



Content-based instruction: Youth English training course for mangrove forest conservation and ecotourism

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Abstract

The purpose of this paper was 1) to investigate the effects of CBI training on awareness and content knowledge to investigate the English knowledge of young people involved in mangrove forest conservation and ecotourism, and 2) to investigate the perception of young people on the importance of mangrove forest and natural resource conservation and ecotourism. The study was designed to implement a pre-test, post-test and satisfaction questionnaire as research instruments. The data was analysed by content analysis, Mean, and standard deviation. Forty high school students (Grades 10-12) volunteered to participate in the training course. The itinerary included a two-day course comprising lectures, workshops, and a field trip. The findings revealed that participants who attended the training course had significantly improved their language abilities at a 0.01 level. The Mean was at 4.32 on four issues (usefulness, knowledge, lecturers, places/duration/media) and their overall satisfaction received a high approval rating. The participants indicated that their English ability had improved and their knowledge about natural resources and conservation had developed. The results show that this course could be beneficial for both young people and others who are also interested in sustainable ecotourism and environmental conservation in general.

Keywords: English training course; content-based instruction; ecotourism; mangrove forest conservation; young people

1. Introduction

1.1 Current Issues (Statement of Problem)

Tourism is one of Thailand's primary drivers for the country's economic growth. Its friendly culture, great natural resources, biodiversity and relative affordability have gained worldwide popularity and attract multitudes of foreign and domestic visitors every year. The increase in international environmental awareness has encouraged the Thai government and relevant parties to introduce and promote sustainable ecotourism. The purpose of ecotourism in Thailand is to protect ecosystems and the natural environment while also benefiting local communities. In addition, TAT implemented the Seven Greens concept to support urban and rural green community-based tourism to

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ensure the conservation of the environment, the local way of life and traditions as well as promoting green activities without compromising the integrity of the environment (Tourism Authority of Thailand, 2011).

Trang Province, in Southern Thailand, is well-known for being a popular destination particularly for ecotourists (Tourism Authority of Thailand, 2020). The main attractions being its natural environment and landscape, the flora and fauna habitats, as well as cultural artefacts from the locality. Sustainable tourism is one of the fastest-growing industry sectors, with itineraries that regularly include visiting natural resources such as mangrove forests. Therefore, the young people who choose and prepare to work as ecotour guides, for example, need to not only have a deep knowledge of natural resource conservation but also be able to convey this information with good English language skills. From the case study carried out in the Trang area, the researcher found that ecotourists who visited Trang are interested in ecotourism activities such as hiking nature trails, studying plants and seeing wildlife (Tourism Authority of Thailand, 2020). However, the results reflected that young local people designated to assist ecotourists are unable to effectively share their knowledge of environmental conservation in English.

Following the ultimate goal of the Plant Genetic Conservation Project (RSPG) under the Royal Initiative of Her Royal Highness Princess Maka Chakri Sirindhorn, which aims to (1) introduce plant genetic conservation to volunteers and organisations, especially the younger generation; (2) create relationships between government agencies and private sectors on virtue foundations; and (3) build a Plant Genetic database that can be accessed from anywhere in Thailand. The operation has three frameworks and eight supporting activities. The seventh activity involves creating interest, raising awareness and educating new generations to understand the importance of plant genetics as well as to conserve unique plant species by increasing their population (Plant Genetic Conservation Project Office, 2020). Rajamangala University of Technology Srivijaya (RUTS) appreciates the importance of natural resource conservation and, therefore, has followed the royal initiative by carrying out several activities that support the RSPG master plan 2016-2021. The project on “Youth English Training Course for Mangrove Forest Conservation and Ecotours” was conducted within the 7th activity guideline, specifically for the younger generation of Trang province.

In future, young people will play a key role in natural resource conservation and spreading nature conservation awareness which will be vital for future ecotourism implementation and promotion (Cini, Van der Merwe & Saayman, 2015). In addition, young people and youth ecotour guides must have good knowledge about ecotourism and mangrove forest conservation as well as good English communication skills. The researchers advised that concerned parties such as schools and universities should be more proactive regarding the ecotourism concept and create more awareness for Thai youths to realise the importance of conserving natural tourism resources.

Much less is known about the use of CBI in English teaching in Mangrove forest and ecotourism context. Past research has mainly focus on using CBI approach in the other contexts such as university (Nguyen, 2018), cultural-tourism context in Taiwan (Lo & Shen, 2012). Existing research focus on ecotourism with specific emphasis on the young generation and mangrove forest conservation has been limited, despite it being crucial for a positive impact on future ecotourism. For example, Sangpikul and Batra (2007) assessed the Thai youth attitude towards ecotourism, travel experiences and knowledge about ecotourism. Their finding reveals that most Thai young people had a moderate level of knowledge about ecotourism. Their attitude towards ecotourism appeared to be positive. In a similar context, Cini et al., (2015) assessed the ecotourism knowledge of young university students from different countries. Their findings revealed that young students had little knowledge of ecotourism. They suggested that nature-based ecotourism courses (using activities such as field trips, ecotourism events and workshops) be developed to enlighten the youth of the urgency and importance of

ecotourism. In addition, Cheung and Fok (2014) investigated the role of ecotourism training programs. Their results found that a participant's environmental knowledge, attitudes and behaviours had improved conclusively. There is still lack of research to explore and examine the effect of CBI for youth English training course for mangrove forest and conservation (Cini et al., 2015; Cheung & Fok, 2014; Singkum & Chinwonno, 2021).

To the best knowledge of this author, there has been little research in Thailand on the use of CBI in youth English training course in Mangrove, forest conservation. Existing research in Thailand focus on using a wide range of vocabulary on the context of National Park (Srisattarattanamat, 2008). Much less attention has been paid to mangrove forest conservation and ecotourism. Therefore, it is interesting to investigate the effect of CBI training on the context of Mangrove forest conservation and ecotourism in Thailand. The present study will investigate the effect of content-based instruction (CBI) which used to teach young learners and took place in a Mangrove forest conservation and ecotourism context.

Based on problem mention above, the researchers created the English training course using CBI focusing on the context of mangrove forest conservation, to raise awareness and heighten the expertise of local young people and existing local eco-tour guides of areas such as the mangrove forest nature trails. This will enable young eco-tour guides to be better prepared to interact and discuss concepts of ecotourism with both Thai and foreign visitors interested in environmental activities.

1.2 Objectives of the Study

The objectives of this study are:

1.2.1 To investigate the effects of CBI training on awareness and content knowledge about the importance of natural resources, and English knowledge related to young people involved in mangrove forest conservation and ecotourism.

1.2.2 To investigate the perception of young people on the importance of mangrove forest and natural resource conservation and ecotourism.

1.3 Significance of research

In particular, this study hopes to make a positive contribution through the development of this English language training course that will be relevant and suitable for young people and youth ecotour guides due to its particular emphasis on ecotourism and mangrove forest conservation. These findings are significant for both local youth and current conservation tour guides to have a deeper knowledge and understanding of the value of plant genetics and the importance of natural resource conservation. This study highlights the use of content-based approach and learning activities in developing the English training course for Mangrove, forest and conservation ecotourism. This study also plans to expand English knowledge and vocabulary related to mangrove conservation and ecosystems, in general, to increase the quality of local ecotourism whilst following a path towards sustainable development. The learners will realise the importance of natural resource conservation as well as the sustainability of ecotourism. In particular, this study hopes to make a positive contribution through the development of this English language training course that will be relevant and suitable for young people and youth ecotour guides due to its particular emphasis on ecotourism and mangrove forest conservation. These findings are significant for both local youth and current conservation tour guides to have a deeper knowledge and understanding of the value of plant genetics and the importance of natural resource conservation. This study highlights the use of content-based approach and learning activities in developing the English training course for Mangrove, forest and conservation ecotourism. This study also plans to expand English knowledge and vocabulary related to mangrove conservation and ecosystems, in general, to increase the quality of local ecotourism whilst following a path towards

sustainable development. The learners will realise the importance of natural resource conservation as well as the sustainability of ecotourism.

2. Literature Review

2.1 Content-Based Instruction (CBI) in English training course for Ecotourism

Theoretically, content-based instruction (CBI) is a type of communicative language teaching in which language instruction is connected with school or academic content instruction. Various scholars have differing opinions on content-based instruction (Brinton, Snow & Wesche, 1989; Richards & Rodgers, 2001). CBI is defined as, “the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material” (Brinton, Snow & Wesche, 1989, p.7). Stoller (2008, p. 59) considers that CBI is ‘an umbrella term’ for approaches that integrate language and content-learning aims even if the emphasis on language and content differs. For example, Brinton et al., (1989) defined that the CBI approach is to “view the target language largely as the vehicle through which subject matter content is learned, rather than as the immediate object of the study”. According to Richard and Rodgers (2001), “Content-based instruction refers to an approach to second language learning in which teaching is organised around the content or information that students will acquire, rather than around linguistic or another syllabus”.

Based on the definitions and descriptions above, the researchers adapted a content-based instruction (CBI) approach for developing English training course for Ecotourism in the context of Mangrove Forest Conservation and Ecotourism. To summarize, CBI is a primary approach to second language teaching in which teaching is organized around the content or information, and students learn the second language as the content or information is interpreted through the use of authentic materials such as text, pictures, newspapers, etc. as the vehicle to motivate learners to engage in the language teaching and learning process.

2.2 Use of CBI in English Teaching

Several scholars have introduced and investigated the effects of the content-based instruction (CBI) approach to teaching ESP and English for tourism. (e.g., Lo & Sheu, 2008; Nguyen, 2018). Nguyen used CBI in teaching English for tourism at the school of Hospitality and Tourism by organizing teaching activities based on subject content. The finding reveals that Vietnamese learners feel more interest and internal motivation and improve their autonomous learning ability when performing teaching activities and that CBI assists learners to cultivate their vocational ability and teamwork spirit. Similarly, Lo and Sheu (2008) adopted and implemented the concept of content-based instruction (CBI) and hospitality language in developing English for a tour guide project in the context of cultural tourism in Taiwan. According to Lo and Sheu (2008), CBI provides a framework for constructing the content course. Students were expected to gain content information related to their functions as tour guides. This ESP project covers four steps of planning, executing the tour guide training course, deploying the on-site tour guide service and evaluating project. It was demonstrated that CBI can improve the learners’ ability in the real working environment with effective communication skills as well as foreign language competencies.

Content-based Instruction (CBI) is widely acknowledged to offer many benefits. These are the five benefits of CBI: First, CBI can assist both the learner and the teacher in delivering contents in the most real-life context which can stimulate the learners’ knowledge, interest and internal motivation. This can help students become more self-reliant and confident. Second, students can also develop broader knowledge of the world through CBI which can help them improve and support their overall

educational needs. Third, CBI is very popular among EAP (English for Academic Purposes) teachers because it helps students to learn important skills such as taking notes, summarizing and finding key information from texts. Fourth, students can build and acquire critical thinking abilities that can be applied to other subjects by taking knowledge from a variety of sources, re-evaluating and reorganizing it. Finally, incorporating a group work component into the framework outlined above can also assist students to develop collaborative abilities, which can be quite beneficial in social value. In this study, the research took a CBI approach to develop the English training course based on Mangrove Forest Conservation and Ecotourism.

2.3 Ecotourism in Thailand

According to the Cambridge Dictionary, the word ecotourism is a noun referring to holidays and travel that cause less damage to the environment than usual, making people more aware of the need to protect the environment (Cambridge Dictionary, 2013). Ecotourism is a type of tourism that prioritizes the preservation of nature and natural attractions whereby tourists' activities minimising environmental impacts (Donohoe & Needham, 2006; Das & Chatterjee, 2015; Sander, 2012). Ecotourism is a new and vital trend in tourism (Sangpikul & Batra, 2007) and plays a key role in a country's development in terms of economy and society. In recent years, nature-based tourism and ecotourism have become one of the fastest-growing global trends. The Thai government predict that this trend can generate job opportunities, increase income and positively benefit local communities.

Ecotourism, according to Jacobson and Robles (1992) requires high-quality conservation of natural resources such as stunning landscapes, rivers, unspoiled forests, and wildlife. Ecotourism itineraries regularly include visits to national parks and natural protected areas, coastal wetlands and marine areas, nature reserves, and undisturbed natural areas of protected flora and fauna habitats (Fennell, 2001). Nature-based eco-tourism activities are wildlife observation, bird watching, hiking, climbing, jungle trekking, nature education and walks, canoeing, kayaking, scuba or snorkel diving, and cave exploring. The case study was conducted on a mangrove forest nature trail, located in Sikao, Trang province on the Andaman sea of Thailand. The Rajamangala walkways and nature trails are also surrounded by a mangrove forest where ecotourists can do some activities such as kayaking, hornbill watching and seeing other local wildlife (Natural Resources and Environment Institute, 2020).

Ecotourism is green tourism with specific awareness of green campaigns around the world. Ecotourism mainly reflects on being environmentally friendly and making important positive contributions to the environment. Ecotourism is popular in different parts of the world as well as in the regional organisation of ASEAN. Thai ecotourism development is still far from reaching its potential and currently lacks international recognition.

In Thailand, very few young people are capable of introducing ecotourism activities or knowledge of environmental conservation in English. To further develop ecotourism in Thailand, young high-school students in ecotourism locales must improve their English for participating and introducing ecotourism activities about conserving the environment in mangrove forests. Using English as a medium, the English language training course for mangrove forest conservation and ecotour projects is one method that could help to enhance the standard of English communication skills as well as the knowledge of ecological conservation and environmental protection among ecotour guides.

3. Method

3.1 Participants

The participants in this study were Grade 10-12 high school students from Sikao Prachapadungwit School and Ratsadanupradit Anusorn School, between the ages of 15 to 18 years old. The total participant sample consisted of 40 students (7 males and 33 females) and was selected by using purposive sampling voluntarily. The research samples were characterised by qualifications based on the research's objectives, as follows: 1) the sample were students in Grades 10 -12; 2) the sample was aged 15-18 years; 3) the sample attended this study voluntarily. Ethical approval was obtained. Parental and individual consent was implemented in this project.

3.2 Research Instruments

3.2.1 English Training Course for Mangrove Forest Conservation and Ecotour

English Training Course for Mangrove Forest Conservation and Ecotour was developed by the researchers based on content-based approach. It emphasised the context of Mangrove Forest ecosystems and introduced eco-tourism activities for nature trails. English lecturers from the English for International Communication (EIC) program at the Rajamangala University of Technology Srivijaya, Trang campus, were project instructors. The training course draft was examined and evaluated by three experts (One Thai and two native English lecturers) from our EIC program. In addition, EIC second-year students were assigned as training assistants and to prepare materials and equipment for the Youth English training course. Rajamangala Mangrove nature trail was selected as the main focus of this course.

The implementation of CBL English training course in the current study lasted two days. The itinerary consisted of a two-day training course comprising two sections; (1) lecture and workshops, and (2) field trip.

The lecture and workshop format on Day 1 of the Mangrove Forest Conservation training included role-plays and learning activities implemented by topic as follows: 1) *Welcoming Ecotourists*: students were divided into 6 groups of 6-7 students. One student from each group was selected as a 'tour guide' and the remainder were the 'visiting ecotourists'. The tour guide was required to welcome the ecotourists and introduce the activities for a one-day tour of Rajamangala Mangrove Forest; 2) *Giving directions*: this required the students in each group to study the tour map and practice giving directions and detailed information about the places and locations of tourist attractions, such as the nature trail, with an emphasis on pronunciation; 3) *Describing tourist attractions*: each group was allocated one tourist attraction and were required to create a description, complemented with a hand-drawn picture. Upon completion, each group presented their tourist attraction to the class with constructive criticism and feedback provided by the instructors; 4) *Environmental and Mangrove forest conservation*: flashcards reflecting green activities with corresponding phrases were distributed to the student groups. The students needed to match the flashcards with the correct words to complete the phrases, which enabled students to learn and practise important vocabulary related to activities that do not harm the environment; 5) *Introducing ecotourism activities*: through an online quiz, the participants were asked to answer open-ended questions about conserving and preserving natural resources in local areas and schools; 6) *Mangrove Forest ecosystem vocabulary*: lecturers introduced and explained various ecosystem vocabulary relative to environmental and mangrove forest conservation which included its bird, plant and wildlife habitats.

The field trip on Day 2 encompassed ecosystem activities on the Rajamangala nature trail. This included a hike along the walkway to explore and study the ecosystem while learning about the plants

and animals found there. The final activity had students participating in a ‘word mime’ game to recall the names of the plants, birds and animals they had seen living in the mangrove forest ecosystem.

3.2.2 *The pre and post-tests*

The pre and post-test were designed and developed on the basis of related documents and literature. The pre and post-test were based on general knowledge of mangrove forest conservation. Each test had 20 questions in English and concentrated on vocabulary and conversation (6 topics with 3-5 questions each). The pre and post-test were examined and evaluated by three experts (one native English and two Thai lecturers) from our EIC program. The researcher modified the tests as per the expert guidance. The content validity index for the item objective congruence (IOC) value for all questions was higher than 0.50 (IOC 1.00 - 1.00).

3.2.3 *The satisfaction questionnaire*

The satisfaction questionnaire developed by the researcher focused on the course participant satisfaction level. The questionnaire consisted of 1) personal information such as gender, age and level of education; 2) four satisfaction dimensions measured from the students’ opinions and satisfaction degree, including usefulness, knowledge, lecturers and places/duration/media. The scale included 15 items (3 to 5 items for each specific dimension). The participants were asked to evaluate each item based on a 5-point Likert scale (1=not at all satisfied; 5=extremely satisfied). The knowledge dimension scale contained items such as “improving English knowledge for mangrove forest conservation and natural environment” The usefulness dimension scale contained items such as “participation to raise awareness for conserving and preserving natural resources” For lecturers, “clearly presenting lessons/activities”. And, finally, for places/duration/media, the scale contained items such as “suitable training location” Content validity for the satisfaction survey on Mangrove Forest conservation was examined and evaluated by a Statistic and two English experts. The index for the item objective congruence (IOC) value for all questions was higher than 0.50 (IOC 1.00-1.00). Cronbach’s alpha coefficient (r) was used to evaluate the reliability of the satisfaction survey and achieved 0.88 (Hair et al., 2009; Kline, 2013).

3.2 *Data collection procedures*

This research study comprised two phases, 1) to create and develop the training course itinerary, and to implement and evaluate the usage of English in this training course. Before participating in the training, the students were informed about the course objectives and asked to undertake the knowledge pre-test. These were distributed to the students and completed under the supervision of the teaching assistants.

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Upon completion, each group presented their tourist attraction to the class with constructive criticism and feedback provided by the instructors; 4) *Environmental and Mangrove forest conservation*: flashcards reflecting green activities with corresponding phrases were distributed to the student groups. The students needed to match the flashcards with the correct words to complete the phrases, which enabled students to learn and practise important vocabulary related to activities that do not harm the environment; 5) *Introducing ecotourism activities*: through an online quiz, the participants were asked to answer open-ended questions about conserving and preserving natural resources in local areas and schools; 6) *Mangrove Forest ecosystem vocabulary*: lecturers introduced and explained various ecosystem vocabulary relative to environmental and mangrove forest conservation which included its bird, plant and wildlife habitats.

The field trip on Day 2 encompassed ecosystem activities on the Rajamangala nature trail. This included a hike along the walkway to explore and study the ecosystem while learning about the plants and animals found there. The final activity had students participating in a ‘word mime’ game to recall the names of the plants, birds and animals they had seen living in the mangrove forest ecosystem.

Upon completion of the training, the knowledge post-tests were distributed and completed by the participants after which the satisfaction survey was distributed for completion. The researchers advised the participants that despite the request for personal information, their identity would remain anonymous. The participants were then asked to rate their degree of satisfaction with the course and provide a before-and-after self-assessment of the training. Of the 40-satisfaction questionnaires distributed, 40 were returned to the researcher, resulting in a 100% response rate.

3.4 Data analysis

The Statistical Package for the Social Sciences (SPSS) was used to analyse data, the pre and post-test data were analysed using the average percentage of the score. The comparison between pre and post-test scores was analysed by the dependent sample t-test analysis. The satisfaction questionnaire was analysed by using mean and standard deviations.

The mean score was interpreted based on the following criteria:

<i>Mean Range</i>	<i>Satisfaction Degree</i>
3.68 - 5.00	High
2.34 - 3.67	Moderate
1.0- 2.33	Low

4. Results

The English training course for Mangrove Forest Conservation and Ecotour was developed from related studies and documents. The content incorporated in English training course consists of six topics, namely Welcoming ecotourists, Giving directions, Describing tourist attractions, Environmental and Mangrove forest conservation, Introducing ecotourism activities and Mangrove Forest ecosystem vocabulary. The course consisted of objectives, contents and process of training and evaluation.

The objectives were 1) to provide youth in local areas with a deeper knowledge of environmental education and competency to practice the English skills needed for mangrove forest conservation and ecotourism; 2) to encourage young students to study natural resources, conservation, ecotourist attractions and green activities; 3) to raise awareness and educate others to preserve and conserve natural resources in local areas. The training course lasted two days. The itinerary included a two-day course comprising lecture, workshops, and a field trip. The course opened with the lecturers explaining

the proposed schedule. The students were divided into four groups of ten to carry out variations of activities.

The 40 local students, between 15-18 years of age, participated voluntarily. This group consisted of 7 males (17.5%) and 33 females (82.5%). All the participants took part over two days and attended the lectures, workshop and field trip respectively. The findings were evaluated using pre and post-tests.

Table 1. The comparison of youth's knowledge about English for Mangrove forest conservation before and after participation in youth English training course for Mangrove conservation

Test	N	M	SD	T	p
Pre	40	12.82	6.026	-9.16	0.0001
Post	40	21.78	1.366		

Notes: * $p < 0.01$., M = Mean; SD = Standard deviation

As shown in Table 1, the results reveal that participants had achieved significantly higher scores at post-test completion ($M = 21.78$), ($M = 12.82$) at 0.01 significance level. ($t = -9.169$, p -value = 0.000).

Table 2. The participants' satisfaction with the Youth English Training Course for Mangrove Forest Conservation and Ecotours

Dimensions	M	SD	Satisfaction levels
Knowledge	4.32	0.51	High
1. Improving knowledge of English for mangrove forest conservation and natural environment	4.43	0.54	High
2. English Knowledge for mangrove forest conservation and natural environment after training	4.27	0.55	High
3. English Knowledge for mangrove forest conservation and natural environment before training	4.25	0.67	High
Usefulness:	4.33	0.47	High
4. to raise awareness for conserving and preserving natural resources	4.43	0.54	High
5. to apply in daily lives	4.40	0.54	High
6. to apply in their jobs	4.30	0.56	High
7. to publicize for conserving natural resources for society/community	4.27	0.59	High
8. to educate people	4.23	0.66	High
Lecturer:	4.32	0.50	High
9. Presenting lessons	4.48	0.64	High
10. Content and learning Activities	4.33	0.65	High
11. Answering questions clearly	4.30	0.56	High
12. Using clear and suitable language	4.18	0.63	High
Places/Duration/ Media	4.31	0.44	High
13. Suitable training location	4.38	0.54	High
14. Suitable teaching materials and tools	4.32	0.52	High
15. Suitable training duration	4.23	0.53	High
Total	4.32	0.40	High

Notes: M = Mean; SD = Standard deviation

The assessment of the English skills in using English for youth Mangrove Forest Conservation and Ecotour and participants was carried out by a survey questionnaire. The result of survey revealed that participants reported their overall satisfaction on the training course at 'high' levels on four aspects (usefulness, knowledge, lecture, and places/ duration and media) ($M = 4.33$), ($M = 4.32$), ($M =$

4.32), ($M = 4.31$) respectively. When the participants were asked to assess survey questionnaire, the results are shown in Table 2.

5. Discussion

The English training course for Mangrove Forest Conservation and Ecotour emphasised the context of Mangrove Forest ecosystems and introduced eco-tourism activities for nature trails. Rajamangala Mangrove nature trail was selected as the main focus of this course. The objectives of the English training course for Mangrove Forest Conservation were to instil a deeper knowledge of environmental education and competency and to generate student interest in studying natural resources, conservation, ecotourist attractions and green activities.

The content of the training course study was designed and developed using the content-based instruction (CBI) (Brinton, Snow & Wesche, 1989; Richards & Rodgers, 2014). This study reveals that the format and learning processes of this training course using CBI were effective to increase student knowledge through learning activities in this training course. Activities such as roleplays and making presentations are also in line with Lo and Sheu (2008) who recommend that task-orientated roleplay and practicums be important instructional tactics for content-based training courses. They further implied that students who practice these activities will be better prepared for tour guide success. Moreover, using open-ended questions to encourage the expression of ideas, the students were asked to solve problems such as finding itinerary tours. The activities in the study typically involved real-time situations where students can effectively develop their communication and presentation skills further. This result also supports Nguyen (2018) that using CBI for teaching English in Tourism courses led to improve English and presentation skills, and critical skill. CBI also assists both learner and teacher in delivering the content in the most real-life context and improved communication skills and foreign language competencies by group works.

Different learning activities were used in workshops and practical training field trips. This is in line with Cini et al., (2015) who recommended that activities, such as field trips and workshops, were a means to improve student knowledge on ecotourism. Moreover, the learning processes of this training are, to some extent, parallel with Cini et al., (2015). The students also cultivate collaboration through teamwork during the project.

Concerning youth knowledge, some results should be highlighted. After completion of the English training course, the test results showed that the participating students had achieved significantly higher scores in the post-test. The results revealed that the students had improved knowledge and understanding of mangrove forest ecosystems, the importance of ecotourism, plant genetics and environmental conservation in English.

Additionally, in the satisfaction survey, the participants demonstrated their overall fulfilment on the training course factors with 'high' levels. Similar results were revealed in the studies of Cheung & Fok (2014), Srisattarattanamat (2008), Chavangklang & Chavangklang (2018) and Pegas, Coghlan & Rocha (2012). After participation, local children display positive behaviour and vocabulary knowledge on the conservation of mangrove forests. Not only do they have greater environmental awareness but also heightened personal development.

6. Conclusion

This research aimed to develop and create an English training course for young people and to evaluate its relevance and importance on mangrove forest conservation and ecotourism among a sample of local students in Grade 10 to 12. The study intended to encourage students to gain advanced knowledge on environmental issues and mangrove conservation in the locality, to learn how to help

conserve natural tourism resources, as well as understanding the importance of communicating in English to benefit ecotourism. The format and learning process for this training course consisted of lectures and workshops before a field trip. This study trains local students, by practical involvement, in ecotourism guide skills and mangrove forest nature trails. Using CBI such as Role-plays, in-class activities and on-site practicums allow students to simulate real-life scenarios and introduces opportunities for peer learning. Learners will realise the importance of conserving natural resources, especially mangrove forests, the sustainability of ecotourism and the value of plant genetics. The university and schools should also consider providing student field trips to ecotourism activities with interpretative educational centres and facilitating ecotourism principles, such as sustainable development, environmental conservation and provide an economic contribution to local areas by educating communities and ecotourists. In particular, English training courses are crucial for local students and those who are already conservation tour guides in Trang Province to advance their abilities, expand their vocabulary and, ultimately, increase the quality of local ecotourism while taking a path towards sustainable development.

Our findings conclusively reveal that this two-day English language training course using CBI on Mangrove Forest Conservation and Ecotourism is effective and can benefit youths locally and in other areas of Thailand that are focusing on ecotourism.

7. Limitation

There are some limitations to this research and its findings. Firstly, this study was measured by the researchers' designed pre and post-test using a one-group pre-post design. Other types of measurement tools and research designs may yield different results. Secondly, the use of high school students as a sample group limits the study's ability to obtain a deeper grasp of the other specific age range of the young generation. This could be critical in developing an efficient English course for a specific group of young people.

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