting notes

The two researchers had meetings with the research group at KMUTT regularly whenever any progress was made or suggestions were needed. After every meeting, both researchers noted all issues that were discussed and suggested in the meeting, such as consultants' comments and suggestions on research framework and plan as well as their own suggestions on ETSP content and delivery format.

Procedures

The lecturers proposed ideas for ETSP to the Dean of the Faculty of Liberal Arts and Management Sciences, KU at CSC under the assumption that the villagers who own the homestay in the community needed service and English language training in order to run their business more successfully and professionally.

Next, the team surveyed and prioritized the homestay areas for the training availability. Najok Village in Nakhon Phanom Province where the homestay business has been recently opened was selected for two main reasons. First, homestay owners had just run the business for a year without any prior related training. Moreover, with tourist attractions in the area such as the Kong River and green scenery, as well as historical association with Ho Chi Minh, this village is predicted to be popular among Asian and Western tourists in the near future.

Needs analysis was conducted through interviews and group discussions. There were a homestay leader with 10 hosts attended the first interview session at Najok Village. The questions asked by the trainers in the meeting were intended to collect information about the necessity of training; for instance; do the villagers have problems with guest services, what

do they think of the training to be arranged, what kind of training they would like, what are the supports or hindrances concerning the business. More importantly, the trainers interviewed them about the service processes and facilities provided in the homestay.

In order to gain deeper information, services and activities provided by the homestay, one of the researchers spent a night there. The collected information was considered useful for designing training content and materials. After that, the trainers produced training materials based on the information gained from the surveys.

All trainers and villagers also discussed and negotiated the training schedule according to their availability. Once the preparation was completed, the ETSP was implemented. The training consisted of 16 sessions in 8 days, spending almost two months altogether. Each session took 5 hours from 10 am to 1 pm in the mornings and from 2 - 4 pm in the afternoons. The service and language training sessions had been rotated according to the availability of the trainees.

The first researcher wrote in her journals after each teaching session. Meetings among the two researchers and the consultants at KMUTT were conducted regularly. The meetings notes were also written and used as data for analysis. A total of 12 journals and meeting notes were collected and analyzed. The key factors affecting the programme implementation which emerged from the data were interpreted and discussed.

Data analysis

A total of 12 journals and a few meeting notes were collected and given to the two researchers who read them several times in order to analyse and identify key factors affecting the project implementation. The factors were grouped into four main categories: trainer-related factors, trainee-related factors, social network-related factors, and content-related factors.

Results

The four groups of factors were interpreted and presented based on the learning process of the researchers aiming to share their experience with those who would like to conduct similar projects in their contexts. It is not claimed that the factors reported are the only factors which may arise, but they represent the ones which emerged from the researchers' journals and the meeting notes. In this paper, there are some terms which might be used interchangeably based on the particular context. For example; 'community', 'homestay' and 'village'; 'homestay staffs', 'villagers' and 'trainees'; and 'lecturers', 'trainers', 'researchers'.

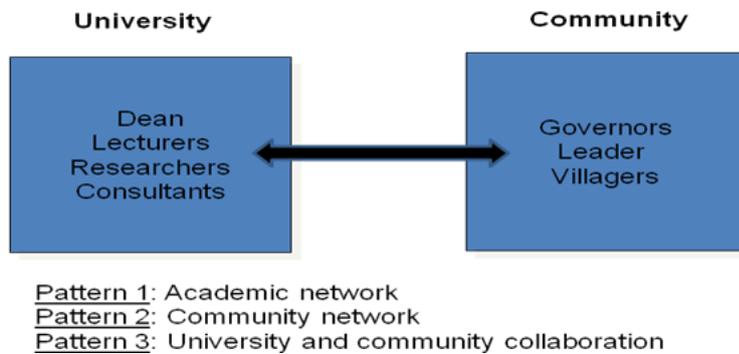
The following section analyses and presents the overall picture of a set of factors concerning the training implementation. The data gained was summarized and grouped into the four main categories.

Social network-related factors

One key issue which is important in implementing ETSP is collaboration between people in the community and the implementers as well as with other stakeholders. In order to implement ETSP successfully, networking and collaboration among the Dean, the lecturers, the people in Najok homestay and the other governors was found to be the most important.

According to the journals, connections can be categorized into the three patterns, namely: academic network, community network, and university-community network (see Fig. 1).

Figure 1: Overall pictures of social network



Academic network An academic network represents connections between people in a working team who are directly or indirectly involved in the implementation. These groups include: Dean, lecturers, researchers and consultants.

The researcher viewed academic network as a source of input and knowledge necessary for implementing ETSP. The academic network started from a connection between the first researcher and one of the consultants at KMUTT. This relationship led to a network as the experts introduces the researcher to a group of lecturers at KMUTT and to PhD. students who were not only running the similar project but also had previous experience. This group of participants was our consultants.

Then, several meeting were organized among all participants at KMUTT. There were a number of benefits from having an academic network on this research project. Firstly, the lecturers at KU CSC learned from the consultants as they usually shared their experiences in different contexts at the regular meetings. More importantly, they gained useful information as input for planning and implementing the programme. Furthermore, the meeting sessions provides opportunities for all participants to exchange their ideas and share learning experiences in different situations.

Secondly, the lecturers and researchers adopted comments gained from the meetings to adjust the ETSP along the process of the implementation for example, creating rapport among lecturers and the villagers, issues in suitability of the materials, time allocation and so on.

Community network From the researcher's observations, it seemed to her that all members of the Najok Homestay were very cooperative. The leader of the community also showed strong leadership. Therefore, this network supported the implementation in information distribution, request for assistance and cooperation in participation.

Furthermore, from the journals, the researcher learned that the Provincial Agricultural Extension (PAE) officers typically visit the Najok area. They engaged the villagers in the training whenever appropriate in order to broader their fundamental knowledge for their career. An activity that was found useful and relevant to the ETSP was that the PAE officers took the homestay owners to Wangnamkiaw homestay in Chaiyaphum province where the homestay is well known to Thais as well as some foreign tourists already.

University – community collaboration Another network contributing to the success of ETSP implementation was the association between the academics and all community members. An interesting issue from the researcher's journal which should be highlighted is the role of the PAE officers, the governors who acted as mediators - the agents - between the trainers and all villagers. Before the training was started, there were several meetings organized between the lecturers and the villagers for sharing visions and needs with assistance from PAE. With their assistance, the homestay members were very cooperative and more likely to perceive the lecturers as a part of the community as can be seen in the extract below.

“...then we interviewed the villagers to find their real needs. Today, there were 10 people who came to be interviewed: the homestay leader, homestay owners and 3 officers from PAE Office.”

An additional factor in relation to familiarity and cooperation, using the Issan dialect was one of the strategies that the lecturers used to communicate with the homestay members during the training implementation.

“When the trainers arrived, the homestay staffs greeted me informally in the Isaan dialect.”

“The trainers sometimes used the Isaan dialect to create familiarity and friendly environment.”

Therefore, this might be important to the implementers to spend sufficient time familiarizing themselves with the local situation.

Trainer-related factors

This set of factors was found less concerned than other sets of the factors, however, it might be worth to state some of them to help raise awareness of other implementers who would like to run similar projects. As mentioned, there could be a lot more issues arising in the project implementation in practice; the factors presented in the following section were only ones which the researcher concerned and wrote in her journals.

Most of the factors that emerged from the journals concerned the personal attributes, including motivation, professional knowledge, awareness, open-mindedness, flexibility and experience. To conduct ETSP, the trainers could not anticipate several problems and factors which may influence the process of training in advance. Therefore, they should prepare for unexpected situations or problems. For this reason, running the project related to the community demands high motivation, awareness of what has been done and what should be done in the next steps along the process. Moreover, all trainers should regularly meet and discuss all issues that have occurred.

“...we shared our vision and predicted problems which may happen in the next session.”

The trainees' low language proficiency was one of the difficulties and had an effect on the training content. In the researchers' experience, the original plan and schedule could not be used. Instead, the schedule of the training was almost completely changed from the original one period by period because the trainers faced different problems in every session. The

researchers also believe that different difficulties might be encountered in different kind of projects. Therefore, flexibility is one key factors about which the researcher is concerned.

Trainee-related factors

Another set of key factors influencing training programme implementation is related to the background, characteristics and personalities of the trainees. The factors identified from the journals related to trainees' personal attributes include attitudes, confidence, motivation, needs; background of the trainees i.e. English proficiency, Thai proficiency, literacy and age; and availability to participate in the training. The following extracts show the effects of some selected factors which both facilitated and hindered the implementation.

“When I reached the village, there were 11 villagers waiting for us. They were cleaning the hall which was used as their classroom.”

The trainees regularly came to class early and waited for the trainers. This seems to reflect their motivation and attention to the training session, revealing that they had positive attitudes to the training programme.

Even though their motivation tended to be high and attitudes appeared to be positive, the motivation and concentration of the trainees had decreased according to the duration of the training. An over by long period of training hindered the motivation and concentration of the trainees.

“Actually the training duration lasted 3 hours, but we realized that they could focus on what they were studying for only 1 to 1.5 hours. The appropriate duration should be 1.5 – 2 hours.”

Self-confidence is another important personal attribute of the trainees as it might support or hinder the learning environment.

“Some students were too shy to speak and kept quiet because they claimed that they were too old to study.”

The researchers found that another factor which impacted the training plan was the trainees' attitudes to their career and a sense of ownership of the business. This had an effect on the cooperation with the training.

“He expounded on the important points to remember when serving the guests: being friendly and making them feel at home. Moreover, the homestay owners and the guests should understand each other. This brings successful homestay business.”

“I think they have a strong homestay leader and they all should be able to run their businesses successfully. They worked together very well (I was surprised). They also had a sense of ownership of their homestay business.”

Apart from the attribute-related factors mentioned above, the second group of factors which appeared in the journals was the background of the trainees. The interesting factors in this group include language proficiency, literacy and age.

Proficiency of language, both English and Thai is one of the important issues in this study. From the informal interview, we found that the families of many people in this village had

emigrated from Vietnam so that most of them used Vietnamese in their community. Even though they could speak Thai, they used the Isaan dialect for communication. Therefore, they had low proficiency in both English and Thai.

“The researcher thought that vocabulary should be presented with pictures because some trainees could not read Thai.”

Therefore, trainers who would like to implement community project should take these factors into consideration. In the researchers’ experience, these factors affect the teaching methods and the design of teaching materials. For example, we realized the importance of gestures in communication.

“They will use gestures when they don’t know the word, refrigerator.”

Age is another important factor to plan in teaching methods and teaching materials use. The researchers found that 8 out of 15 trainees were over 60 years old. They remembered only some short phrases because they had shorter memories.

“they said that this sentence was too long, they couldn’t remember it.”

“...they can learn the words used in cooking Vietnamese food. Moreover, they can remember some short phrases used to describe the steps easily because they were good at learning short words and phrases. I think that this way of training suits them because of their age, English and educational background, however; much time was consumed.”

Availability should also be considered before the training is scheduled. The implementation cannot be successful if the trainees are not able to attend most of the time.

Content-related factors

The final group of factors is content-related factors. The training content and related issues such as materials, activities, and teaching methods could be the most important factors to be considered carefully by the implementers. As many training programmes were initiated by the trainers aiming primarily at providing academic services to the community, where people may not previously have taught a foreign language, they may not be aware of the content which the group of people really need.

In order to provide appropriate training to the homestay members, the researchers established the training content by realizing the two main resources for preparation: information gathered from villagers and information selected by the trainers.

Information gathered from villagers An important part of the content preparation, the researchers needed background about the homestay in order to identify the trainees’ needs. The information was collected through two methods: ‘direct informed-content’ and ‘indirect informed content’. Firstly, direct informed-content was collected by informal meetings with the villagers about their business. The questions in the meetings included who are their guests?, what services do they normally provide the guests?, what kinds of activities do they organize for the guests?. The trainees also talked about the facilities, highlights of the homestay, tourist attractions and famous local food nearby or in town, and so on.

However, the researchers found that the general information given by the villagers might not provide factual or exact information of the real situation. Therefore, the researchers expected to collect information in real – time, termed ‘Indirect informed-content.

“To collect information used to design the content for the training, the researcher stayed overnight at the homestay.”

By staying overnight at the homestay, the researcher learned how the homestay members serviced the guests in practice. She also became more familiar with the homestay members so that the homestay members could feel more comfortable with her during their training.

Information selected by trainers Another part of the training content selected by the trainers were service and language skills, and culture awareness.

The trainers selected content and materials which can be used in real situations. For example, villagers produced a map to learn language for giving directions; they produced a brochure to learn vocabulary and short phrases about their homestay; created business cards for giving to guests; and learned vocabulary about ingredients, seasoning for cooking with guests.

The content of the services and language skills were selected because these are considered by the trainers as fundamental skills for people in the hospitality business, according to the 7 standards of services for homestay staffs.

Another issue which is as important as language skills is culture awareness. As the concept of a homestay service is to make the guests feel at home, the guests can experience activities which represent the local way of living and culture. So, training culture knowledge is considered important for the homestay staffs, such as appropriateness of the questions to be asked (awareness of privacy), table manners, and some detailed manners, like using types of tissue.

The next section is a discussion of issues that emerged from the data which the researchers found interesting: what the researchers learned from the implementation with issues that other implementers should be aware of, and the discussion on the appropriate approaches for other contexts.

Discussion

According to the results, there are a number of concerns which implementers should be aware of. There are three main issues which are likely to be crucial to the project’s success and should be emphasized: needs analysis, social networks, and language use, including issues about using the dialect and the native language of the villagers. Doing needs analysis before implementing the project is salient. It helps the implementers know the real needs and necessity of the community, to design and to plan appropriate content for the community without wasting time and funds (Martin, 2002; Richards, 2001). Secondly, social networks among teachers and villagers provided the right information for designing project content, which occasionally needed a mediator like the PAE. The language used in the training is considered important ways for insiders to become like one of the community members. Using the local dialect is one way to create a good relationship between the implementers and villagers as well as to receive cooperation.

Top-down vs. Bottom-up approaches

The issue which the researchers would like to discuss here is not whether the ETSP was successful or not, since there is still a wide range of factors which might arise from different contexts, but rather, the contradictory concepts employed in educational change: top-down and bottom-up approaches. As mentioned before, while immanent change or bottom-up approach has been supported in theory, the top-down approach is continually employed in practice. In other words, the outsiders play the main roles in initiating, implementing, and evaluating the projects.

In this study, we might say that direction of implementation also employed the top-down approach. Even though the recognition of the training implementation was from the university and the lecturers, the villagers had no experience in the hospitality service and the language used for running a homestay, so the researchers had to try for more and more involvement from the villagers. For example, they were asked about their attitudes about ETSP and for agreement and advice on the project's content. From the informal talk during the project implementation, the villagers showed their satisfaction about both the training programme and the trainers. In addition, this was a good starting point for the community to create the project framework since they worked with the trainers, and at the same time, they learned the ways the project was set. This might lead to the initiation of a new project with the villagers later on when they have gained enough experience. As Richards (2001) points out about the insiders' involvement, the insiders should be involved along the process of designing and carrying out the evaluation because they can realize the importance of their project and become true implementers. It would not be wrong to say that it was fine to start with a top-down implementation as long as the university or other organizations intend to involve the insiders in the process of implementation.

It might be said that it does not matter whether the approach or direction of the implementation was top-down or bottom up. The most important thing is how to move from the top-down to the bottom-up approach, or the outsiders having the community involved in such projects. Therefore, the key to successful implementation is not the way in which the implementation employed, but rather on how to gain the involvement and the acceptance of the project from the insiders of the community. The findings further highlight the need for the insiders to involve in every implementation stage. In so doing, the insiders would become the project designers based on their personal interest, have a sense of ownership and be interested in implementing new ideas to their own community which considered a true success (Watson Todd, 2005, 2006).

Conclusion

In this study, the four sets of factors, namely social network, trainer-related factors, trainee-related factors and content-related factors were considered to affect the success of the training implementation. However, it does not mean that the mentioned factors are the only issues which had an impact on the implementation. On the other hand, they represent the researchers' perspectives on the implementation from their experience. In other words, there are still several factors not been mentioned in this article because different issues might arise from different situations. However, this should be able to raise awareness of other implementers and to foresee possible problems before running a full implementation. Furthermore, this might help the university consider these key factors as kinds of support which teachers would need in planning and implementing such projects. It does not matter whether the implementation follows a bottom-up or top-down approach. The more important

issue is to involve the villagers more and give them a sense of ownership in the project. It is believed that this case study might help implementers who plan to run similar kinds of projects learn from the researchers' experiences and promote more successful planning and project implementation.

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