

English Communication Needs Analysis for Agritourism: A Case Study of Local Volunteer Practitioners in Na Kwao Village

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Abstract

The objective of this research was to examine both the target needs and learning needs as a foundation for developing an English for Specific Purposes (ESP) training course tailored for local volunteer practitioners in the agritourism context of Na Kwao Village. The study utilized a mixed-methods approach, integrating quantitative and qualitative methods. A total of 21 participants were selected through purposive sampling. Quantitative data were collected using questionnaires, while qualitative data were obtained through focus group interviews. Descriptive statistics were applied to analyze the quantitative data, and content analysis was employed to interpret the qualitative findings.

The results revealed that (1) Target needs, the practitioners required ESP training focused on essential communicative English skills for agritourism-related tasks, particularly listening and speaking. Their main difficulties involved limited vocabulary, lack of confidence, and fear of making mistakes. (2) Learning needs, practitioners preferred short, practical training emphasizing interactive learning through conversation and role play, with bilingual materials to support understanding. The findings contribute to the development of contextualized ESP materials and provide insights for future training in similar community-based tourism contexts.

Keywords: English Communication, Agritourism, Needs Analysis, Local Volunteer Practitioners, Na Kwao Village

Introduction

English is undeniably important in the global workforce, serving as the primary language of international communication across various industries, including tourism. With over 1.1 billion speakers worldwide (Ghosh, 2020), English plays a crucial role in Thailand's tourism sector, a major driver of economic growth. In the first half of 2019, tourism contributed 17% of Thailand's gross domestic product (GDP) (Surawattananon, 2019). Although global tourism has slowed in recent years, Thailand's tourism GDP is projected to grow at an annual rate of 14.3% until 2027 (Sorthong et al., 2024). Tourism significantly benefits Thai communities by boosting income,

enhancing village uniqueness, and promoting local wisdom. It supports socioeconomic growth, improves language skills, and preserves cultural heritage (Nomnian et al., 2020). As the number of international tourists in Thailand continues to rise, the demand for proficient English communication among Thai local guides has grown significantly since connecting tourists is a crucial role to present the unique cultural and natural attractions of each region. However, cultural differences and language limitations often create difficulties in accurately and comprehensively explaining complex or detailed information (Bandura, 1997; Lekawael, 2017; Worrachananun, 2022), especially when English is not a native language. In reality, many local guides, especially in rural areas, struggle with English proficiency due to limited access to formal language training. This communication barrier hampers their ability to interact effectively with international visitors. While the Thai government has actively encouraged citizens to learn foreign languages, particularly English, to support international trade and tourism (Khanti, 2019), the specific English needs of local guides are often overlooked.

Given the significance of English in tourism, this study focuses on the specific English communication needs of local volunteer practitioners in Na Kwao Village, an agritourism community. By analyzing their target and learning needs, the study aims to provide an evidence-based foundation for developing an ESP course suited to their linguistic and occupational context. This need is underscored by the lack of existing English training resources tailored to local agritourism communities, highlighting the importance and necessity of this research.

Research Objectives

1. To examine both the target needs and learning needs as a basis for developing an ESP training course tailored for local volunteer practitioners in the agritourism context of Na Kwao Village.

Literature Review

1. Need Analysis

Studies on needs analysis (NA) and English for Specific Purposes (ESP) for local guides or practitioners are not new. Several academic studies have previously explored NA for developing ESP courses. NA is a fundamental process in language course design, initially introduced by Munby (1978) and later refined by scholars such as Hutchinson and Waters (1987). They categorized needs into target needs—which include necessities related to an occupation or job, lacks in required skills, and expectations for training courses—and learning needs, which refer to the essential elements for effective learning and instruction. Meanwhile, Jordan (1997) distinguished needs analysis into target situation analysis (TSA), which examines workplace language use and activities, and present situation analysis (PSA), which assesses teaching and learning conditions. The theoretical foundation of NA is rooted in Communicative Competence (Hymes, 1972), which focuses on language use in real-world situations (Richards & Munsters, 2010). This concept was





further developed by Van Ek (1976) and Canale & Swain (1980) to emphasize the social dimensions of language use.

2. English for Specific Purposes or ESP

While ESP is an instructional approach tailored to learners' needs, divided into English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) (Hutchinson & Waters, 1987; Johns & Price, 2014). Robinson (1991) and Duddley-Evans & St. John (1998) highlight ESP as learner-centered, context-specific, and need-driven. Needs analysis plays a crucial role in ESP course development by collecting information on learners' goals, deficiencies, and expectations to design relevant instructional materials (Kandil, 2002). This study specifically aims to examine the target needs (necessities related to tasks, lacks concerning skill problems, and wants regarding expectations) and learning needs (essential pedagogical elements) of local volunteer practitioners in agritourism in order to develop a well-designed ESP course with appropriate materials that suit their specific needs.

Previous research on NA for developing ESP training course for local tourism attractions in other countries and Thailand. Masyhud & Khoiriyah (2021) conducted a study exploring the needs for English as a means of communication among tourism practitioners in Indonesia. The finding indicated that local wisdom and local cultures should be incorporated in the learning materials. Ratminingsih et al. (2018) carried out a need analysis for an ESP course designed for local tour guides in Indonesia. The study found that the participants had low speaking skill and required speaking and listening through conversation activities in a contextual-based English learning approach to effectively perform their jobs. Nuemaihom & Sripattanasakul (2018) conducted research analysis the English needs of tourism personnel at a national park in Thailand. The findings revealed that the personnel needed to improve speaking and listening skills and study English topics relevant to their careers. Wimontham (2018) conducted a study on designing an English curriculum for conservative tourism aimed at junior guides promoting tourist attractions in Thailand. The findings indicated that junior guides demonstrated strong abilities in communicating and provide tourism-related information about in English, receiving highly positive evaluation. Additionally, the program contributed to the local economy, as junior guides were able to earn income from their work. Namtapi (2022) investigated the English skills required by community guides in Thailand. The study examined both target needs and learning needs for ESP training for guides. The results showed that guides needed strong communicative skill such as greeting, giving directions, providing information, and offering or asking for help.

3. Na Kwao Village

This research will focus on Na Kwao Village, located in Lampang Province in Upper Northern Thailand. This village is an organic, traditional agricultural community where local vegetables are grown using organic methods. Its signature plant is *Gymnema*, locally known as “Chiang Da” with its blood sugar-lowering effects. The village has been designated as a destination as an agritourism destination at the provincial level, attracting both Thai and international visitors.



Local volunteer practitioners in the village play a crucial role in promoting tourism by welcoming and facilitating the sale of organic farming products, organizing agricultural activities, assisting visitors, etc. However, most of these practitioners have limited English proficiency and lack access to training resources tailored to their specific needs. Moreover, no suitable ESP course or handbook currently exists to address the unique English communication challenges they face when interacting with visitors in an agritourism setting.

Therefore, conducting a needs analysis of both the target needs and learning needs is essential to assess the current English proficiency levels of local volunteer practitioners and to identify the key communication skills required for their roles. Although previous research has been conducted on NA in language learning, similar studies specifically targeting local volunteer practitioners who use English as a foreign language remain limited. Most existing studies focus on general English use in tourism community settings, with little research addressing the specific language requirements in the context of agritourism. So, this study aims to bridge that gap by carrying out NA tailored to the specific linguistic demands of Na Kwao Village. The findings will serve as the foundation for developing contextualized ESP materials and a training course designed to meet the specific needs of local volunteer practitioners. Ultimately, this will enhance their English communication skills in ways that are directly relevant to the agritourism sector.

Research Framework

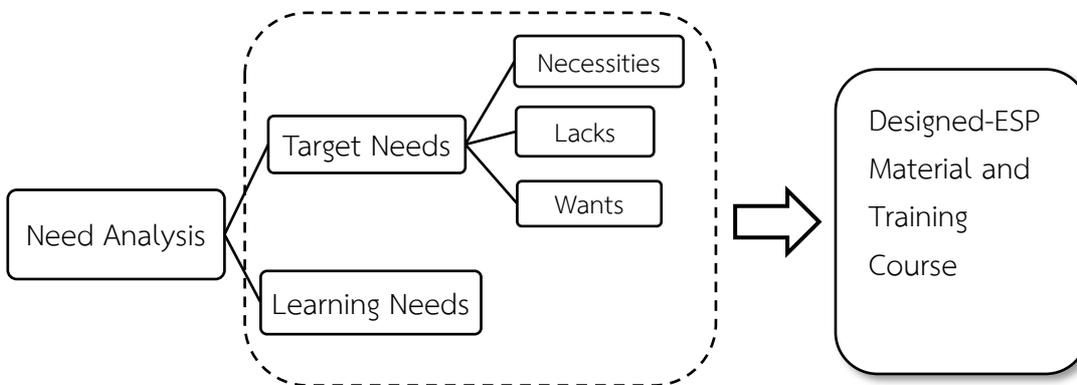


Figure 1 Diagram of Need Analysis for ESP

Research Methodology

This study employed mixed methods in order to collect the data from the participants. Mixed methods combine both quantitative data and qualitative data to produce comprehensive and reliable data while enhancing a deep understanding of the research problem. A purposive sampling method was employed to select 22 local volunteer practitioners from Na Kwao Village, all of whom were involved in the community enterprise group established to manage and promote local economic development. Among them, eight individuals are actively engaged in



agritourism-related jobs and interacting with visitors. Out of 22 practitioners who completed the questionnaire, eight were selected for in-depth interviews in a focus group discussion (FGD).

The research instruments in this study included a questionnaire and two semi-structured interview questions. A questionnaire was conducted to collect quantitative data, which was divided into two parts: (1) general information and (2) English at work. The aim was to identify the target needs, including necessities, lacks, and wants (Hutchinson & Waters, 1987). Qualitative data were gathered through in-depth interviews during a focus group discussion (FGD). The discussion involved two semi-structured questions designed to explore learning needs. The first question addressed the challenges in using English, while the second focused on the essential English components required as a foundation for developing an ESP course tailored to related tasks.

The questionnaire was developed following a comprehensive review of relevant literature and research. Three key aspects were applied in the questionnaire as (1) the necessity of ESP in performing tasks or functions, (2) the gaps in English proficiency, and (3) the wants or expectations of the participants. It was initially designed by the researcher and later assessed by a panel of three experts to ensure its validity. The Index of Item–Objective Congruence (IOC) was calculated, with scores ranging from 0.67 to 1.00 on a scale of -1 to 1. Items with IOC scores below 0.5 were removed, while those scoring above 0.5 were retained. A similar validation process was applied in the development of the interview questions. Before administering the questionnaire and interview questions to the target sample, a pilot test was conducted with 20 non-sample informants from Ton Muen village. This step ensured that all questionnaire items were clear and unambiguous to participants.

For data collection, the researcher organized a meeting with 22 local volunteer practitioners from Na Kwao village. During this session, the purpose of the questionnaire was thoroughly explained, and each item was described in detail to ensure clarity. Once all practitioners had completed the questionnaire, eight participants were selected for in-depth interviews in FGD. The interviews featured two semi-structured questions designed to gather additional insights into English usage, challenges, and appropriate English components as a basis for developing ESP materials and training courses.

The collected data were analyzed using both quantitative and qualitative methods. Descriptive statistics, including response percentages, were calculated to interpret target needs quantitatively. To complement these findings, qualitative content analysis was applied to the in-depth interview data, providing deeper insights that supported and enriched the quantitative results.

Before completing the questionnaire, participants received an informed consent form, which was attached to the questionnaire and fully explained to them. The researchers outlined the study's purpose and potential benefits of participation. Furthermore, to ensure confidentiality, no detailed personal information was included in the data presentation or publication. The research was also approved by the relevant ethics committee.



Research Results

By referring to the objectives of this study, the findings both the target needs and learning needs would be as a basis for developing ESP materials and a training course tailored for local volunteer practitioners in the contextual setting of Na Kwao Village.

According to the questionnaire, the general information collected from 21 respondents revealed that three were male (14.29%) and 18 were female (85.71%), with ages ranging from 41 to 60 years. Regarding their education level, the majority (95.24%, $n = 20$) had only completed primary education, while a small percentage (9.52%, $n = 2$) had attained higher level at the college and university level. Most respondents learned English in primary school (90.48%, $n = 19$). However, approximately 86% ($n = 18$) reported that they never or hardly ever use English in their daily lives or jobs. A small percentage (9.52%, $n = 2$) stated that they used English for work twice or three times a month, while only 4.76% ($n = 1$) reported using English regularly at work as shown in Figure 2 below.

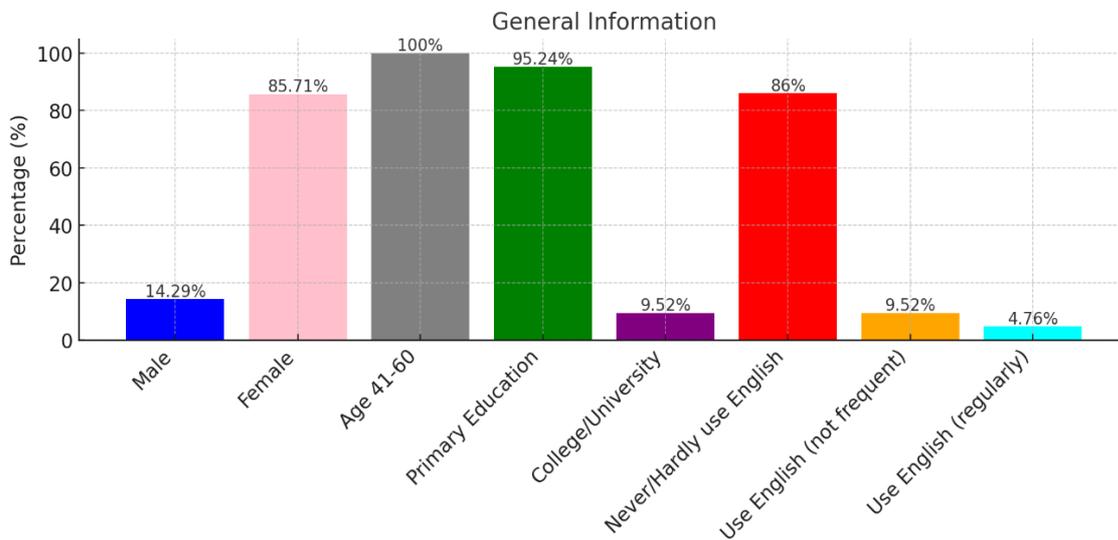


Figure 2 General information

This section presents the findings on the target needs and learning needs of agritourism local volunteer practitioners in the context of ESP. The target needs encompass three key aspects: (1) the necessity of ESP in performing tasks or functions, (2) the gaps in English proficiency, and (3) the wants or expectations of the participants. On the other hand, the learning needs focus on analyzing appropriate content materials, teaching and learning activities, and learning environments. These target and learning needs are interpreted in the following paragraphs.

The necessities of ESP were analyzed based on the English tasks performed at work. The respondents primarily reported engaging in agritourism activities including welcoming visitors to the village, demonstrating the process of making “Chiang Da” tea, selling organic agricultural products from the community, and serving traditional local dishes made with community-grown agricultural products.



Regarding gaps in English proficiency, 47.62% of the respondents (n = 10) were unable to understand English at all. Meanwhile, 38.10% (n = 8) could understand some basic English communication but were unable to respond. Only a small number of respondents demonstrated better proficiency, with 4.76% (n = 1) having good English communication skills and 9.52% (n = 2) being able to understand and respond to some English messages. Additionally, respondents reported various reasons for their difficulty in English usage. The most common challenge, cited by 42.86% (n = 9), was a fear of making mistakes in English communication. The second most common reason, reported by 19% (n = 4), was a lack of interest in English. Moreover, 14.29% (n = 3) of respondents mentioned two reasons: feeling shy when speaking a foreign language with strangers and struggling to catch up with messages or words as shown in Table 1 below.

Table 1 Overall English proficiency and gaps in English experienced

English Proficiency	Number of Respondents	Percent (%)
1. Having good English communication skills.	1	4.76
2. Being able to understand and respond to some English messages.	2	9.52
3. Understanding some basic English communication but being unable to respond.	8	38.10
4. Being unable to understand English at all	10	47.62
5. Reasons for difficulty in English communication		
- Being afraid of making mistakes in English communication due to limited English knowledge	9	42.86
- Lack of interest in English	4	19.05
- Feeling nervous when speaking English to strangers	3	14.29
- Struggling to catch up with spoken English, poor listening	3	14.29

Then, the findings on respondents' wants and expectations revealed that the majority prioritized listening and speaking skills to facilitate communication with foreign visitors. Specifically, all respondents (100%, n = 21) emphasized speaking skills, while 80.95% (n = 17) highlighted the importance of listening skills. Additionally, 28.57% (n = 6) considered vocabulary essential. However, 47.62% (n = 10) expressed a preference for specialized English training and materials, as shown in Table 2 below.



Table 2 Overall wants and expectations towards English for Specific Purposes

Wants and Expectations	Number of Respondents	Percent (%)
Speaking	21	100.00
Listening	17	80.95
Reading	0	-
Writing	0	-
Vocabulary	6	28.57
English training & materials	10	47.62

In addition to analyzing target needs, learning needs were examined through in-depth interviews during a FGD with eight participants who related English in the tasks. The discussion was guided by two semi-structured questions concerning: (1) English language skills and challenges, and (2) essential English components.

Regarding English language skills and challenges, the findings revealed that all participants (100%) agreed on the need for English training to communicate effectively with foreign tourists. However, challenges in English usage were evident including minimal response ability, limited basic vocabulary, difficulty understanding international guests, lack of confidence in speaking, and hesitation to initiate conversations.

Regarding to English components required as a basis for developing ESP course can be grouped into four elements including; (1) contents, (2) activities, (3) mediums, and the time setting. The study found that English learning content should focus on greetings, agricultural community activities (e.g., composting, growing *Gymnema*), local organic dishes made from organic vegetables within the community, processed agricultural products like Chiang Da tea, and village-related information including contact details, sales, and stories about the organic agricultural village.

In terms of learning activities, most participants preferred using conversation-based experiences while learning English as well as engaging in role plays that reflect real-life English usage situations. In terms of the medium of instruction, a mini-book was the most preferred resource, as it contains essential vocabulary, sample dialogues, and pictures, making it portable. Additionally, a bilingual approach—using both Thai and English—was favored. Thai was primarily used to explain meanings and aid comprehension, while English was emphasized for practicing speaking and listening skills.

Lastly, concerning the time setting for the ESP training, a short training course was preferred. Participants suggested that sessions be held regularly on Saturdays or Sundays, as weekends provided them with more availability.

Discussion

The needs analysis data collected in this study focus on both target needs and learning needs, emphasizing the critical role of English in workplace communication, particularly within agritourism community. Understanding these factors is essential for designing an ESP course that





aligns with local volunteer practitioners' contextual language requirements. This approach follows Hutchinson & Waters' (1987) framework, which underscores the importance of needs analysis at the outset of a course. Such an analysis serves as a foundational tool for course design, guiding the development of course objectives and course evaluation.

From target needs' data, the necessity of ESP in agritourism-related tasks is widely acknowledged, with most practitioners agreeing that English training is essential. Such training enhances the practitioners' ability to communicate more effectively with foreign tourists visiting the village. This finding aligns with previous research by Kurniawati & Malasari (2022), Nuemaihom & Sripattanasakul (2018), Pongprairat (2020), and Ratminingsih et al. (2018), which demonstrated that local guides improved their English communication skills after receiving ESP training. Moreover, these studies also highlighted that enhanced language skills contributed to increased tourism potential in the region.

For lacks in terms of gaps in English proficiency, the data from both the questionnaire and in-depth interviews in the FDG revealed significant gaps in English proficiency among practitioners. Most participants struggled to comprehend English, understand basic sentences, and having trouble catching up with spoken English. Additionally, their listening skills were weak, and many expressed anxious about making mistakes in English communication. These challenges may arise from their educational background, which provided them with limited English knowledge, making English usage particularly difficult. This finding aligns with previous studies on the challenges of English language training for tourism purposes. Research has shown that limited English communication skills hinder community-based tourism (CBT) practitioners from effectively guiding foreign tourists. Foreign visitors have reported that CBT practitioners often lack the necessary English linguistic foundation and speaking skills to provide adequate services (Kurniawati & Malasari, 2022; Namtapi, 2022; Nomnian et al., 2020).

Meanwhile, the findings showed that the primary wants and expectations prioritized listening and speaking skills to facilitate communication with foreign visitors. All respondents emphasized the importance of speaking skills, while some also considered vocabulary essential. This aligns with earlier studies by Namtapi (2022) and Ratminingsih et al. (2018), which also showed that tourism personnel primarily emphasized the need to develop listening and speaking skills for effective communication with international visitors. Additionally, there was a preference for specialized short English training course and job-relevant materials which is consistent with the study of Kurniawati & Malasari (2022) and Ratminingsih et al. (2018). Their studies indicate that local tourism practitioners prefer content materials, teaching and learning activities that are based on job and community contexts.

The results regarding learning needs indicate that English learning should focus on essential components required for effective communication in the specific context of an agritourism community, align with communicative competence (Hymes, 1972). The ESP contents should be tailored to reflect real-world communication needs, such as welcoming international



visitors and selling community agricultural product. Learning activities should incorporate conversation-based experiences and role-plays to simulate authentic English usage in the context of organic agriculture at Na Kwao Village. These approaches ensure that learners can effectively apply the language skills in practical situations on real-world language use (Richards & Munsters, 2010). Additionally, a mini-book serves as a valuable tool for self-learning, enabling participants to practice English conveniently. ESP training, when aligned with job responsibilities, fosters meaningful and contextual learning and enhances communication with foreign tourists (Ratminingsih et al., 2018). These findings align with previous studies (Asmin & Hasby, 2017; Namtapi, 2022; Nomnian et al., 2020), which emphasize that improving English proficiency is essential for tourism practitioners. Strengthening English skills through relevant training and materials helps professionals engage more effectively with international visitors, supporting economic and cultural exchange.

In summary, the findings confirm that effective ESP training for agritourism practitioners must integrate contextual relevance, communicative methods, and flexible delivery formats to address specific occupational and linguistic challenges.

Conclusion

Understanding both target needs and learning needs is essential in developing an ESP course. This study examines the target and learning needs of local volunteer practitioners in relation to an ESP training course, with a particular focus on integrating agritourism into its design. Identifying these needs enables course developers and educators to create language-appropriate instructional materials, set clear learning objectives, and plan effective learning activities and assessments. Based on the data collected, the integration of local agritourism contexts was found to be a fundamental component in designing the ESP training course. This approach may enhance motivation among local volunteer practitioners in learning English while providing them with authentic and meaningful learning experiences relevant to their work.

Suggestions

In terms of practical implications, the findings of this study can inform the development of a learning handbook for ESP training, tailored to the specific needs of the participants. Additionally, this study contributes to research on needs analysis in the context of agritourism, particularly in designing ESP courses for community-based tourism (CBT) in provincial areas of Thailand. In the future, studies may investigate local volunteer practitioners' perspectives on the instructional design of ESP training courses in the field of agritourism.

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