

## Developing an English training course for local wisdom inheritance of one village one product in Thailand

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### ABSTRACT

The purposes of this study were to 1) develop an English training course for local wisdom inheritance of One Tambon (Village) One Product (OTOP) in Amphawa district, Samut Songkhram province, 2) compare the English achievement results of the participants before and after the English language training 3) study learners' English performance, including vocabulary and the communication about process of making Thai coconut palm sugar presentation with determine criteria, and 4) study learners' satisfaction with the training course. The sample participants were 10 OTOP entrepreneurs in Amphawa District, Samut Songkhram Province who were selected by voluntary selection and they were interested and applied for the training course and all of them hold a bachelor degree. The research instruments were questionnaire assessing learners' training needs, an academic achievement test, a performance evaluation form, and a satisfaction assessment form. The statistics for data analysis were percentage, mean, standard deviation and content analysis. The findings were as follows: 1) The developed an English course for Local Wisdom Inheritance of One Tambon (Village) One Product (OTOP) in Amphawa District, Samut Songkhram Province contains 9 components including conception of curriculum, principles, objectives, structures, activities, duration, teaching materials, evaluation and assessment, and expected outcomes, 2) the average scores from English achievement test after using the curriculum in English training course was higher than before testing. 3) learners' English performance, including vocabulary and the communication about process of making Thai coconut palm sugar presentation, was at the high level (83.33%) which was higher than determine criteria, and 4) learners' satisfaction with the English training course was at the highest level ( $\bar{X} = 4.70$ ).

### INTRODUCTION

Today, Thai society has transformed into a fully digital society, so the economic activities are rapid and highly competitive. People have access to a vast amount of online data and the leads to the change in characteristics of personnel and workforce. When the government announced the "Thailand 4.0" policy, with a goal to bring Thai people out of the trap of middle income into and become a country that most people have high income by using social and economic innovation, as well as development of human resources to drive the progress of the country (Saowalak, 2016), education and domestic personnel development, especially in communication by using English language, has become an important tool for improving the quality of human resource in Thailand, in order to make our labour force a significant mechanism for development of national economics and society toward regional and global level. "English" is defined as "the world's language" and it is clearly stated in ASEAN Charter Item 38 that "the working language of ASEAN shall be English." This is why public sector, private sector and social

enterprises in service and tourism industry, including local level, place much importance on encouraging people to use English and develop the skills of English communication so the language can be used as an instrument for earning income and publicizing art and cultural heritage, as well as local wisdom, religion, beliefs, and information about valuable local products that foreign tourists should know about their identities and origins. In turn, this will increase growth opportunities for the economics of Thailand and will bring stability, prosperity, and sustainability to our country.

Samut Songkhram is one of the smallest provinces in Thailand, with an area of 416 square kilometers. The distance is 72 kilometers from Bangkok, about an hour by car. It is very convenient to come here because one can easily travel by car and train (Wong Wien Yai – Mahachai), it is also a city in the list of 12 Cities you shouldn't missed (Department of Tourism, Ministry of Tourism and Sports, 2016). The most common destination for people who visit Samut Songkhram is to visit Amphawa Float Market, located near a canal, in the evening, The main occupation that reflects local wisdom

of Samut Songkhram and help people to earn income are the making of coconut palm sugar. This has been one of the most important occupations of Samut Songkhram since the ancient time because most of its geographic area is the basin of Mae Klong River and many canals. Most area of this province have coconut plantations.

Thailand 4.0 policy established by the government makes OTOP products (One Tambon (Village) One Product) becomes popular. This concept aims to help each village has its own local products that can be produced by using raw materials or resources within the area, and local wisdom of the people. All of these are blended to develop products that can bring revenue to the communities. This way many communities are able to invent their local products and develop the quality of their products to meet the market needs. They will also be able to increase the value of the products and export them to other countries and increase their income even more. It is a way to stimulate local economics and promote Thai local products to be known among foreign tourists. In the present time, OTOP entrepreneurs and related persons, as well as the people in general, are very active and enthusiastic about expanding the market and increasing their capacities to be able to compete in international market. Therefore, they are interested to be trained and improved their English language skills, especially for their specific purposes. We can see that today there are many English language trainings for the personnel of every field, from both public and private organizations. The researcher also has much expertise and experience in arranging English language training for specific purposes, such as English for Community Development Presentation, English for Communicating about Thai Culture, English for Being Good Host, etc. From the researcher's experience, English training for specific purposes is very welcomed in the market. It took short of period of time to promote and usually the people interested to be trained exceed the capacity of the training. From interviewing some ex-trainees, they were interested in English language trainings because of specific purposes. The courses that are especially popular are English training that about teach them how to communicate about local products or OTOP products. Such courses are rare, only offered by a few training institutes or organizations.

Because of these reasons and needs, the researcher has an idea to develop a curriculum of English language training for OTOP Local wisdom Communication in Amphawa, Samut Songkhram. The focus of the course will be the demonstration of how to communicate in English when explaining the local wisdom that are used in producing OTOP products. The overall goal is to increase the capability, income, and sales of Thailand's OTOP products, so local products are more known among new generations and foreign tourists.

## OBJECTIVES

1. To develop an English course that aims for the communication of local wisdom used in producing OTOP product in Amphawa District, Samut Songkhram.
2. To compare the English achievement results of the participants before and after the training with English course for Local Wisdom Inheritance of One Tambon (Village) One Product (OTOP) in Amphawa District, Samut Songkhram Province.
3. To study learners' English performance, including vocabulary and the communication about process of making Thai coconut palm sugar presentation with determine criteria
4. To study the satisfaction of the learners toward the English language training for OTOP Local Wisdom Communication in Amphawa, Samut Songkhram.

## RESEARCH METHODOLOGY

### Scope of Research

The development of the English language training for OTOP product local wisdom communication in Amphawa district, Samut Songkhram province, was conducted within the following scope of study:

### Scope of content

The development of this English training course was in the form of research and development, emphasizing the creation of content related to the local wisdom of OTOP product namely coconut palm sugar located in Amphawa district, Samut Songkhram province. The content was in English, presenting the raw materials and production process of coconut palm sugar product of Amphawa. It was divided into 2 sections: Theory (English vocabulary) and Practice (presenting production procedure in English). Therefore, according to the results of basic information study, the scope of content was established as "English Language Curriculum for OTOP Product Local Wisdom Communication on the Topic of Coconut Palm Sugar Production." It has 2 sections: vocabulary related to coconut palm sugar and procedure of producing coconut palm sugar.

### Scope of population

The population in this study consisted of 67 entrepreneurs (data from the report on the number of producers and entrepreneurs of OTOP product, 2017). The sample group was 30 people selected by voluntary selection to study the need for English language training course.

The sample group was used in this research during the stage of curriculum testing were 10 entrepreneurs with at least Bachelor Degree or having solid basic English knowledge and skill and they were interested and applied to participate in the English language training.

### Variables

In this research, there were two groups of variables:

1. Independent variable – The curriculum of English language course for local wisdom inheritance of one village one product (OTOP) in Amphawa District, Samut Songkhram Province.
2. Dependent variable – The results of curriculum testing in communicating about the local wisdom behind the

OTOP product in Amphawa District, Samut Songkhram Province

- 2.1 Academic achievement of the learning activities that show whether the English course has accomplished its objectives. The participants who finish the course are deemed to have improved English skills, if after comparing the results of their pre-test and post-test, the increase of their score has statistical significance.
- 2.2 Satisfaction of the trainees is shown through the average level of their satisfaction toward the training course. The results of every aspect combined must have an average 3.51 or above from t-test in order to deem that the English language course for OTOP product local wisdom communication in Amphawa District, Samut Songkhram, passes the evaluation criteria.

**Research Instrument**

**Step 1: Studying basic information**

The researcher conducted a survey to explore the needs of English training for OTOP product local wisdom communication in Amphawa, Samut Songkhram, and used the information to design and develop the English course. A questionnaire was used with 67 persons to obtain data that is beneficial for the design and development of the English course (Report of OTOP producers, entrepreneurs, and products, 2017, Online).

The voluntary selection was used in selecting 30 persons to be used in studying the needs of English training for OTOP product local wisdom communication. This step is shown in Table 1.

**Step 2 - Development: Curriculum development**

The data collected from step 1, which was the basic information, was used as an element of the curriculum (draft). The process can be divided into 3 parts: drafting the curriculum, validating the curriculum, and improving the curriculum

*Part 1 – Developing the Curriculum Draft*

The researcher studied the information and process of curriculum development based on the concept of Mo Hamza (2012) and used the data gained from the step of collecting basic information by arranging them according to the elements in the development of this English training course. Then, a handbook for developing English training course for OTOP product local wisdom communication was produced and an actual training course was designed.

*Part 2 – Validating the curriculum by qualified persons*

In validating the curriculum and plan of the English training course for the purpose of communicating about coconut palm sugar production by qualified persons, a form for evaluating the curriculum was created and was called “Development of Curriculum of the English Training Course for the Purpose of Communicating Local wisdom about Coconut Palm Sugar Production.” The evaluation form was created so that the qualified persons can consider its appropriateness and correspondence of the elements in this curriculum.

*Step 3 - Research: Testing the curriculum*

The researcher used the verified and improved curriculum draft with the sample group to look for problems or issues. This time it was an experiment based on the research methodology “One Group Pretest – Posttest Design (Fitz-Gibbon, 1987: 113), and the following symbols:

$O_1$	X	$O_2$
$O_1$	=	Pre-test before using the curriculum
X	=	Using the curriculum of the English course for the purpose of communicating local wisdom in the production of OTOP product “Coconut Palm Sugar”
$O_2$	=	Post-test after using the curriculum

The tools used in testing the curriculum to find out its effectiveness were: (1) Pre-test and Post-test to be conducted before and after the English training course, (2) English Test to be used during the English training course, and (3) Satisfaction Evaluation Form to be used in finding out how much the participants satisfy with the English training course. It was found that the English test designed to be used during the training course, which had passed the quality criteria and had been validated by qualified persons, can really be used to test English language ability of the participants during the English course.

The researcher conducted the experiment and collected the data by herself, together with 2 other English teachers who had been invited to be the trainers at Phranakhon Rajabhat University and at Amphawa Chaipattana Project in Samut Songkhram. The process began with contacting entrepreneurs through coordinating with Community Development Office of the province to get 10 persons to apply to this English course. Next was preparing the venue and equipment for train-

**Table 1.** Summary of Step 1: Studying basic information

Purpose	Method	Target group	Tool/data analysis
To study the basic information about the needs to develop an English Course for communicating about OTOP product local wisdom	1. Studying documents, concepts, theories, and related research papers 2. Studying current condition and needs of entrepreneurs about English training course for the purpose of communicating about OTOP product local wisdom	Entrepreneurs selling OTOP products in Amphawa District, Samut Songkhram Province	- Content about English Course Development - Questionnaire/ Frequency, Percentage

**Table 2.** Summary of Step 2: Curriculum development

Purpose	Method	Target group	Tool/data analysis
To create and develop the draft of the curriculum and the plan for the English course for communicating about local wisdom on OTOP product “coconut palm sugar” that can be used when the actual course is conducted.	<ol style="list-style-type: none"> <li>1. Create the draft of the curriculum and the plan for the English course for communicating local wisdom on OTOP product “coconut palm sugar”</li> <li>2. Validate the curriculum draft and the plan of the English course for local wisdom communication on OTOP product “coconut palm sugar” by qualified persons</li> </ol>	Entrepreneurs selling OTOP products in Amphawa District, Samut Songkhram Province	<ul style="list-style-type: none"> <li>- A form for evaluating the curriculum draft of the English course for communicating about local wisdom on OTOP product “coconut palm sugar”</li> <li>- A form for evaluating the correspondence of the plan for arranging the English training course for communicating local wisdom about OTOP product “Coconut palm sugar” by analyzing the mean</li> </ul>

**Table 3.** Summary of Step 4: Curriculum evaluation and improvement

Purpose	Method	Target group	Tool/data analysis
To evaluate the curriculum and improve it for future use	Testing the learners to find out academic achievement of the training course and assessing their satisfaction about the English training course for the purpose of local wisdom communication about the production of OTOP “coconut palm sugar”	10 entrepreneurs of OTOP product who applied for the English training course	<ul style="list-style-type: none"> <li>- An achievement test to evaluate learner’s understanding of the English training course</li> <li>- Satisfaction assessment form to find out how much learners are satisfied with the English training course curriculum</li> </ul>

ing, informing the applicants about the details of the training and giving them the schedule, preparing paper documents to be used during the training, and testing the curriculum. The English training course for the purpose of local wisdom communication about the production of OTOP coconut palm sugar was conducted according to the planned date and duration.

*Step 4 – Development: Evaluating and Improving the Curriculum*

Step 4 consisted of evaluation and improvement of the curriculum.

**Part 1 – Curriculum Evaluation**

The evaluation in this research was done in 2 ways, as follows:

1. Academic Achievement of the English training course was evaluated by using an academic achievement test designed specifically for the English Training Course for the Purpose of Communicating Local Wisdom about the Production of OTOP Product “Coconut Palm Sugar.” The test was a multiple-choice type with 4 choices for each of the 20 questions. Statistics that was used in the research was a paired t-test, which tested the difference of means of two dependent populations at statistical significance of 0.05.
2. Satisfaction of learners toward the English training course was assessed by using satisfaction evaluation form designed specifically for English Training Course for the Purpose of Communicating Local Wisdom about the Production of OTOP Product “Coconut Palm Sugar.” Likert Scale with 5 different levels was used. Index of item objective congruence was 0.6 – 1.00. The statistics used were frequency, percentage, mean, and standard deviation.

**Part 2: Curriculum Improving**

The improvement of curriculum in this research was done by collecting data after the English training course had been finished in order to use the data for improving and producing the final version of the curriculum.

**RESULTS OF THE STUDY**

**Step 1 – Research: Curriculum Development Results for the English Training Course for OTOP Product Local Wisdom Communication**

The results from studying basic information of the questionnaire respondents or the 30 entrepreneurs can be classified into categories of gender, age, marital status, average monthly income, and education level. Most of the respondents were female (76.67%) age between 31-40 years old (50%), married (43.33%) and widowed (6.67%). Most of them have average monthly income around 15,000 – 20,000 Baht (83.33%), hold a Bachelor Degree (93.33%) and graduate from high school (6.67%).

As for the study about training needs and opinions related to the English training course for OTOP product local wisdom communication in Amphawa District, Samut Songkhram Province, the results are shown in Table 4.

**Step 2 – Development: Comparing Achievement Results Before and After Training**

*Results of the development of curriculum draft*

The results of data analysis from the step of basic information study, as well as advices and suggestions from the research advisor, were able to be used in developing the draft of the curriculum.

**Table 4.** Figure and percentage related to the training needs of the entrepreneurs

Content	Frequency	Percentage
<b>1. Basic knowledge about vocabulary related to the products that they produce and sell</b>		
Respondents have knowledge	25	83.33
Respondents do not have knowledge	30	100
- Raw Material	3	10
- Procedure /Method	2	6.67
- Price	30	100
<b>2. Types of products that the respondents are interested to receive English training</b>		
Coconut Palm Sugar	25	83.33
Five-Colored Thai Ceramics	2	6.67
<b>3. Whether the respondents have participated in any English training courses before</b>		
Never participate	30	100
Have participated in 1 course.	-	-
Have participated in 2-3 courses.	-	-
Have participated in more than 3 courses	-	-
<b>4. Reasons that make the respondents decide to participate in this English training course.</b>		
Want to do beneficial free-time activities	-	-
Want to have knowledge	6	20
Want to improve English skills to increase sales	24	80
Follow their friends	-	-
Others	-	-
<b>7. Results of applying the knowledge and skills learned from the course in reality</b>		
Increase channels of product distribution	30	100
Increase sales	30	100
<b>8. Opinions about English training courses in the future</b>		
There should be short courses	30	100
There should be long courses, not short ones	-	-

### **Results of curriculum evaluation (draft)**

The results of curriculum draft evaluation can be separated in 2 parts, as follows:

**Part 1** – The results of congruence assessment of the curriculum draft showed that, according to the qualified persons, the overall curriculum draft had very good congruence level. The average score is 4.88.

**Part 2** - The results of appropriateness assessment of the curriculum draft showed that, according to the qualified persons, the components of the curriculum draft had very good appropriateness level. The details are shown in Table 5 below:

### **Results of congruence evaluation of the plan for the English training course for local wisdom communication about OTOP coconut palm sugar**

According to the results of the congruence evaluation of the plan for the English course for local wisdom communication about OTOP coconut palm sugar in Amphawa District, Samut Songkhram Province, the qualified persons considered that the plan of the English training course are appropriate and congruent in a very good level. The average

score was 4.82, which is between 4.75-4.94. They also gave additional suggestions for improving the plan of the English training course to be even more suitable. The list is shown in Table 6 below:

### **Step 3 - Research: Results from Testing English Ability in Communicating Local Wisdom of OTOP Product**

After using the curriculum of the English Course for OTOP product local wisdom communicating in Amphawa District, Samut Songkhram Province, the following results were found:

### **Results of curriculum using**

Academic achievement results from the English training course were measured by testing English knowledge and skills of learners in communicating information about local wisdom behind the production of OTOP coconut palm sugar before and after the training. The test covered both learning units, consisting of 20 items. Afterwards, the academic achievement results from pre-test and post-test were analyzed by using t-test statistics, as shown in Table 7.

From Table 7, it was found that the average scores from English test after using the curriculum in English training

**Table 5.** Appropriateness of the components in the curriculum draft

Appropriateness of each component	Mean	Significance level
Appropriateness of related problem and significance of the English course	4.84	Highest
Appropriateness of the objectives of the English course	4.84	Highest
Appropriateness of the goals of the English course	4.85	Highest
Appropriateness of the content of the English course	4.88	Highest
Appropriateness of the structure of the English course	4.96	Highest
Appropriateness of the activities in the English course	4.84	Highest
Appropriateness of the activities in the English course	4.85	Highest
Appropriateness of the evaluation of the English course curriculum	4.83	Highest
Total Average	4.85	Highest

**Table 6.** Results of congruence evaluation of the plan for the English training course for OTOP Product local wisdom communication

Congruence of the plan	Mean	Significance level
Congruence of the substantial knowledge	4.75	Highest
Congruence of the objectives of the English course	4.84	Highest
Congruence of the content to be used in the English course	4.82	Highest
Congruence of the activities in the English course	4.82	Highest
Congruence of the media used in the English course	4.82	Highest
Congruence of Measurement and Evaluation	4.79	Highest
Total average	4.82	Highest

**Table 7.** Comparing the average achievement scores from pre-test and post-test

Knowledge testing	Items	Full score	Mean	Standard deviation
Pre-test	10	20	15.14	2.72
Post-test	10	20	37.86	2.23

course was higher than before testing. It means that after the learners participated in the English course, they have better knowledge, ability, and skills in English communication for presenting information about the local wisdom of OTOP coconut palm sugar production.

#### **Results of English using ability to communicate about local wisdom in OTOP coconut palm sugar production**

The results of English using ability to present local wisdom of OTOP coconut palm sugar production of the learners after participating in the English course can be seen in Table 8.

According to Table 8, the results from testing learner's ability in using English to communicate about OTOP coconut palm sugar production show that, in average, learners receive the score of 25 out of 30, which is 83.33%. It means that their ability is in a very good level. When considering each unit, the learners receive an average score of 17 out of 20, which is 85%, from Unit 1 (vocabulary) and receive an average score of 8 out of 10, which is 80%, from Unit 2 (Presenting production procedure). It shows that the English training course helped

the learners to have better ability in English to communicate local wisdom about OTOP coconut palm sugar production.

#### **Results of satisfaction assessment**

The satisfaction of learners after they have finished the English training course for communicating local wisdom about OTOP coconut palm sugar production can be seen from the results in Table 9. It was found that their satisfaction with the course, according the survey, was in the highest level, with an average of 4.70. When considering each aspect of the training, it was found that the learners had highest satisfaction in the content of the English training course, with an average score of 4.77, followed by their satisfaction in trainers, media, duration of the training, and method of teaching, with an average score of 4.69, 4.68, and 4.65, respectively.

#### **Step 4 - Development: Results of Satisfaction with the Curriculum of the English Training Course for OTOP Product Local Wisdom Communication**

After using the English training course, the researcher consulted with qualified persons about the components of the draft of English communication about the local wisdom of OTOP coconut palm sugar and received good additional remarks about the curriculum. This way, the researcher was able to present the components of English communication for the above-mentioned purpose in the improved curriculum. There were, the 15 components were reduced to 9 components after the curriculum had been adjusted. They can be compared in the Table 10 below:

**Table 8.** Results of english using ability to communicate about local wisdom in OTOP coconut palm sugar production

<b>Tested content</b>	<b>Full score</b>	<b>Actual score</b>	<b>%</b>	<b>Meaning</b>
Unit 1 Vocabulary about coconut palm sugar	20	17	85	Very Good
Unit 2 Procedure of coconut palm sugar production	10	8	80	Very Good
Total average	30	25	83.33	Very Good

**Table 9.** Satisfaction of learners after participating in the English training course

<b>Aspects</b>	<b>Average score</b>	<b>Standard deviation</b>	<b>Satisfaction level</b>
Satisfaction with the content			
1. The content corresponds with learning objectives.	4.72	0.45	Highest
2. Order of content is appropriate.	4.83	0.38	Highest
3. Difficulty level of content is appropriate.	4.75	0.44	Highest
4. The content is suitable with the period of time.	4.67	0.48	Highest
5. The content is interesting and beneficial.	4.81	0.40	Highest
5.1 Basic vocabulary about raw materials and tools for producing coconut palm sugar	4.75	0.44	Highest
5.2 Presentation of the procedure of coconut palm sugar production	4.72	0.45	Highest
6 Theoretical part and practical part is congruent	4.83	0.38	Highest
Average score	4.77	0.42	Highest
Satisfaction with the trainer			
1. Transferring of knowledge is clear to understand	4.50	0.61	Highest
2. Ability in explaining the content	4.56	0.50	Highest
3. Ability in connecting all parts of the content	4.67	0.48	Highest
4. Completeness of the content being taught	4.67	0.48	Highest
5. Using amount of time as planned	4.56	0.61	Highest
6. Answering questions during the training	4.78	0.42	Highest
Average Score	4.69	0.47	Highest
Satisfaction with the method of teaching			
1. Learners had the opportunity to practice	4.69	0.47	Highest
2. Learners had the opportunity to work in group	4.72	0.45	Highest
3. Learners had the opportunity to ask questions	4.53	0.51	Highest
4. Activities used in the training is suitable with the substantial knowledge	4.64	0.49	Highest
5. Demonstration and examples presentation was done in a way that is clear and easy to understand	4.67	0.48	Highest
6. Activities used in the training is suitable with the content	4.56	0.50	Highest
Average score	4.69	0.47	Highest
Satisfaction with media and duration of training			
1. Suitable media and tools were used during training	4.83	0.38	Highest
2. Trainers used media suitable with the content	4.81	0.40	Highest
3. Duration of the training is sufficient and appropriate	4.72	0.45	Highest
Average score	4.68	0.46	Highest
Satisfaction with evaluation and assessment			
1. Practical part of the training can be applied in reality	4.67	0.63	Highest
2. Evaluation was clear, appropriate and just	4.83	0.38	Highest
3. Evaluation properly reflects the ability of learners	4.72	0.45	Highest
4. Trainers assessed learners by using English and were willing to give advice when learners did not understand or made mistakes	4.81	0.40	
Average score	4.73	0.46	Highest
Total average score	4.70	0.46	Highest

**Table 10.** Comparison of the components in the curriculum of the english training course for local wisdom communication about otop product in amphawa, samut songkhram, between the draft version and the improved version

Draft version of the curriculum	Improved version of the curriculum
1. Significance of the curriculum	1. Conception of the curriculum
2. Principles of the curriculum	2. Principles of the curriculum
3. Objectives	3. Objectives
4. Participants/Trainees	4. Structure of the curriculum for the purpose of communicating about OTOP product local wisdom and activities during the training
5. Qualifications of participants	5. Duration of training
6. Duration of Training	6. Media used during the training
7. Implementation	7. Evaluation and Assessment after the training
8. Venue	8. Expected benefits
9. Content of the curriculum	
10. Structure of the curriculum for the purpose of communicating about OTOP product local wisdom	
11. Running the English training course	
12. Activities in the English training course	
13. Media used during the training	
14. Evaluation and assessment after the training	
15. Expected benefits	

## CONCLUSIONS AND DISCUSSION

### Conclusions

From the research and development of the curriculum for the English training course for OTOP product local wisdom communication in Amphawa District, Samut Songkhram Province, the results can be concluded as follows;

1. This research has created an English curriculum for transferring local wisdom about OTOP product of Amphawa, Samut Songkhram. It has a total of 9 components: conception of the curriculum, principles, objectives, structure of the curriculum, activities, duration, media, evaluation and assessment, and expected benefits.
2. As for the academic achievement results from the English training course, there is a comparison of scores from the test about vocabulary and expressions for communicating about the local wisdom of OTOP coconut palm sugar production before and after the English training course. The results were analyzed by t-test statistics. It was found that the average scores of English ability test after the training course was significantly higher than that before the training course at .05.
3. The ability in the practice English communication for presenting the local wisdom in the production of OTOP coconut palm sugar consists of 1) vocabulary about coconut palm sugar, and 2) procedure of coconut palm sugar production. The overall score is 25 out of 30, which equals to 83.33%, a very good level. It shows that this English training course helped the learners to be able to communicate in English about presenting the local wisdom in the production of OTOP coconut palm sugar
4. The satisfaction level with the English training course for communicating about the local wisdom in the production of OTOP coconut palm sugar in the overall picture is at the highest level, with an average of 4.70.

### Discussion

From the results of the development of the English training course for communicating about the local wisdom in the

production of OTOP coconut palm sugar can be discussed as follows;

1. The development of the curriculum for the training course began with the study of concepts, theories, and related documents and research papers. This led to the synthesis of a curriculum for an English training course with a specific purpose in helping the learners communicate about the local wisdom of OTOP coconut palm sugar. There were 9 components: significance of the curriculum, principles, structure, activities, duration, media, evaluation and assessment, and expected benefits. The curriculum was assessed by qualified persons with direct experience in training course development and teachers who have knowledge in curriculum for training course and teaching English for specific purpose, altogether 8 persons. Therefore, the curriculum of the English training course for OTOP product local wisdom communication in Amphawa District, Samut Songkhram Province became clear, practical in reality, and achieved its objectives and goals, according to the curriculum development concept of Taba (1962), who said that all curriculums must have 4 basic components: objectives, content, learning process, and evaluation. Each component relates to one another. Finally, the course design was also concerned according to Nunan (2001), with planning, implementation, evaluation, management, and administration of training program.
2. The achievement results from using the curriculum of the English training course for OTOP product local wisdom communication in Amphawa District, Samut Songkhram Province showed that the average score from post-test was significantly higher than that from pre-test at 0.05, which is in accordance with the hypothesis. The curriculum of the English training course for OTOP product local wisdom communication in Amphawa District, Samut Songkhram Province was developed systematically and its quality in content, duration, activities, and evaluation, was assessed by qualified persons. In addition, the activities in the learning course are prac-



tical in nature so the learners were able to sharpen their skills by doing it, which gave them direct experience that led to genuine knowledge and understanding. It is possible, also, that the sample group consisted of the people who were interested in applying for the English training course because they see how the course can be valuable to them. This showed through the achievement test after using the curriculum of the English training course for OTOP product local wisdom communication in Amphawa District, Samut Songkhram Province.

3. The ability assessment results of the trainees in the English training course for communicating about OTOP coconut palm sugar production in Amphawa District, Samut Songkhram Province may come from the fact that the concept and process of the training course was based on the theory of the training course process by Cascio (1986). This theory divided the process into 3 major phases. The first one is assessment phase when the researcher explore the needs for English training course with a specific purpose in communicating about OTOP products local wisdom in Amphawa District, Samut Songkhram Province. The second phase is training and development where the researcher established a curriculum that had been approved by experts and qualified persons and it became the English training course for OTOP product local wisdom in Amphawa District, Samut Songkhram Province. The curriculum was used in training and developing English language ability of the trainees. Next is the third phase, evaluation. Here, it was found that the trainees in the course were able to use English in communicating about the local wisdom of OTOP coconut palm sugar production. Moreover, the evaluation also corresponds with the concept of Donald (1995) who said that a training course is a way to help the personnel be able to do their jobs efficiently. In all training courses, there should be evaluation or assessment of the training because it is necessary for learning how much the course was effective. A learning course is an activity arranged with a purpose in developing the personnel, aiming to help them have higher ability. This leads to the fact that the trainees of the English training course for communicating about the local wisdom of OTOP coconut palm sugar production have higher English language ability in presenting the local wisdom in English. The researcher also helped them to pronounce English words and sentences correctly. Since the number of the trainees was a small group, the researcher was able to help all of them pronounce English words correctly. These correspond with the research results of Kannaphat (2017) which developed English training course for One Tambon (Village) One Product (OTOP) entrepreneurs and found that the entrepreneurs have better English skills than before attended the training program. Similarly, Rosalie (2017) developed an ESP course for hairstylists and stated that based on this ESP course employed aspects of a notional-functional syllabus in content and multimodal task design. This course enhances learners' experiences and ultimately provides

them with the tools to succeed in language acquisition. Finally, Mahdiyeh (2017) conducted a research on designing an ESP course for Iranian students of architecture: A skill-based approach, the result indicated the scores of these architecture students have improved and was at the proficiency level in the reading comprehension, writing, and sub skills of vocabulary, grammar, reading comprehension, and writing.

4. The results from satisfaction assessment about the English training course for communicating about the local wisdom of OTOP coconut palm sugar production showed that the satisfaction was at the highest level. Overall, the trainees were most satisfied about the content. Maybe this was because the curriculum had been developed based on concepts and theories about training course, and had been approved by qualified persons. Also, in this training course, the trainees had the opportunities to do real practice so they enjoyed the learning process. All of the trainees in this course were willing applicants of good maturity who wanted to be trained from in the beginning because they wanted to increase their income. In addition, this course was designed with concerned of a framework for an ESP course according to Hutchinson and Waters (1987) mentioned the process of course designing as follow: stage 1: Select texts for the course; and stage 2: write exercises to focus on skills/ strategies in the syllabus. Hence, when the trainees learned from this program they can gain well English development from authentic materials and related to their works.

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