

Enhancing Cultural Tourism Communication through the Promotion and Development of English Language Communication Patterns

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Abstract

This Research article had objective of this research was to develop English communication skills for cultural tourism. The sample group consisted of 39 Mathayomsuksa 1 students from Wat Sothonwararam Worawihan School, Na Mueang Sub-district, Mueang District, Chachoengsao Province, selected through simple random sampling. The experimental design employed a pre-test and post-test model, conducted over a period of six weeks, with one session per week, totaling six sessions. The research instruments included lesson plans, questionnaires, and a 60-item multiple-choice English proficiency test. Data were analyzed using basic statistics such as percentage, mean, and standard deviation, and the mean scores before and after the experiment were compared using a dependent t-test. The findings revealed that the students who received the instructional intervention to enhance their English communication skills for cultural tourism showed no statistically significant difference between their pre-test and post-test scores ($t(38) = 1.178, p = 0.246 > 0.05$). The mean of pre-test score was 20.97 (SD = 8.19), while the mean of post-test score was 19.21 (SD = 9.16). Suggestions 1)A comparative study should be conducted by separating learners into three ability groups: high-achieving, average-achieving, and low-achieving. 2)A control group should be used for comparative study. 3)The duration of the experiment should be increased. 4)The methods for evaluating student performance should be diversified. 5)The vocabulary and content in English communication related to cultural tourism are quite difficult; therefore, this study should be conducted with higher-level students, such as those in the second or third year of secondary school.

Keywords: English for Communication, Cultural Tourism, English Communication for Cultural Tourism

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Introduction

Nowadays, tourism is a way for people to travel in search of happiness, enjoyment, and entertainment. This is mainly due to the rapid development of transportation routes and communication technologies that are changing rapidly and are more accessible to people. In addition, tourism is constantly evolving, developing new formats to meet the specific needs and objectives of tourists, reflecting their individual personalities and preferences. This type of tourism is also supported by both the government and private sectors. This means that tourism focuses on experiences relevant to the local context, addressing the needs of tourists in a deeper way than simply seeking pleasure and relaxation. Therefore, this type of tourism described above is called "cultural tourism." According to statistics from the Tourism and Sports Economics Division, from January 1st to October 12th, 2025, Thailand received a total of 25,096,346 foreign tourists (Ministry of Tourism and Sports, 2025).

Cultural tourism, as defined by Chitangwattana, B. (2005), is aimed at learning about, experiencing, and appreciating the unique characteristics and differences of a region's culture in various aspects, such as history, language, traditions, or food (Wikipedia Contributors, n.d.). Cultural tourism is therefore beneficial in fostering cultural understanding and can also generate income, employment, and contribute to economic development in the area, while considering any potential impacts on the region. Rattanasuwongchai, N. (2011) defined cultural tourism as a form of tourism where travelers are inspired or motivated to travel to a destination to observe, learn, experience, and appreciate the cultural values of the community at that destination. This includes creative works, traditions, customs, and various activities of the destination community.

Chachoengsao Province, popularly known as "Paet Riew," derives its name from oral tradition, reflecting its reputation as a cradle of rice and water, teeming with diverse aquatic life (Chachoengsao Province, n.d.). Historical evidence suggests it served as a frontier city defending the capital. Geographically, Chachoengsao is located in the eastern part of Central Thailand, approximately 61 kilometers from Bangkok. Its topography comprises undulating plains at the foot of mountains and river basins stretching from the east to the west. Agricultural land is divided into two areas: undulating plains suitable for rice farming and livestock raising, located primarily in Phanom Sarakham and Plaeng Yao districts; and the Bang Pakong River basin, mostly situated in the western part of the province, encompassing Mueang Chachoengsao, Bang Khla, Bang Nam Priao, Ban Pho, and Bang Pakong districts. This irrigated area is suitable for rice cultivation, crop farming, and livestock raising (Chachoengsao Provincial



Tourism and Sports Office, 2012). As Shwe, K.K. et al. (2022) reported, Bubphamala, T. et al. (2010) found that the Bang Pakong River was ranked as class 3 for medium clean water and is suitable for agricultural use. The Royal Irrigation Department (RID) is working to prevent seawater flowing into Bang Pakong River to minimize influences on local people and farmlands in the river basin areas. The total of 2.3 million cubic meters of fresh water is being discharged daily from reservoirs to the river to minimize salinity, which is being affected by seawater intrusion. The attempt is made in order to ensure crops in the farms using water from Bang Pakong River will not be damaged from the increase of salinity (National News Bureau of Thailand, 2017).

In Chachoengsao Province, areas designated by the government as part of the Eastern Economic Corridor (EEC) are strategically located. The province is also poised to become a destination for foreign tourists interested in agricultural tourism, a trend expected to develop significantly in the near future. Therefore, preparing community members with English language skills is crucial for promoting cultural tourism for international visitors. The ability to communicate effectively in English is a key factor in developing cultural tourism. Proficiency in English fosters positive relationships with tourists, reduces difficulties for visitors, and maximizes their travel experiences. Furthermore, the ability of community members to communicate with foreign tourists builds trust and satisfaction, leading to positive feelings towards the local community (Chitangwattana, B., 2006). Chachoengsao Province boasts abundant natural resources, resulting in an area known by its distinctive geographical name, the "Bang Pakong River Basin," which is considered a vital economic zone of the province.

However, while developing English communication skills among community members can be done across various demographics, preparing students within the community is considered the easiest and most tangible approach. This is because students have a greater opportunity to learn English and possess a stronger foundation in English communication skills than other community members. The study and development of English communication skills for junior high school students can be done in many forms and methods. For example, using unique community content and context to explain local stories in English is a highly effective way to study English communication skills. Furthermore, learning English through stories about local cultural tourism will familiarize students with the learned content, making it easier to understand and more engaging. This will positively impact students' English skills in various lessons and can directly contribute to the promotion of tourism and its benefits.



Wat Sothon Wararam School is an area where the Faculty of Humanities and Social Sciences has conducted field-based research. The school's director has a policy of continuous collaboration and participation in various activities with the university, and the school is ready to contribute to research and English language skills development for its students. Therefore, the researchers were tasked with beginning their study with first-year secondary school students as a preliminary approach to developing their English skills before expanding to other grade levels.

The research team recognized the importance of this and was interested in conducting research on "Promoting and Developing English Communication Skills for Cultural Tourism" to support and enhance the English language proficiency of students, preparing and developing the abilities of local individuals who are members of the Eastern Economic Corridor. Therefore, given the aforementioned problems and needs, it was deemed appropriate to develop the English communication skills for cultural tourism among students in Chachoengsao Province, in order to meet the needs of tourists and enhance the cultural tourism atmosphere, thereby boosting community potential in the future.

Objective

The purpose of this research is to enhance the ability to use English for communication in cultural tourism.

Review of literature and ideas

1. Concepts and Theories about Cultural Tourism

In the past, Thailand's main income came from the sale of rice, tin ore, teak wood, and rubber. Later, Thailand's main source of economic growth became tourism. Preserving the value of both natural and cultural heritage is therefore crucial. Tourism must be developed in conjunction with the maintenance of tourist attractions, which are essential assets for the continued development of the industry. Historically, when people discussed tourism, it often referred not to nature, mountains, or seas, but rather to historical and cultural tourism. With changing circumstances, new types of tourism have emerged, such as cultural tourism, community-based tourism or "homestay tourism," conservation tourism, and ecotourism, which have attracted increasing interest from both Thai and international tourists. Creating or having cultural tourist attractions requires a variety of components to meet the objectives of cultural tourism, as well as the readiness to create cultural tourist attractions.



Although cultural tourism has three main components: social, traditional, and cultural aspects; physical and environmental aspects; and business aspects, a closer look at the details of each component reveals significant variations depending on the specific location of the cultural tourism destination. This diversity leads to different types of tourism and cultural tourism, categorized according to available resources and the objectives of the destination.

Uniquely focused tourism such as cultural tourism has become a new trend in tourism. To stimulate this trend, Thailand has developed its tourism sector, promoting more cultural tourist attractions. This is because Thailand possesses unique and diverse natural and man-made cultural tourism resources located throughout the country, making cultural tourism in Thailand even more popular. A survey conducted by the National Statistical Office and the Tourism Authority of Thailand on the travel behavior of Thai people revealed that cultural tourism was the most popular of the five most favored travel types among Thais, ranking fourth overall (National Statistical Office, 2017).

Ministry of Tourism and Sports (2017) has summarized that the trend over the next 10 years indicates that the main tourist groups worldwide will remain cultural tourism, beach and marine tourism, and meetings, incentives, conferences and exhibitions (MICE), as these groups represent a high market share in terms of value. Furthermore, data reveals that one of the most promising tourist groups in Thailand is cultural tourism. The reasons for the growth of cultural tourism in Thailand stem from the popularity of historical and cultural travel and the widespread dissemination of information about unique tourist destinations through online social media and digital media (Kasikorn Research Center, 2018; Ministry of Tourism and Sports, 2017).

With the increasing popularity of cultural tourism, advances in communication and transportation technology have made information about cultural tourism more accessible and convenient for travelers. This has led to the development of plans to cultivate cultural tourism within Thailand to accommodate this growing trend. Proper and effective cultural tourism development should stem from collaboration between the public and private sectors, taking into account the community or area in the development of cultural tourism destinations. For example, the Kom Chad Luek News Agency (2017) presented information on cultural tourism development, summarizing that the Ministry of Culture proposed four key projects for the development of the northern region from 2018 to 2021. Currently, many key areas in Thailand are being developed in line with the Second National Tourism Development Plan (Ministry of Tourism and Sports, 2017), transforming local communities into cultural tourism destinations.



2. Concepts Regarding the Communicative Approach to Language Teaching

Communicative Language Teaching (CLT) in English emerged in the 1970s. It is a teaching approach that focuses on enabling learners to use language for communication, not just learning correct grammar or linguistic forms (Harmer, 2007). The key principle of CLT is learning to understand the diverse functions of language that are actually used in speaking and writing, not just grammatical structures. It also encourages and motivates children to have opportunities to communicate in English through various activities. This aligns with Chomsky, N. (1965) concept of competence (the ability to understand language) and performance (the ability to express language), which are inherent in all humans, but require comprehension before performance.

Language practice activities are crucial for learners, enabling them to use English for real-life communication. Learning is structured in a step-by-step manner, following the learner's thought process, which connects language knowledge, language skills, and communication ability. Therefore, in teaching, teachers must consider providing learners with real-life communication experiences, activities, and tasks involving authentic communication, while also not neglecting grammatical knowledge. Even minor grammatical errors, as long as communication is still possible, should not be corrected immediately by the teacher. Corrections should only be made when errors lead to misunderstandings or unsuccessful communication. This is to foster a positive attitude towards using English for communication in learners (Davies, P. & Pearse, E., 2000; Richards, J. C., 2006).

Baker, L. & Orr, J. (2014) presented a workshop for core trainers on communicative English teaching methods and their application in the classroom held from January 9–11, 2014, for dissemination to English teachers in training centers nationwide. Based on theories and research from various educational scholars, communicative language teaching is a teaching method rather than a specific methodology, meaning it can be taught using a variety of methods and techniques (Brown, H. D., 2000; Harmer, J., 2001).

Keith Johnson's method resulted in students having higher listening and speaking abilities in English for tourism compared to students taught using the teacher's manual. This aligns with the initial hypothesis and is consistent with the research of Rasi, A. (1995) and the findings of Traiphum, W. (1992), who found improved English writing ability among 5th-year secondary school students taught using Keith Johnson's communicative approach.



Furthermore, the research by Khunphakdee, B. (1988) found that students learning with Keith Johnson's communicative activities had higher average scores than those taught using the conventional method.

Conceptual framework

The conceptual framework of this research is based on local content from Chachoengsao Province as the medium for studying and developing the ability to use English for communication in cultural tourism. The key variables are: (1) knowledge about the culture of Chachoengsao Province, and (2) the ability to use English for communication in cultural tourism, linked through English communication instruction grounded in cultural tourism content.

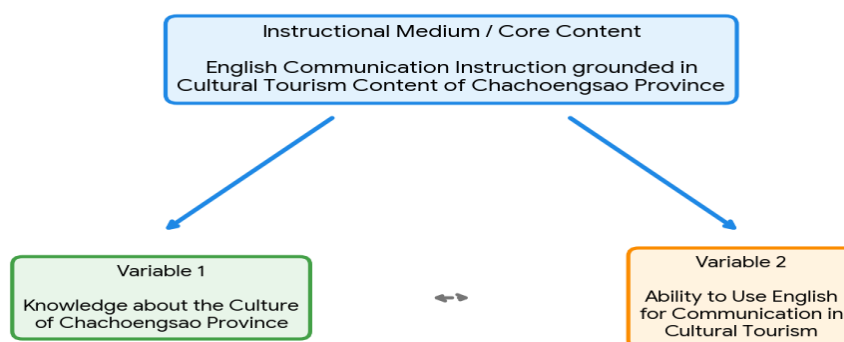


Figure 1 Conceptual Framework

Research scope

Scope of content

knowledge about the culture of Chachoengsao Province, and the ability to use English for communication in cultural tourism, linked through English communication instruction grounded in cultural tourism content.

Scop of Population and Sample

Population. The population used in this research consisted of 560 students in the first year of secondary school at Wat Sothon Wararam Worawihan School, Mueang District, Chachoengsao Province, during the second semester of the 2024 academic year, who were enrolled in the English language course. There were 14 classrooms, with 40 students per classroom. **Sample.** The sample used in this study was selected using simple random sampling, consisting of 1 classroom (39 students) from the total population of 14 classrooms.



Research hypothesis

The sample group who received education and development in English language skills for cultural tourism have improved ability to use English for communication in cultural tourism.

Research Methodology

1. Population and Sample

1.1 Population. The population used in this research consisted of 560 students in the first year of secondary school at Wat Sothon Wararam Worawihan School, Mueang District, Chachoengsao Province, during the second semester of the 2024 academic year, who were enrolled in the English language course. There were 14 classrooms, with 40 students per classroom.

1.2 Sample. The sample used in this study was selected using simple random sampling, consisting of 1 classroom (39 students) from the total population of 14 classrooms.

2. Research Tools

2.1 Lesson plans with content from cultural tourism: 6 plans, 50 minutes each, 6 sessions over 6 weeks.

2.2 English language proficiency test: a multiple-choice test, with a total of 60 questions and 4 options for each question, created by the researchers and validated for quality.

3. Construction and Quality Control of Teaching Tools

3.1 Lesson Plan Construction. The researchers proceeded as follows:

3.1.1 Studied the objectives of the English curriculum at the lower secondary level to serve as a guideline for selecting content that aligns with the learning objectives.

3.1.2 Studied and selected cultural tourism content from important tourist attractions in various districts of Chachoengsao Province, which has 11 districts. One tourist attraction was selected from each of the 6 districts, totaling 6 topics. These included: (1) Wat Sothon Wararam Worawihan, Mueang District; (2) Bang Khla Floating Market, Bang Khla District; (3) Wat Hong Thong (Wat Klang Nam), Bang Pakong District; (4) Palm Farm Bird Park, Khlong Khuean District; (5) Khlong Suan 100-Year Market, Ban Pho District; and (6) Wat Phra That Wayo (Wat Huai Nam Sap), Sanam Chai Khet District.

3.1.3 Studied the details of the selected content and had it reviewed by 3 experts in English language teaching before creating the lesson plans.



3.1.4 Created English communicative tourism lesson plans based on cultural tourism content in Chachoengsao Province.

3.1.5 After creating the lesson plans, the researchers submitted it to three experts in English language teaching for review. The review considered the learning objectives, teaching activities to achieve the goals, and evaluation methods.

3.1.6 After reviewing the expert-reviewed lesson plans, the shortcomings if any were corrected, and the plan was then pilot-tested with first-year secondary school students (not the sample group) to identify deficiencies and determine the appropriate time allocation. The researcher then made further revisions before implementing the plan in actual teaching.

3.2 Construction of the English Language Proficiency Test.

3.2.1 The English language proficiency test is a multiple-choice test consisting of 100 questions and 4 options for each question. The researchers studied the test construction methods based on content related to cultural tourism in Chachoengsao Province, focusing on one famous cultural tourism destination from each of the six districts.

3.2.2 The selected content was studied using the same criteria as the content and learning objectives used in the teaching.

3.2.3 The created test was submitted to three English language teaching experts for review and revision to check its content validity and alignment with learning objectives. The following scoring criteria were used for the review (Taweerat, P., 1995):

+1: A question aligns with the learning objectives.

0: Unsure whether the question aligns with the learning objectives.

-1: A question does not align with the learning objectives.

The experts' feedback on each item was recorded and used to calculate the content validity index (CVI) or the index of consistency between the test items and the learning objectives. The researcher selected test items with an index of consistency ≥ 0.5 . Test items with an index of consistency < 0.5 were revised, resulting in 60 test items.

3.2.4 The revised test items (100 items) were then pilot-tested with 40 students (not part of the sample group) in the first year of secondary school at Wat Sothon Wararam Worawihan School, Na Mueang Subdistrict, Mueang District, Chachoengsao Province, during the second semester of the 2024 academic year.

3.2.5 The test items obtained from the pilot test were graded. One point was awarded for each correct answer, while 0 points were awarded for incorrect answers, unanswered questions, or questions with more than one option selected. After scoring, the



results were analyzed to determine the difficulty level and discrimination index using Fan, C. T. (1952) 27% item analysis technique. Sixty test items with a difficulty index (P) between 0.26–0.76 and a discrimination index (r) between 0.20–0.70 were selected.

3.2.6 The selected 60 test items were administered to first-year secondary school students at Wat Sothon Wararam Worawihan School, Na Mueang Subdistrict, Mueang District, Chachoengsao Province, Semester 2, Academic Year 2024, to find the reliability of the test using Kuder-Richardson's KR-20 formula (Taweerat, P., 1995). The reliability of the entire test was found to be 0.8.

3.2.7 The quality-tested version was then improved for use with the sample group.

4. Collection of Information

Before the trial, there was a meeting on research with the management, teachers, and students of Wat Sothon Wararam Worawihan School, Mueang District, Chachoengsao Province, to understand and plan, and to coordinate the date and time of the experiment. A pre-test was administered using an English proficiency test. Then, the students were taught according to 6 lesson plans for learning English for Communication for Cultural Tourism.

This research is experimental research in which the researcher conducted the experiment according to the Randomized Control-Group Pretest-Posttest Design (Saiyot, L. & Saiyot, S., 1993).

Table 1 Randomized Control-Group Pretest-Posttest Design Experiment Scheme

Group	Pre-test (T1)	Treatment (X)	Post-test (T2)
ER (Experimental)	T1	X	T2

Note. R = randomly selected sample; ER = experimental group taught English with cultural tourism content; T1 = Pre-test; T2 = Post-test; X = English instruction with cultural tourism content.

5. Data Analysis

English proficiency scores between pre-test and post-test were compared using a paired-samples t-test (t-test for dependent samples).

6. Statistics Used in Data Analysis

6.1 Descriptive statistics include: (a) frequency and percentage; (b) mean (Wongratana, C., 1994); and (c) standard deviation (Wongratana, C., 1994).

6.2 Inferential statistics: Paired Sample T-test (Vanichbancha, K., 2006).

Statistics used in instrument monitoring:



(a) Content validity index (CVI) between exam items and learning objectives (Taweerat, P., 1995).

(b) Difficulty and discrimination indices using Fan, C.T. (1952) 27% item analysis technique.

(c) Reliability of the English proficiency test using Kuder-Richardson's KR-20 formula (Saiyot L. & Saiyot, S., 1993).

Statistics used in hypothesis testing: t-test for dependent samples (Paired Sample t-test).

7. Presentation of Research Results

The researchers will publish the research results at the national level by publishing articles in academic journals based on the research findings. The results will be published in a journal whose name appears in the database of the Thai-Journal Citation Index Centre (TCI) or a national academic journal as announced by the Thai-Journal Citation Centre (TCI).

Results

1. Descriptive Statistics Data Analysis

Descriptive statistics is a method of analyzing demographic data of a sample group.

Table 2 Number and percentage of students in the sample, categorized by gender, age, and educational level.

Variable	n	%
Sex		
Male	17	43.59
Female	22	56.41

Table 2 Number and percentage of students in the sample, categorized by gender, (Next)

Variable	n	%
Age		
10–12 years old	39	100.00
13–15 years old	–	–
Education Level		
Grades 5–6	–	–
Secondary 1–3	39	100.00



Table 2 shows that the majority of the research sample were female (22 students, 56.41%), followed by males (17 students, 43.59%). All 39 students were aged between 10–12 years old (100%), and all students were in grades 7–9 (secondary school, 100%).

2. Inferential Statistical Data Analysis

Inferential statistical data analysis was used to test the hypothesis that learning English in lessons with content related to cultural tourism, before and after the experiment, would improve the ability to use English for communication in cultural tourism.

Table 3 Mean and standard deviation of students' English communication ability in cultural tourism before and after the experiment.

Ability to use English for Communication In Cultural Tourism	Mean	SD	df	t	Sig.
Before instruction	20.97	8.19	38	1.178	0.246
After instruction	19.21	9.16			

From Table 3, data analysis using the paired-samples t-test revealed that the pre-test score had a mean of 20.97 (SD = 8.19) and the post-test score had a mean of 19.21 (SD = 9.16), with a t-value of 1.178 at 38 degrees of freedom and a p-value of 0.246.

The results showed that the students' ability to use English for communication in cultural tourism before and after the intervention did not differ statistically. Although the mean scores before and after the intervention were different, this difference may have occurred by chance, and there is insufficient evidence to conclude that a statistically significant difference existed, as the significance value was greater than 0.05 (sig = 0.246 > α = 0.05). Therefore, the pre-test and post-test scores did not differ significantly at the 0.05 level.

Conclusion, Discussion and Suggestion

Conclusion

In conclusion, this study found that the majority of the research sample were female, with an average age of 10–12 years, and were studying in the first to third years of secondary school. The mean score on the English communication ability test for cultural tourism before the experiment was 20.97 (SD = 8.19), and the mean score after the experiment was 19.21 (SD = 9.16). There was no statistically significant difference in English communication ability for cultural tourism between the students before and after the intervention. Although the mean scores differed, this difference may have been coincidental, and there is insufficient



evidence to suggest that the measured difference was statistically significant, as the sig value is greater than 0.05 (sig = 0.246 > α = 0.05).

Discussion

The research findings, which showed no statistically significant difference between students' English communication abilities for cultural tourism before and after the intervention, contradict the initial hypothesis and are inconsistent with several related studies.

1. Comparison with Related Research

Several previous studies have shown that teaching English using communicative principles and local contexts can effectively develop learners' abilities, such as:

1.1 Rasi, A. (1995) found that students taught using Keith Johnson's communicative activity-based learning approach had higher English listening and speaking abilities than students taught using a teacher's manual.

1.2 Traiphum, W. (1992), and Khunphakdee, B. (1988) similarly found that communicative teaching improved learners' language skills.

1.3 Angkatreerat C. & Iamsamang, J. (2018) found that developing English speaking skills using integrated training sets with local learning resources combined with role-playing instruction improved students' speaking skills.

However, this study did not find a significant difference, which may be due to several factors that differ from previous researches.

2. Factors Potentially Affecting Research Results

2.1 Insufficient Experimental Duration. This experiment lasted only 6 weeks, with one 50-minute session per week, totaling 300 minutes (5 hours). This may be insufficient for developing English language skills, which require continuous practice and repetition. Learning a foreign language requires a significant amount of "language exposure" and "practice" to enable learners to apply their knowledge fluently. As Richards, J. C. (2006) stated, language learning is a gradual process where learners learn through trial and error.

2.2 Inappropriate Difficulty Level of Content. The teaching content focused on cultural tourism, which included: (a) specialized vocabulary, such as Ubosot, Chedi, and Rattanakosin Period; (b) complex grammatical structures; and (c) historical and architectural content requiring in-depth understanding. For first-year secondary school students with varying English proficiency levels, this content may have been too difficult. As Phramaha Chatthep Phutthachato et al. (2023) found, developing English communication skills for tourism should have content that is relevant to the area, the language used should be accurate, clear, and



easy to understand, the meaning of the content should be easy to learn, and the content should be consistent, continuous, and sufficient.

2.3 Characteristics of the Test. The test was a 60-question multiple-choice test that focused on reading only. Listening skills were not assessed, which is an important communication skill. In addition, the exam was quite long in content and used specialized vocabulary. As a result, students who do not like to read or have poor reading skills may not have been able to show their true abilities.

2.4 Diversity of Student Backgrounds. Year 7 students come from different primary schools, resulting in vastly different levels of English proficiency. Some may have a strong foundation, while others may have a weak one. Teaching with the same difficulty level of content may not meet the needs of all students.

2.5 Small Sample Size. Due to the small sample size of 40 students used in this study, and the fact that one student dropped out of school before the experiment, only 39 students received pre-test scores. Similarly, three students did not participate in the post-test, resulting in only 36 students receiving post-test scores. This small sample size may lead to an incomplete study and insufficient data for highly reliable statistical analysis.

3. Limitations of the Research

3.1 Short duration: 6 weeks were not sufficient for developing English language skills.

3.2 Relatively difficult content: the contents may not have been suitable for first-year secondary school students.

3.3 Tests focus only on reading: The test did not cover all communication skills.

3.4 Small sample size: This may have led to low reliability of the analysis results.

3.5 No control group: The test could not be compared with other teaching methods.

Suggestion

1. A comparative study should be conducted by separating learners into three ability groups: high-achieving, average-achieving, and low-achieving.

2. A control group should be used for comparative study.

3. The duration of the experiment should be increased.

4. The methods for evaluating student performance should be diversified.

5. The vocabulary and content in English communication related to cultural tourism are quite difficult; therefore, this study should be conducted with higher-level students, such as those in the second or third year of secondary school.



Knowledge form Research

Enhancing Cultural Tourism Communication through the Promotion and Development of English Language Communication Patterns, the study found no statistically significant improvement in Year 7 students' English communication skills for cultural tourism following a 6-week intervention, diverging from previous research that favored communicative, local-context teaching. Key limitations contributing to this outcome included insufficient instructional time, overly complex content, a narrow focus on reading in evaluations, varied student proficiencies, and a small, shrinking sample size.

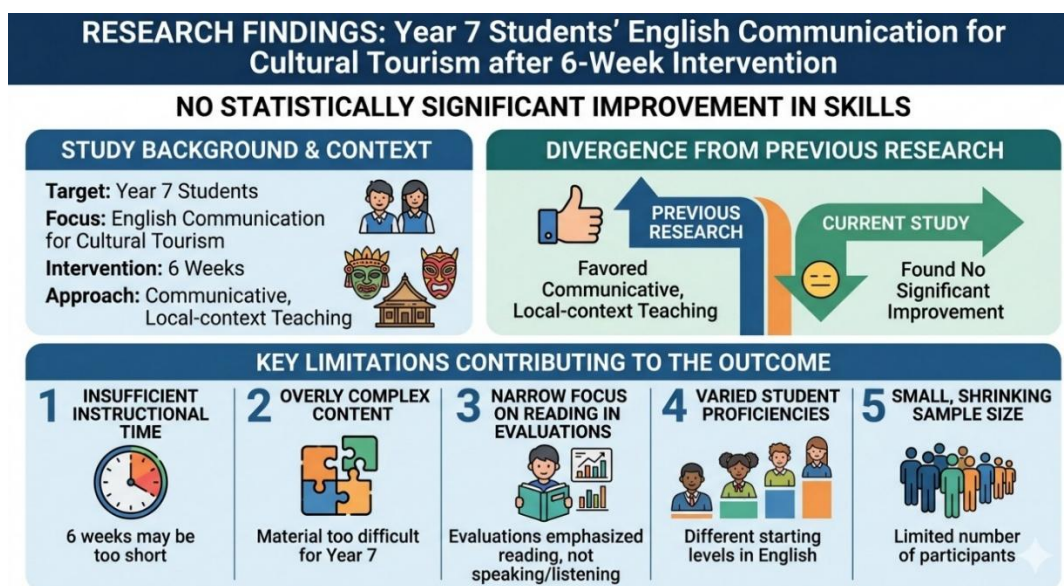


Figure 2 Show New knowledge form research

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