



## Japanese Instructional Package for Developing Sport Tourism Staff (Caddies)

Natthira Tuptim

Faculty of Humanities and Social Sciences, RajabhatPibulsongkram University, Phitsanulok 65000, Thailand.

Corresponding author. E-mail address: ntuptim@hotmail.com

Received: 29 August 2016; Accepted: 18 October 2016

### Abstract

The purposes of present article were 1) to construct a Japanese instructional package for developing sport tourism staff (Caddies) and study its efficiency, and 2) to compare the learners' learning achievement after learning through the instructional package. The subjects were 40 caddies purposively selected. The research tools were a questionnaire, instructional package and a pre-test and a post-test. The research methods were to construct a Japanese instruction package through LSP (Language for Specific Purpose) and a construction of instructional package by Promwong (1978), and to develop the pre-test and post-test papers. After trying out 3 times based on the E1/E2 standard (when E1 is the efficiency of a process, and E2 is the efficiency of a result), the results showed that a Japanese instructional package for developing sport tourism staff (Caddies) had the efficiency of 89.67/87.70. Also, there was a significant difference between the pre-test and the post-test at .01.

**Keywords:** Instructional Package, Sport Tourism, LSP, E1/E2 Standard

### Introduction

Sport tourism is the fastest growing type of tourism according to the World Tourism Organization (WTO) and International Olympic Committee (IOC). This was identified at first joint meeting on the "Sport related Tourism" in 2001. According to Nogawa and Kudo (2002), sport tourism is defined as the type of tourism that the tourist aims to participate or view the sport game or the sport event and he/she is needed to stay or join for at least 24 hours. Based on this definition, all staff working in the sport game or the sport event can be called sport tourism staff. Nowadays, a part of the Thai economy is increasingly reliant on the visiting golfers, especially Japanese golfers. According to the Ministry of Tourism and Sports, in 2013 there were more than 400,000 Japanese tourists traveling to Thailand in the first quarter of the year (TAT, 2013). A focus on developing various types of competency of caddies who service a golfer during a game has been identified as being fundamental to enhancing the growth of sport tourism in Thailand. The Tourism Authority of Thailand (TAT) released *Japanese for golf staff* (Hiroko & Pamonsilapathum, 2003) to support all

related staff at a golf course. This manual is composed with words and conversations for all staff including a receptionist. In an effort to stimulate a caddies' communicative competency with an alternative tool, this study focuses on how to develop a caddies' Japanese communicative competency by the instructional materials developed through LSP process and evaluated by E1/E2 standard.

Olaide (1990) highlighted the impact of the instructional materials that teachers use to improve the students from understanding and perception of the subject as enhanced aids. They brought clarity and created recognition that allowed them to have a realistic hand and a total knowledge of the subject. They enhanced learning, improved the learners' competence and made learning more meaningful to them. In order to construct the instructional materials to enhance the learners' learning achievement or solve learning problems, the most important process is to analyze the content that the learner should know. The most famous instructional materials used to solve problems in classroom and encourage the learning achievement of a student are an instructional package. An instructional package is one kind of instruction materials consisting of two or more



instruction media, such as CD, word card and so forth. The most important thing that should be attached is a learning manual. The instructional package can be used by a student individually, and a teacher can provide support in the classroom. Therefore, it is suitable for the learner who cannot always study in the classroom. Constructing English or French instructional packages is common in language teaching in Thailand these days. However, a Japanese instruction package for sport tourism staff is not quite common.

The research relating to a construction of instructional package tends to analyze the content based on the objective of subjects in the school syllabus. Needs analysis is not included in this process. To take an example, the one instructional package research will be reviewed as below. Naksawat (2006) constructed an instructional package on “Communicative French for Tourism by Video” for receptionists at hotels in Phitsanulok, Thailand. Results of efficiency were 92.53/84.83 and there was a significant difference between the pre-test and post-test at .01. The developing process is shown as follows: 1) studying the previous research about construction of the instructional package, 2) studying the French language syllabus at Rajabhat Pibulsongkram University and other French language textbooks, 3) putting down the structure of the instructional package, 4) designing the concept and behavior objective of the instructional package, 5) developing the instructional package, 6) submitting the draft of the instructional packages to a French native speaker and 7) improving the draft and having it tested out based on the 80/80 standard. Although the subjects of this research were hotel receptionists who are post-experiencers in LSP, needs analysis of receptionists was not on process. This phenomenon could be seen from Intakaew & Chansem (2014) that aimed to create and determine the efficiency of a teacher-designed textbook on “English for Airline Ground Attendant Service”. The sample group was thirty 3rd year English major students who are pre-experiencers

not post-experiencers. According to Robinson (1991), the post-experiencers are defined as the learners who have been working in the career. In this case, Language for Specific Purposes (LSP course) focused on the specific language needs will help them to cope with the communicative demands they face in their work. As mentioned above, a Japanese instructional package for sport tourism staff is not general. There may be a significant amount of research on instructional package to improve students’ achievement being pre-experiencers in LSP, but there is only a small number of the instructional package constructed based on post-experiencers. One reason that can be explained here is that most research on construction of an instructional package aim to solve the problem occurring in the classroom. Because of this reason, the target group is not a post-experiencer and needs analysis is not necessary for a student in class because the content or structure in the instructional packages is extracted from a school syllabus as evidenced by Naksawat (2006). Moreover, the research relating to construction of an instructional package tends to ignore the needs analysis of a post-experience, so the method of this research as shown below differs from others in that needs analysis of the target group will be focused on. Indeed, needs analysis on stakeholders is a significant process in any research and development although the population or sample is a pre-experiencer. The previous research, an example of putting theory into practice, relating to LSP and Japanese course is *Designing a Japanese-for-Specific-Purpose Course: Putting Theory into Practice* by Mulvihill (1992). This research displayed how the Qantas international language strategy designed two JSP courses for their ground staff and reservation staff. In this research, the needs analysis survey was divided into 6 steps: 1) talking with management, customer contact staff and Japanese nationals within customer contact areas, 2) tour of Sydney Airport, reservations and travel centre, 3) collecting official job descriptions for Passenger Agents (PAs), Reservation Sales Agents (RSAs) and Passenger



Sales Agents (PSAs) and 4) isolating job functions that could be executed in Japanese and then selecting ones with the highest priority to go into the course. It could be observed that survey methods used in needs analysis process by Mulvihill (1992) were an interview, site survey and documentary study. Hence, needs analysis methods appearing in Mulvihill (1992) would be applied to present research.

It is well-known that research on construction of an instructional package needs to be tested to find the efficiency criterion by effectively trying it out. The efficiency criterion can be referred to E1 / E2, when E1 is the efficiency of a process, and E2 is the efficiency of a result. The efficiency of a process is represented at 80% of the practice or activity done in the process, on the other hand, the efficiency of a result is represented at 80% of the post-test. The purposes of this study are 1) to construct a Japanese Instructional Package for Developing Sport Tourism Staff (Caddies) and study its efficiency and 2) to compare students' learning achievement after learning through the instructional package.

### Materials and Methods

The tools of the study are a questionnaire, an instructional package and the pre-tests and the post-tests. The two questionnaires are used to study needs and expectation of executives for caddies and the information that sport tourism staff (Caddies) needs to provide for a golfer. The instructional package is the teaching media for developing caddies' Japanese communicative competence and the pre-tests and post-tests are used to measure caddies' learning achievement before and after using the Japanese instructional package. The Japan instruction package was developed based on LSP and construction of an instructional package 80/80 standard. The methodology was divided into 2 major steps: 1) Analysis of needs of caddies and executives: This step aimed to study the information that sport tourism staff need to serve a

golfer. The population was 200 caddies working at Dongpookerd golf course in Phitsanulok province and 11 executives of the golf course. The sample was 132 caddies calculated based on Yamane (1967) and chosen by systematic random sampling. After questionnaires were administered anonymously, the structure and content in the Japanese instructional package were designed based on data collected from questionnaires. The draft of the Japanese instructional package was peer reviewed by a Japanese native speaker who is also the golfer in order to examine words and sentences in a Japanese instructional package before trying out. 2) Construction of the Japanese instructional package and pre-tests and post-tests: According to E1 / E2 standard, the Japanese instructional package was tried out 3 times with the sample at Dongpookerd golf course. Furthermore, in each try-out, E1 / E2 standard requires an efficiency scores at 80 / 80. The first try-out was done with 3 caddies. The second try-out was done with 6 caddies and the third try-out was done with 40 caddies.

The next step was to construct the pre-tests and post-tests to measure the learning achievement of caddies. The pre-tests and post-tests were tried out with 30 caddies who were not the sample of a Japanese instructional package. The quality of the pre-tests and post-tests were measured by IOC (Item Objective Conguence Index), KR-20 (Kuder-Richardson Method) and discrimination and difficulty index.

### Results and Discussion

The content of the instructional package was written based on the data of the questionnaires. One asked about the information that sport tourism staff (Caddies) needed to provide for the golfer. The other asked about needs and expectations of executives for caddies. It was important to find out what executives hoped their staff would be able to do to or tell the golfer. Furthermore, it was necessary to find out what the information caddies had to give to the golf player. To find this information, the questionnaires were applied as tools of the research



and the results were rewritten as the content of the Japanese instructional package.

The content (data) cited in the Japanese instructional package was taken from the analysis on needs of caddies and executives as following;

1. Greeting and introducing oneself
2. Giving golf course information
3. Rules and manner
4. Direction of a golf ball and wind
5. Par, distance and green-line
6. Golf equipment
7. Telling score and service fee

Each Japanese dialogue and vocabulary in the Japanese instructional package is related to the situation collected by the process of needs analysis in LSP. As mentioned above, needs analysis is a significant process in LSP. The above content reflected a picture of caddies in stakeholders' view. A few differences between Mulvihill (1992) and this research were the amount of stakeholders. This research surveyed 11 executives'

needs from 11 golf courses around Thailand and 132 caddies, while in Mulvihill (1992) there were few executives asked about their needs. This ensured that the content in the Japanese instructional package will be turned to practical use. Before turning to the results of construction of an instructional package, a few remarks were made on the content (1-7) compared to the content in the handbook called *Japanese for golf staff* by TAT. The content cited in Japanese for a golf staff is considered for all staff working in a golf course, not only for caddies. Furthermore, there is no information on the condition of a golf course that caddies mostly need to offer to the player in the handbook by TAT. This is evident that there may be no needs analysis process carried on the construction on *Japanese for golf staff* by TAT.

A Japanese instruction package was developed and tried out 3 times based on the E1/E2 standard to find its efficiency. Table 1 shows the efficiency of the Japanese instruction package.

**Table 1** The efficiency of the Japanese instruction package: 1<sup>st</sup>-3<sup>rd</sup> try-out

Try-out	Practice			Post-test		
	Total Score	Scoring	Percentage	Total Score	Scoring	Percentage
1 <sup>st</sup> try-out (N = 3)	210	185	88.09	66	54	81.81
2 <sup>nd</sup> try-out (N = 6)	420	394	93.80	144	115	81.94
3 <sup>rd</sup> try-out (N = 40)	2800	2511	89.67	960	842	87.70

The results of the first try-out clearly showed that the efficiency of the Japanese instruction package was 88.09/ 81.81 which was higher than the 80/ 80 standard. After being improved, the second try-out was done and it showed that the efficiency of the Japanese instruction package was 93.80/81.94 which was also higher than the 80/80 standard. The trial was done after the second time. The results clearly showed that the efficiency of the Japanese instruction package was 89.67/87.70 which was higher than the 80/80 standard. It was found that there was a significant correlation in the data. It may be implied that all the efficiency of the learning process or E1 was higher than the efficiency of the results or E2. The efficiency

criterion was 88.09/ 81.81, 93.80/ 81.94 and 89.67/87.70 respectively. This means that the activities in the process such as repeating words or dialogues after listening to CD stimulated learners' learning achievement. Moreover, to do prompt practices after finishing activities was also the well-founded reason that learning achievement of the process was higher than another. The efficiency of the third try-out, being trial run, was 89.67/ 87.70. The scores E1 and E2 were quite different, because after finishing first and second try-out, the Japanese instructional package was improved before trial; hence, the efficiency criterion of E1 (89.67) and E2 (87.70) were different (1.97%) not over 5%.



Finally, the efficiency of the Japanese instruction package could be observed from the difference between pre-test and post-test scores of the sample measured by t-test. There was a significant difference between

the pre-test and post-test at .01 when the degree of freedom (df) of .01 (29) is 2.756. The t-test score of each lesson is shown as below.

**Table 2** t-test value of pre-test and post-test scores ( $t (.01, 29) = 2.756$ )

Try-out	Lesson						
	1	2	3	4	5	6	7
t-test	5.89	8.26	4.94	7.35	5.23	7.45	8.08

To answer how the LSP process influences to the efficiency of Japanese instructional packages, t-test score of each lesson above could be precise evidence. Although, the t-test score of each lesson was more than 2.756, it was slightly different. Due to the needs analysis process, the content in the Japanese instructional package, especially golf words (most of them are English words written in Katagana, one kind of Japanese fonts) were the terms caddies had already known in English or the ones caddies usually used. Then, the pre-test and post-test scores were not significantly different as seen from the t-test scores. These results are, however, consistent with other findings in the literature that when a learner is stimulated by the instructional materials, learning achievement will be improved as evidenced by the t-test scores.

The finding correlated to the theory about the instructional materials that are an aid to learning. they help to raise learning from verbalization to practical aspect of learning that is suitable for caddies who are post-experiencers. Although there are many researches on the instructional materials such as Naksawat (2006) and Intakaew & Chansem (2014), the sample of them was not in the career and the needs analysis was not in process. It is significant to create the instructional material based on the demand of the stakeholders being in the career, especially for the LSP that focuses on the specific language needs. From this point, E1/ E2 standard identifies the efficiency of the instructional material, but it may not ensure that the content created reflects the real needs in the career. It should be

concluded that when we plan to create the instructional material, we need to carry on based on 2 significant aspects. One is needs analysis and the other is the stakeholder being in needs analysis process.

Finally, as seen from the objectives, this research aimed to create the instructional material to improve caddies' language competence. Many instructional material development studies aim to create language materials for airline staff (Mulvihill, 1992; Intakaew & Chansem, 2014) and hotel staff (Naksawat, 2006). Although the sport tourism is growing, the staff in this field is insufficient and not quality. This finding could be a tool to enhance sport tourism staff to improve their language skills.

### Conclusion

The results displayed that the efficiency of the Japanese Instruction Package for Developing Sport Tourism Staff (Caddies) was 89.67/ 87.70. There was a significant difference between the pre-test and post-test at .01. Needs analysis was a considerable process to find the information that caddies had to serve to the golf player. Compared with the previous research, it could be summarized that this Japanese instruction package had been developed based on LSP by the processes responding the specific language needs of a post-experiencer. First is the needs analysis, which is the process of designing what to teach is based on consideration of what the learners need to communicate in the foreign language and second is the development of course or content that is the process of synthesizing



data from a questionnaire in the process 1 and constructing an instruction package. In the process of constructing an instructional package or any instructional materials for a post-experienter, LSP should be introduced as the imperative step. Nevertheless, there are a few instructional packages constructed by following LSP in Thai educational research. The present study was also limited in one point. Though it was conducted based on needs analysis as the processes responding the specific language needs of a post-experienter, to talk with a Japanese golfer within a golf course was not in the process. The Japanese player in this study was just an examiner checking the rightness of words and sentences. This limitation, however, can be interpreted as a useful insight for future research concerning construction of an instructional package for a post-experienter.

#### Acknowledgements

I acknowledge with thanks all staff at Dongpookerd Golf Course, Phitsanulok Province, Thailand, all golf course executives in Thailand who cooperated in this research and RajabhatPibulsongkram University who supported research funds.

#### References

- Hiroko, S., & Pamonsilapathum, P. (2003). *Japanese for golf staff*. Bangkok: TAT.
- Intakaew, A., & Chansem, A. (2014). The Efficiency of a Teacher-Designed Textbook on English for Airline Ground Attendant Service. *Journal of Humanities and Social Sciences*, 6(11), 212-222.
- Mulvihill, E. A. (1992). Designing a Japanese-for-Specific-Purpose Course: Putting Theory in Practice. *Sekai no Nihongo Kyouiku*, 3(2), 171-197.
- Naksawat, T. B. (2006). Instructional Packages on "Communicative French for Tourism by Video" for Receptionists at the Hotels in Phitsanulok. *Research Journal of PibulsongkramRajabhat University*, 8(15-16), 82-89.
- Nogawa, H., & Kudo, Y. (2002). A study of framework for Sport Tourism research. *Juntendo Daigakusupotokemkokagakukenyu*, (6), 183-192.
- Olaide, O. (1990). *Instructional materials in forms: An Appraisal of concepts forms and use*. Onitsha: Summer Publishers.
- Promwong, C. (1978). *Insrtuctional Media System*. Bangkok: Chulalongkorn University.
- Robinson, P. (1991). *ESP Today: a practitioners' guide*. New York: Prentice-Hall.
- The Tourism Authority of Thailand (TAT). (2013). The Situation of Foreigner Tourist Traveling to Thailand. *TAT Tourism Journal*, (3), 4-11.
- Yamane, T. (1967). *Statistics: An Introductory Analysis* (2nd ed.). New York: Harper and Row.