

A Study on Information Served by Sport Tourism Staffs (Caddies) to the Golfers for developing Instruction Package

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Abstract

The present study is a part of the research “Japanese instruction package for developing sport tourism staffs (caddies)” and aimed to study the information that Sport Tourism Staffs (Caddies) need to serve the golfers based on LSP or Language for Specific Purposes Theory. The population was 200 caddies working at Dongpookerd Golf Course, Phitsanulok and 11 executives of the golf course. The sample was 132 caddies chosen by systematic random sampling. The amount of the sample was calculated based on Yamane Taro (1960). The tools of this research were 2 checklist questionnaires for studying the need and expectation of executives to caddies and for studying the information that sport tourism staffs (Caddies) need to provide for the golfers. The results showed that the first 3 levels of qualification and situation expected by the executives were 1) service mind (4.73), 2) golf course rules (4.64), and 3) knowledge and perception on responsibility and duty (4.64). Besides, the results also showed that the information that caddies needed most to provide for the golfers were the one about golf course: field's condition, out of bounds, relief area without penalty, water hazard, bunker and tree (3.90). The second was the information about course fee and service fee (3.71), and the third was the information about golf rules, etiquette and directions in which the golfers hit the balls (3.67).

keywords: information; sport tourism staffs; caddies

1. INTRODUCTION

Needs analysis process is the first step to construct the instructional media used to solve the learning problem. The most famous instructional media is the instructional package. Many instructional package research and development in Thailand lack needs analysis in target group. Only behavioral objectives are set up and become the core of content. The reference research that there is no needs analysis is Naksawat, T.B. (2012). Naksawat, T.B. (2012) constructed an instructional package on “Communicative French for Tourism by Video” for receptionists at the hotels in Phitsanulok, Thailand. Results of efficiency were 92.53/84.83 and there was significant difference between the pre-test and post-test at.01. The developing process is shown as follows:

- 1) To study the previous research about construction of the instructional package.

2) To study the French language syllabus of Rajabhat Pibulsongkram University and other French language textbooks.

3) To put down the structure of the instructional package.

4) To design the concept and behavioral objective of the instructional package.

5) To develop the instructional package,

6) To submit the draft of the instructional packages to a French native speaker and

7) To improve the draft and bringing it to trying out based on 80/80 standard.

Although the target of this research was hotel receptionists who are post-experiencers in LSP, needs analysis of receptionists was not on process. According to Robinson (1991), the post-experiencers are defined as the learners who have been working in the career. In this case, Language for Specific Purposes (LSP course) focuses on the specific language needs will help them to cope with the communicative demands they face in their work that.

Basturkman, H. and Elder, C. (2004:672) defined word "Language for Specific Purposes (LSP)" as language learning and teaching that based on communicative needs of speaker in work place and career. LSP covers 3 basic demands in language learning.

1. Needs of language matching with learners' specific purposes

2. To apply formal language in classroom to the real situation such as work place

3. Needs of learners effect to learning outcome

There are 2 main processes in LSP. One is needs analysis and the other is description of language use. Furthermore, LSP divides courses to Pre-experience course and Post-experience course (Robinson, P., 1991).

Pre-experience course is the course for the learner who would like to work in expectative career. Post-experience course is the course for the learner for the worker who has already worked in that career.

As mentioned above, LSP process, especially needs analysis of post-experiencer is the key process of construction of the instructional package for developing sport tourism staffs (caddies). This research showed the process of needs analysis of caddies and how to make them to be the content of the instructional package

2. OBJECTIVE

To study on information served by sport tourism staffs (Caddies) to the golfers for developing instruction package

3. MATERIALS AND METHODS

The tools of the study are two questionnaires. The two questionnaires are used to study needs and expectation of executives to a caddies and the information that sport tourism staff (Caddies) needs to provide for a golf player. The population was 200 caddies working at Dongpookerd golf course in Phitsanulok province and 11 executives of the golf course. The sample was 132 caddies calculated based on Yamane (1967) and chosen by systematic random sampling. After questionnaires were administered anonymously, the structure and content in Japanese instructional package were designed based on data collecting from questionnaires.

4. RESULTS AND DISCUSSION

The content of the instructional package was written based on the data of the questionnaires. The one asked about the information that sport tourism staff (Caddies) needed to provide for the golf player. Another asked about needs and expectations of executives to caddies. It was important to find out what executives hoped their staff would be able to do or tell to the golf player. Furthermore, it was necessary to

find out what the information caddies ha to give to the golf player. To find this information, the questionnaires were applied as tools of the research and the results were shown in Table 1 and Table 2.

Table 1 Mean of needs and expectations of executives

Qualification and situation	$\bar{X}$	SD
1. a service mind	4.73	0.47
2. golf course rules	4.64	0.50
3.knowledge and perception on responsibility and duty	4.64	0.50
4. understanding rules and manners of a golf sport	4.55	0.52
5 .accuracy of counting and writing down scores	4.55	0.52
6. knowledge of golf equipment and how to use it	4.45	0.52
7 .ability to tell the danger of a golf sport	4.18	0.40
8 .knowledge of nature of body and kinesiology	3.27	0.65
9 .skills of golf playing	3.27	0.65

Table 1 showed that executives expected highly on a service mind at 4.73 and golf course rules and knowledge and perception on responsibility and duty at 4.64.

Table 2 Mean of information that caddies need to give to the golf player

Information	$\bar{X}$	SD
1. golf course's information; ground condition, out of bounds, relief area without penalty, water hazard, bunker, trees	3.90	0.92
2. course fee and service fee	3.71	0.98
3. rules and etiquette of golf sport	3.67	0.70
4. direction of a golf ball	3.67	0.97
5 .course and caddy reservation	3.64	0.87
6. introducing golf equipment; golf club number	3.58	0.94
7. offering food and beverage	3.47	1.22

Table 2 showed information that caddies need to give to the golf player which differ from Table 1. The highest score is golf course's information; ground condition, out of bounds, relief area without penalty, water hazard, bunker, trees. It can be observed that difference between 2 staffs is based on the background experiences and work duties.

Table 3 Content in Japanese instructions

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

Table 3 showed the content that should be composed of 7 lessons. This is the result of needs analysis of tourism staffs based on LSP theory. The content (data) cited in the instructional package should be taken from the analysis on needs of caddies and executives as shown in Table 1-2. Each dialogue and vocabulary in the instructional package is related to the situation collected by the process of needs analysis in LSP.

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