

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก

ภาคผนวก ก

รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจเครื่องมือที่ใช้ในการทดลองสอน

- | | |
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| 1. อาจารย์สุนทรี คนเที่ยง | ภาควิชาหลักสูตรและการสอน
มหาวิทยาลัยเชียงใหม่ |
| 2. รองศาสตราจารย์ ดร. นำชัย ทนุผล | ผู้อำนวยการโครงการมหาวิทยาลัย
แม่โจ้ วิทยาเขตแพร่ |
| 3. อาจารย์วิมล วงษ์ดีไทย | หมวดวิชาภาษาอังกฤษ
มหาวิทยาลัยแม่โจ้ |
| 4. Lecturer Paul Paar | หมวดวิชาภาษาอังกฤษ
มหาวิทยาลัยแม่โจ้ |

ผู้เชี่ยวชาญตรวจเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

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| 1. รองศาสตราจารย์ ดร. เทพ พงษ์พานิช | คณบดีคณะธุรกิจการเกษตร
มหาวิทยาลัยแม่โจ้ |
| 2. รองศาสตราจารย์ ดร. นำชัย ทนุผล | ผู้อำนวยการโครงการมหาวิทยาลัย
แม่โจ้ วิทยาเขตแพร่ |
| 3. อาจารย์ทรงศักดิ์ ภูน้อย | ประธานหลักสูตรพัฒนการท่องเที่ยว
มหาวิทยาลัยแม่โจ้ |

ผู้เชี่ยวชาญประเมินความรู้ด้านเนื้อหาวิชา

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|-----------------------------------|--|
| 1. รองศาสตราจารย์ ดร. นำชัย ทนุผล | ผู้อำนวยการโครงการมหาวิทยาลัย
แม่โจ้ วิทยาเขตแพร่ |
| 2. อาจารย์ทรงศักดิ์ ภูน้อย | ประธานหลักสูตรพัฒนการท่องเที่ยว
มหาวิทยาลัยแม่โจ้ |

ภาคผนวก ข

แบบสำรวจ : แบบสำรวจความต้องการและความสนใจของนักศึกษาเกี่ยวกับหัวข้อของเนื้อหาและลักษณะการจัดกิจกรรมการเรียนการสอนแบบบูรณาการภาษาอังกฤษและเนื้อหาวิชาการจัดการการท่องเที่ยวในเชิงอนุรักษ์

คำชี้แจง : แบบสำรวจนี้ต้องการทราบข้อมูลเกี่ยวกับความต้องการและความสนใจของนักศึกษาเกี่ยวกับหัวข้อของเนื้อหาและลักษณะการจัดกิจกรรมการเรียนการสอนแบบบูรณาการภาษาอังกฤษและเนื้อหาวิชาการจัดการการท่องเที่ยวในเชิงอนุรักษ์ ข้อมูลที่ได้จากแบบสำรวจนี้จะนำไปใช้ประโยชน์ในการจัดแผนการสอนวิชาการจัดการการท่องเที่ยวในเชิงอนุรักษ์ เพื่อให้สอดคล้องกับความต้องการของนักศึกษา ซึ่งจะทำให้การเรียนการสอนวิชานี้มีประสิทธิภาพยิ่งขึ้น

แบบสำรวจนี้มี 2 ตอน ดังนี้

- ☺ ตอนที่ 1 ข้อมูลเกี่ยวกับความต้องการและความสนใจของนักศึกษาด้านหัวข้อของเนื้อหาในวิชาการจัดการการท่องเที่ยวในเชิงอนุรักษ์
- ☺ ตอนที่ 2 ข้อมูลเกี่ยวกับความต้องการและความคิดเห็นของนักศึกษาด้านลักษณะการจัดกิจกรรมการเรียนการสอน

ตอนที่ 1

คำชี้แจง: ให้นักศึกษาเขียนเครื่องหมาย ✓ ลงใน หน้าหัวข้อที่นักศึกษาต้องการหรือสนใจให้ใช้การสอนแบบบูรณาการภาษาอังกฤษและเนื้อหาวิชา (เลือกได้ 4 หัวข้อ)

- การท่องเที่ยวในเชิงอนุรักษ์
- ธุรกิจท่องเที่ยวในเชิงอนุรักษ์
- การตลาดการท่องเที่ยวในเชิงอนุรักษ์
- เศรษฐศาสตร์กับการท่องเที่ยวในเชิงอนุรักษ์
- การท่องเที่ยวเกี่ยวกับปัญหาสิ่งแวดล้อม
- การวางแผนและการจัดการการท่องเที่ยวในเชิงอนุรักษ์
- การประเมินศักยภาพทรัพยากรการท่องเที่ยวในเชิงอนุรักษ์

ตอนที่ 2

คำชี้แจง: ให้นักศึกษาเขียนเครื่องหมาย ✓ ลงใน หน้าหัวข้อที่ตรงกับความต้องการและความคิดเห็น
ของนักศึกษาด้านลักษณะการจัดกิจกรรมการเรียนการสอน

1. นักศึกษาต้องการพัฒนาความสามารถในการใช้ทักษะทางภาษาอังกฤษทักษะใดมากที่สุด
(เลือกได้เพียงข้อเดียว)

<input type="checkbox"/> ฟัง	<input type="checkbox"/> อ่าน
<input type="checkbox"/> พูด	<input type="checkbox"/> เขียน

2. นักศึกษาต้องการให้ผู้สอนใช้วิธีการสอนแบบใด (เลือกได้มากกว่า 1 ข้อ)

<input type="checkbox"/> บรรยาย	<input type="checkbox"/> ศึกษาเอกสารนอกสถานที่
<input type="checkbox"/> ฝึกปฏิบัติ	<input type="checkbox"/> มอบหมายงานให้ทำ
<input type="checkbox"/> เชิญวิทยากรมาบรรยาย	<input type="checkbox"/> สัมมนา
<input type="checkbox"/> สาธิต	<input type="checkbox"/> อภิปรายกลุ่ม

3. ผู้สอนควรใช้วิธีการใดในการนำเข้าสู่บทเรียน (เลือกได้มากกว่า 1 ข้อ)
 - เล่าเหตุการณ์ที่เชื่อมโยงกับบทเรียนใหม่
 - สร้างสถานการณ์ที่เป็นปัญหาให้นักศึกษาคิด
 - บอกจุดประสงค์การเรียนรู้ให้นักศึกษาทราบ
 - ทบทวนความรู้เดิมในคาบเรียนที่ผ่านมา
 - ทบทวนความรู้เดิมที่ต้องนำมาใช้ร่วมกับเนื้อหาใหม่
 - ทดสอบความรู้พื้นฐานที่เกี่ยวข้องก่อนสอนเนื้อหาใหม่ด้วยการซักถาม

4. นักศึกษาต้องการให้ผู้สอนใช้สื่อและอุปกรณ์การสอนใด (เลือกได้มากกว่า 1 ข้อ)

<input type="checkbox"/> เอกสารประกอบการสอน	<input type="checkbox"/> แผ่นใส
<input type="checkbox"/> สไลด์	<input type="checkbox"/> หนังสือพิมพ์และวารสารต่าง ๆ
<input type="checkbox"/> วิดีทัศน์	<input type="checkbox"/> อินเทอร์เน็ต
<input type="checkbox"/> ตำราประกอบการเรียน	<input type="checkbox"/> รูปภาพ
<input type="checkbox"/> ของจริงที่สามารถพบเห็นได้ในชีวิตประจำวัน เช่น Flight schedule, Brochure	

5. นักศึกษาชอบปฏิบัติกิจกรรมการเรียนลักษณะใดมากที่สุด (เลือกได้มากกว่า 1 ข้อ)
- | | |
|---|---|
| <input type="checkbox"/> กิจกรรมเดี่ยว | <input type="checkbox"/> กิจกรรมกลุ่มย่อย |
| <input type="checkbox"/> กิจกรรมคู่ | <input type="checkbox"/> กิจกรรมกลุ่มใหญ่ |
| <input type="checkbox"/> กิจกรรมร่วมกันทั้งชั้น | |
6. นักศึกษาต้องการให้ใช้วิธีการใดในการสรุปเนื้อหาที่เรียน (เลือกได้มากกว่า 1 ข้อ)
- นักศึกษาทั้งชั้นช่วยกันสรุป
 - ผู้สอนสรุปให้ท้ายชั่วโมง
 - นักศึกษาและผู้สอนช่วยกันสรุป
 - นักศึกษาแต่ละกลุ่มส่งตัวแทนออกมาสรุปให้เพื่อนฟัง
 - นักศึกษาแต่ละคนเขียนสรุปส่งให้ผู้สอน
 - ไม่ต้องมีการสรุป
7. นักศึกษาคิดว่าปัญหาสำคัญเกี่ยวกับการจัดการเรียนการสอนคืออะไร (เลือกได้มากกว่า 1 ข้อ)
- ผู้สอนเน้นเนื้อหาวิชามากเกินไป
 - ผู้สอนมอบหมายงานให้ทำมากเกินไป
 - วิธีการสอนไม่น่าสนใจ ผู้สอนสอนโดยวิธีการบรรยายมากเกินไป
 - ขาดสื่อและอุปกรณ์การสอนที่หลากหลาย
 - บรรยากาศในการเรียนไม่ผ่อนคลาย
 - ผู้เรียนไม่มีโอกาสซักถาม

ภาคผนวก ค

หลักสูตรแม่แบบ

แผนการสอนแบบบูรณาการภาษาอังกฤษและเนื้อหาวิชาการจัดการ
การท่องเที่ยวในเชิงอนุรักษ์

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

Proto Syllabus

Course description

The aim of this course is to improve students' language skills in order that they can study Ecotourism management through English language effectively. The content of this course includes; the concept and the importance of ecotourism, the components and factors supporting ecotourism, natural resources and manufactured environment i.e. community, culture, local tradition, biology diversity in ecological system, the study of domestic and foreign management in ecotourism.

Course objectives

1. Students will be able to summarize the content in a written form.
2. Students will be able to express their opinions on a variety of topics in a written form.
3. Students will be able to write a report on topics related to ecotourism.
4. Students will be able to work as a group efficiently.
5. Students will be able to give oral presentations to the class.

Objectives	Content	Periods
1,4,5	<p>Unit I Theme: Ecotourism</p> <p>Language: addition words, vocabulary</p> <p>Strategies: lecture note-taking, scanning, making notes on reading in an outline form, summary writing, group working</p> <p>Technique: Semantic mapping</p> <p>*****</p> <p>Lesson Plan 1</p> <p>Topic : What is ecotourism?</p> <p>Language: vocabulary</p> <p>Strategy: notes taking</p> <p>Activities: taking notes from the lecture, completing the semantic maps.</p>	15
1	<p>Lesson Plan 2</p> <p>Topic: Ecotourism in national parks and protected areas</p> <p>Language: addition words, vocabulary</p> <p>Strategies: making notes on reading in an outline form, summarizing</p> <p>Activities: drawing a semantic map, writing a summary</p>	4
4,5	<p>Lesson Plan 3</p> <p>Topic: Ecotourism activities and ecotourism resources</p> <p>Language: vocabulary, language of presentation</p> <p>Strategies: scanning, group working</p> <p>Activities: drawing a semantic map, giving oral presentation to the class.</p>	5
		6

Objectives	Content	Periods
2,4,5	<p>Unit II Theme: Environment and tourism development</p> <p>Language: vocabulary, contrast connectors, cause and effect connectors, language used in discussion, language used in expressing opinion.</p> <p>Strategies: skimming, guessing meanings of words using context clues, making and confirming prediction, highlighting, note-taking, organizing a note into a paragraph form, expressive writing, problem solving, group working</p> <p>Technique: Directed Reading-Thinking Activity (DRTA)</p> <p>*****</p>	15
	<p><u>Lesson Plan 4</u></p> <p>Topic: Mass tourism and ecotourism</p> <p>Language: vocabulary, contrast connectors</p> <p>Strategies: predicting, note-taking, paragraph writing</p> <p>Activities: taking notes from a video mini-documentary, organizing a note into a paragraph form.</p>	4
2	<p><u>Lesson Plan 5</u></p> <p>Topic: Environmental consequences of tourism development</p> <p>Language: vocabulary, cause and effect connectors, language used in expressing opinion</p> <p>Strategies: skimming, guessing meanings of words using context clues, making and confirming prediction, highlighting, note taking, organizing a note into a paragraph form, expressive writing.</p> <p>Activities: reading the given passage by using DRTA, asking and expressing opinion in group orally, writing a paragraph expressing opinion on the topic given.</p>	5
4,5	<p><u>Lesson Plan 6</u></p> <p>Topic: Recommendation in solving environmental impacts</p> <p>Language: vocabulary, language of discussion</p> <p>Strategies: problem-solving, group discussion, group working</p> <p>Activities: discussing in groups, doing a problem-solving by following problem-solving steps, giving oral presentation to the class</p>	6

Objectives	Content	Periods
3,4,5	<p>Unit III Theme: Ecotourism development planning and management</p> <p>Language: vocabulary, reporting verbs, directed speech and reported speech</p> <p>Strategies: group investigating, ecotourism development planning, group working, report writing</p> <p>Techniques: K-W-L, K-W-H-L</p> <p>*****</p>	15
	<p><u>Lesson Plan 7</u></p> <p>Topic: Responsible tourism</p> <p>Language: vocabulary, reporting verbs, directed speech and reported speech</p> <p>Strategy : note-taking</p> <p>Activities : taking notes from an interview, completing a tapescript, writing a paragraph reporting the interview</p>	4
4,5	<p><u>Lesson Plan 8</u></p> <p>Topic: Ecotourism development planning</p> <p>Language: vocabulary, language of discussion</p> <p>Strategies: group working, planning ecotourism development</p> <p>Activities: surveying ecotoursim site, setting ecotourism development plan by following the process in planning ecotourism development, giving oral presentation to the class</p>	5
3	<p><u>Lesson Plan 9</u></p> <p>Topic: Ecotourism management in national parks and protected areas</p> <p>Language: vocabulary, reported speech</p> <p>Strategies: note taking, experiential learning</p> <p>Activities: completing K-W-L chart, taking a field trip, collecting data by using K-W-H-L technique, writing a report</p>	6

Lesson Plan 1

Topic: What is ecotourism?

Duration: 4 hrs.

Terminal Objective: Students will be able to complete the semantic maps on the topics relating to ecotourism.

Enabling Objectives: Students will be able to :

1. match the given vocabulary with their synonyms,
2. take notes during the lecture,
3. discuss about the notes taken from the lecture in their groups,
4. answer the given questions orally,
5. suggest words related to tourism attractions.

Language Focus: Vocabulary: disturb (v.), admire (v.), conserve (v.), heritage (n.), avoid (v.), awareness (n.), contribute (v.), maximize (v.), preservation (n.), contaminated (adj.)

Content:

1. Definitions of ecotourism
2. Factors of ecotourism
3. Principles of ecotourism

Strategy: Lecture note taking

Technique: Semantic mapping

Teaching materials: OHP, note taking worksheet, semantic map worksheet, handouts.

Procedure

(period 1)

Presentation:

1. Teacher states the objectives of the lesson.
2. Teacher tells the importance of lecture note taking to the class and then teaches how to take notes by using abbreviations and symbols to the students by giving some examples.

cognitive strategy →

Lecture note taking

➤ How to take notes during the lecture

- Write down the title of the lecture to indicate the subject of the notes,
- Use the margin space at the side of each page. Jot down key words or phrases that will help you recall the main ideas on the page,
- Separate different points clearly; either number the points, or make sure they are spaced apart,
- Be brief in your note taking. Write your notes in your own words.
- Use abbreviations and symbols in taking notes.
- Try to recognize main ideas by signal words that indicate something important is to follow. Ex. "First, Second, Next, Then, Thus...", " etc.
- Jot down details or examples that support the main ideas.
- Use words or phrases, not complete sentences, and often omit words like a, and, the
- At the end of the lecture, ask questions about points you did not understand.

📖 Some common abbreviations and symbols used in taking notes

e.g. = for examples	info. = information
w/ = with	i.e. = that is
etc. = and so on	> = more than
← = come from	→ = leads to/causes/become
∴ = therefore	∵ = because

☺ Examples :

History	Recent developments	The present situation
tourist attraction since "the dawn of time" 1869 : 1st Thomas Cook tour 1950s: tour operators and hoteliers in place	1963/4: Ministry of Tourism set up 1960s: > 1m tourist/yr. 1992-94 : adverse publicity → fall in arrivals	visitors: 43% ← Arab world 57% ← Europe & N. America av. Stay: 8-9 days attractions: classical tour (Pyramids, Aswan) Nile cruises, package charters (Hurghada on the Red Sea)

(Period 2-3)

presentation + practice

(Eo. 1)

3. Teacher teaches some new vocabulary by presenting the words on the OHP and giving their meanings orally to the students.
4. Teacher has the students work in group of 5-6 and match the given vocabulary with their synonyms.
5. Teacher and the students check the answer together.
6. Teacher gives out a note-taking worksheet to the students before giving a lecture on these following topics:
 - A. Definition of ecotourism
 - B. Factors of ecotourism
 - C. Principles of ecotourism

(Eo. 2)

7. The students take notes in the given worksheet while listening to the lecture.

(Eo. 3)

8. Teacher checks the students' understanding by randomly asking some questions about the content and has the students answer the questions orally like:
 - What is ecotourism?
 - What does ecotourism focus on?
 - What are factors of ecotourism?
 - What is the method/way of environmental education-based tourism ?
 - What are principles of ecotourism?
 - Who should get benefits from ecotourism in local area?
 - Why ecotourism are so famous among tourists nowadays?

Note-taking worksheet

I. Definition of ecotourism

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II. Factors of ecotourism

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III. Principles of ecotourism

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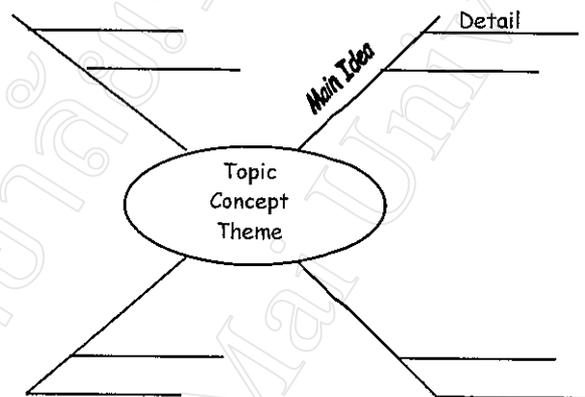
(period 4)

9. Teacher teaches the use of semantic map technique .

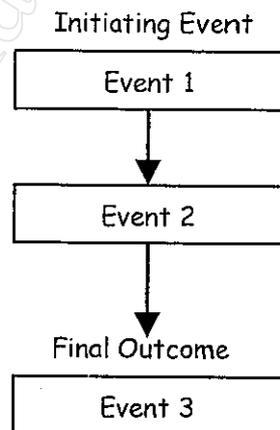
Semantic Map

A semantic map is a diagram of relationships between a key concept and associated ideas. Semantic refers to the meaning associated with a word. Just as a road map shows the interconnecting byways that enable a person to move from one place to another, so a semantic map helps students to integrate new information with what they know. Here are some examples of semantic maps.

I. **Spider map.** It is used to describe a central idea: a thing, process, or concept.



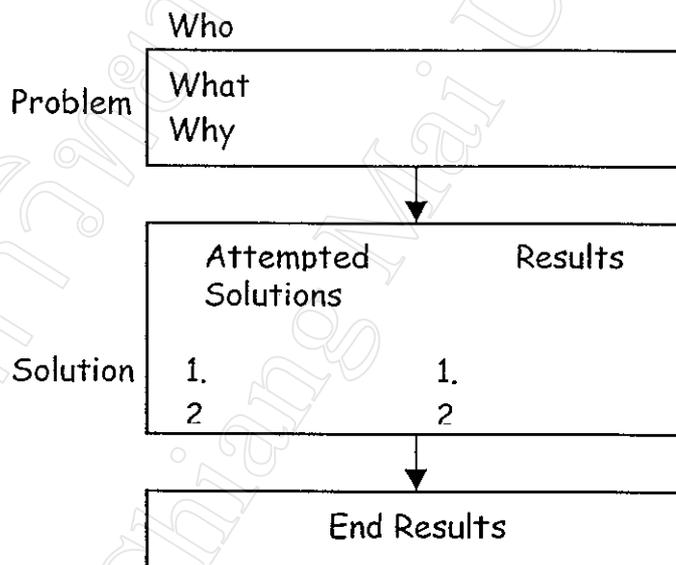
II. **Series of Events Chain.** It is used to describe the stages of something; a sequence of events; or the goals, actions, and outcomes of some figure.



III. **Compare/Contrast Matrix.** It is used to show similarities and differences Between two things.

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

IV. **Problem/Solution Outline.** It is used to represent a problem, attempted solutions, and results.



Presentation + practice

(Eo. 4)

cognitive strategy ➡

10. Teacher models how to draw a semantic map.

- Teacher draws a small square in the middle of the board,
- Teacher writes a key word " tourism attractions " in the square and draws several squares around the middle square,

- Teacher asks the students to suggest words related to tourism attractions and writes those words in other squares around the key word.
- Teacher then draws a line from each square to connect with the key word in the center of the board and explains the relationship between "tourism attractions" and those words in other squares.

Production:

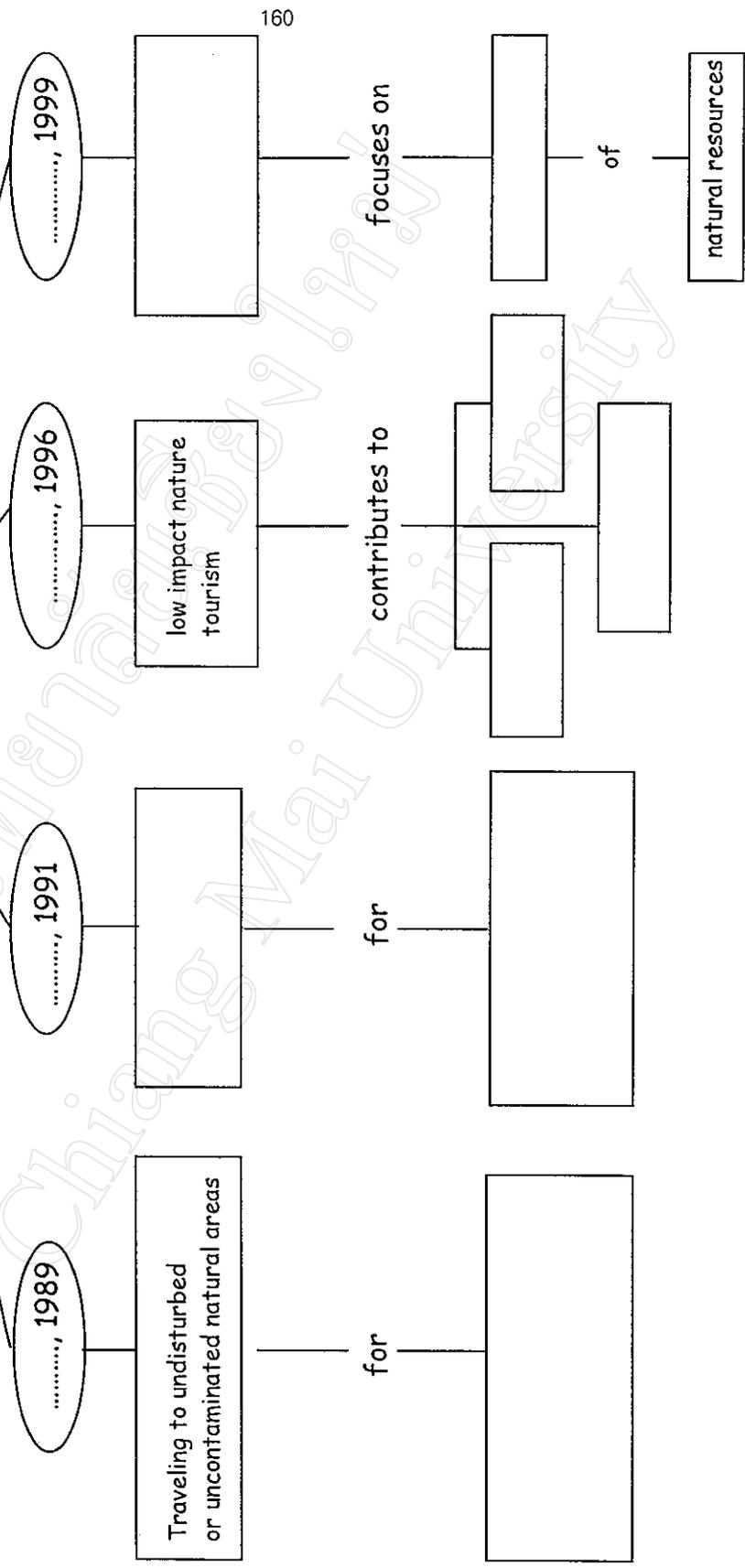
11. Teacher distributes a worksheet with three semantic maps to the students. The topics and some information of each semantic map are provided in the worksheet already.
12. The students individually complete the semantic maps by using the information from their notes taken from the lecture.
13. Teacher orally summarizes the content of this lesson to the students.

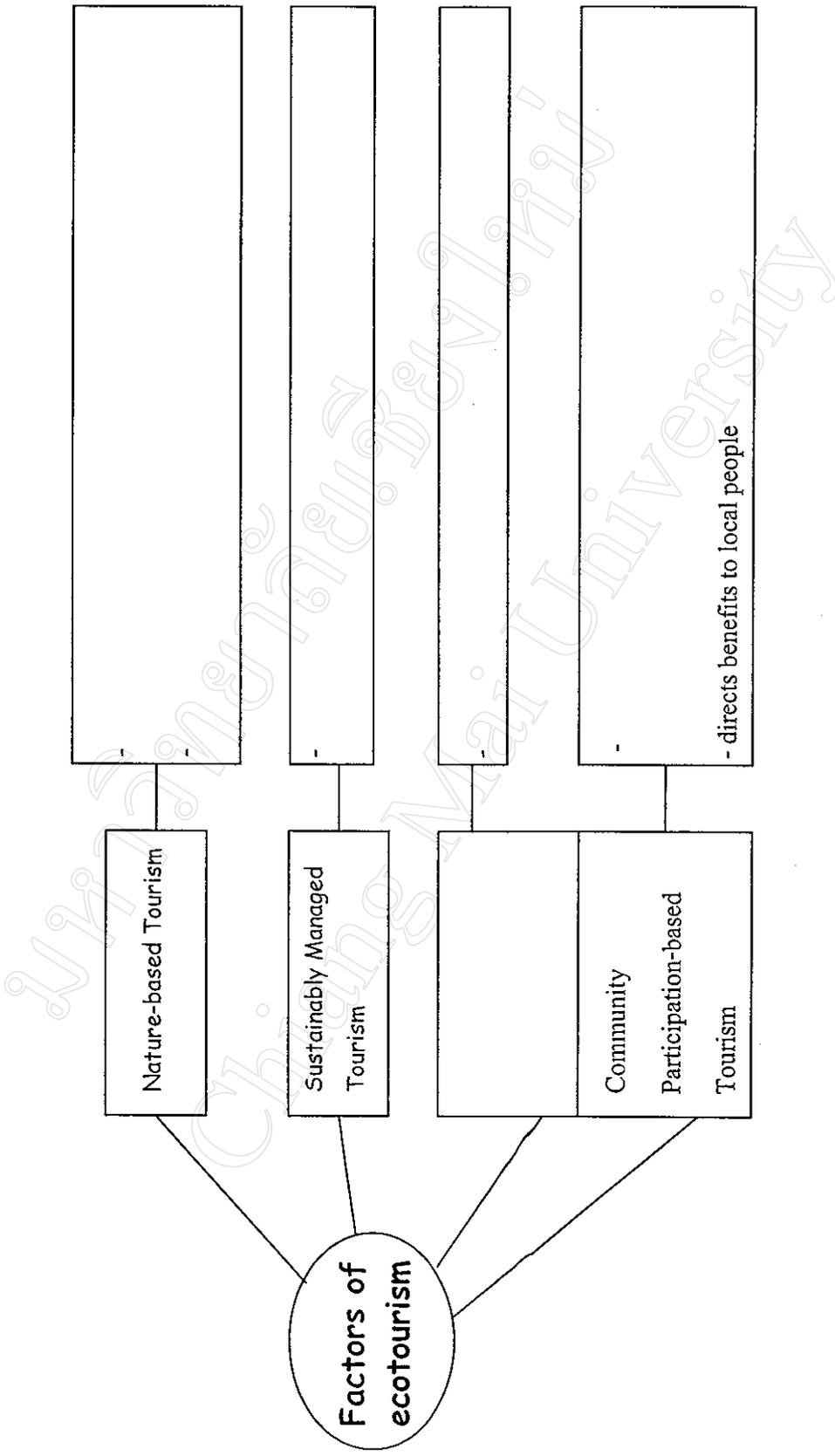
Evaluation:

1. From students' matching the vocabulary with their synonyms.
2. From students' taking notes.
3. From students' answering the questions orally.
4. From students' suggesting words related to tourism attractions.
5. From students' completing semantic maps.

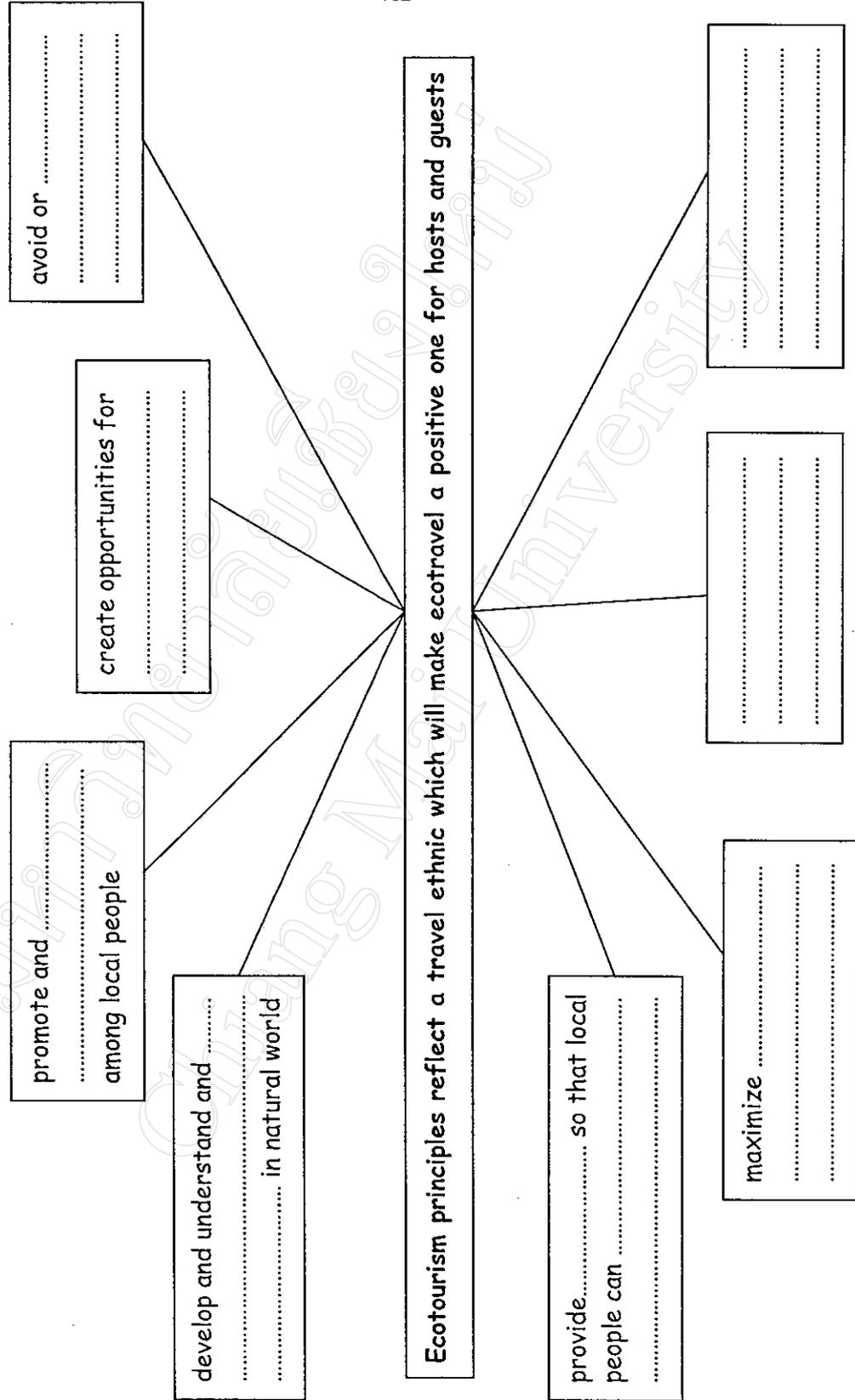
The definition of ecotourism

The term "ecotourism" has been defined by several persons since 1987.





Ecotourism principles



Lesson Plan 2

Topic: Ecotourism in national parks and protected areas

Duration: 6 hrs.

Terminal Objective: Students will be able to write a summary of ecotourism in Thai national parks.

Enabling Objectives: Students will be able to :

1. name their favorite national parks or protected areas,
2. do the exercises given,
3. fill the given sentences with suitable vocabulary provided,
4. skim the text to identify the topic,
5. identify main idea and supporting details of the reading content,
6. answer the questions from after finishing reading the passage,
7. make notes on reading in an outline form,
8. draw a semantic map,
9. organize notes into a summary by using addition words.

Language Focus: Vocabulary: complementary (n.), obstacle(v.), property(n.), edge(n.), harmoniously(adv.), legal(adj.), freeze(n.), constrain(v.), interpret (v.), intensive(adj.)

Addition words: first of all, moreover, finally, also, in addition, and another, next, apart from, both...and, furthermore, as well as.

Content: 1. National parks and protected areas (forest parks, botanical garden, arboretum, wildlife sanctuary)

2. Ecotourism in Thai national parks

Technique: Semantic mapping

Strategies: Skimming, making notes on reading in an outline form, identifying main idea and supporting details of the content, drawing a semantic map, summarizing

Teaching materials: OHP, slides of national parks and protected areas, handouts, worksheets

Procedure

(period 5)

Presentation:

(Ex. 1)

1. Teacher warms up the class by asking the students to name their favorite national parks or protected areas.
 - As you are studying in Phrae, have you ever been to Wiang Kho Sai National Park? Do you like it?
 - What is your favorite national park or protected area in Thailand?
 - Why do you like that national park/protected area?

2. Teacher then gives a lecture on the topics " National parks and protected areas " and " Ecotourism in Thai national park" While giving the lecture, teacher also presents slides of some famous national parks and protected areas in Thailand to the students.

(period 6)

Presentation + practice

(Ex. 2,3)

cognitive strategies →

3. Teacher reviews skimming, finding the topic, main idea and supporting details of a reading passage by using OHP, and then lets the students do the exercises given.
4. Teacher teaches some new vocabulary by having the students works in group of 5 ,filling the given sentences with suitable vocabulary provided.
5. Teacher and the students check the answers together.

(period 7-8)

Presentation

cognitive strategies →

6. Teacher teaches how to make notes on reading in an outline form and gives an example.

Making notes on reading

Note making is a process of reading and selecting relevant and important information. These are some techniques of reading and making notes;

1. Read through the text to get general understanding
2. Read it several times to make sure you understand all the main points.
3. Underline or highlight important and relevant information.
4. Make notes of the main points and organize them under appropriate headings.
5. Try to write them in your own words. Leave out unnecessary details and words.
6. Check your notes with the text to make sure you have not left out anything important.

Examples:

Making notes in an outline form

Acquiring Information

What are the ways in which a student can acquire information? Firstly, he will acquire information from his tutors, in three main ways—by lecture, by tutorial and by handouts which the tutor may give him. Secondly, he may acquire information from "other expert" outside his college: principally by reading but also perhaps by listening to the radio, listening to cassette recordings, or watching educational TV programs. Thirdly, he will get information from his fellow students: perhaps in student-led seminars, perhaps in the contributions of other students in tutorial, or perhaps just in informal conversation. Lastly, he can acquire information from himself! By thinking about his subject and thinking together what he has heard and seen, he may come up with new ideas, which are his alone.



Ways to acquire information

I. ← tutors

- A. by lecture
- B. by tutorial
- C. by handouts

II. ← other experts outside college

- A. by reading
- B. by listening to the radio
- C. listening to records
- D. by watching educational TV programs

III. ← his fellow students

- A. in seminars
- B. in tutorials
- C. in conversation

IV. ← himself develop new ideas

- A. by thinking about his subject
- B. by thinking together what he has heard and seen

Practice :

(Ex. 4,5,6,7)

7. The students are given a reading passage and then teacher has the students skim the passage within 5 minutes and identify the topic of the passage
8. The students are asked to read the passage again and do as instructed in the worksheet provided.

Directions : Work in groups of 5-6. Read the given passage and do as instructed

1. Skim this passage within 5 minutes, and choose the best title for the passage.
 - A. Ecotourism in Thai national parks
 - B. Problems of ecotourism in Thai national parks.
 - C. The responsibility of the Royal Forest Department
2. Survey the passage and try to identify which paragraph talks about the following topics

<u>Topics</u>	<u>Paragraph</u>
Inadequate staff	_____
Unclear boundary	_____
Lack of partnership programs	_____
Weakness in public relations	_____
Lack of proper management plans and guidelines	_____
Intensive needs for recreation use	_____
Construction development project	_____

In Thailand, most of the popular ecotourism destinations are located within protected areas, such as national parks and wildlife sanctuaries. These protected areas are not only important because of their ecological, biological and environmental value, but because they are also the nation's natural heritage. Thailand's protected areas fall under the responsibility and administration of the Royal Forest Department, whose main duty is to conserve and protect Thailand's forest resources, for public education and recreation.

National parks offer numerous activities, which are complementary to ecotourism. For examples, park activities are nature-based, ecologically concerned, educational, and enjoyable. Unfortunately, there are some problems, which could present obstacles in the development of ecotourism in Thai national parks:

1. In Thailand, as in many other Asian countries, conflicts exist between parks and people. All national forest reserve areas (which include national parks) are considered government property and should have no community settlements. In reality, many people still live in these areas. The reasons and characteristics of these settlements vary from place to place. Some settlements are located in the middle of forested areas, and some are located at the edge of the forest boundary. Some communities existed in these areas long before the government assumed control, while others are comprised of people who are recently migrated from other regions. Communities' ways of living also differ. Some live harmoniously in the forest; some do not. The problem of people living in the forest areas is compounded by land developers such as resort and golf club entrepreneurs. Many local people sell their land without legal ownership, and then further encroach into the forest.

2. In general, both the numbers and skills of national park staff are insufficient. The educational background of most park officers is in forestry, while others receive training in forest-related issues and park law enforcement. While the number of national parks and their usage are rapidly increasing, there has been a freeze on the hiring of new staff. Though the Royal Forest Department (RFD) has the desire to employ more staff with various educational backgrounds and skills levels, the RFD is constrained by decreasing budgets and unrealistic government rules.
3. Khao Yai National Park is the first park that has a five year management plan that formulated in 1985. Since then, additional management and site plan proposals for other parks have been written up. However, due to the rapid increase in the number of national parks, not every park has a management plan. Another problem is that there are no written guidelines for park managers.
4. There are information centers in nearly every national park. Inside the centers, exhibitions and information on park resources, activities and facilities are provided. However, in general, the quality of this information is low and in need of upgrading. Most parks lack up-to-date information and interpretive data.
5. It is the aim of the Royal Forest Department to provide park visitors enjoyment, service and safety. Unfortunately, the limited budget constrains the provision of these services. Most of the annual budget is for constructing buildings, paving roads, buying vehicles, hiring staff and paying administration costs. There is no budget to provide lodging for visitors. So, park staff has to stay in small rooms in the park, while visitors stay in the staff houses.
6. Forests and land are common resources used by many groups. It is not only the local people who depend on forest resources. Government agencies and private companies are also interested in using these resources. Many national development projects, such as dams and military bases are built in RFD managed areas. This creates a conflict of interest between the RFD and other groups, resulting in lack of cooperation and public acceptance. So, a partnership is needed to create good working relationships and agreements amongst the various parties.
7. Advances in transportation have made the national parks popular spots to visit. This has occurred in many tourist destinations in Thailand. There are several examples of the misuse and mismanagement of recreational resources in Thailand, mostly due to absence of a controlling authority. As ecotourism continues to grow in Thailand, the national parks will be one of the main destinations of tourists, both Thai and foreign. The RFD, the Tourism Authority of Thailand and other concerned organizations need to establish proper policies at national and regional levels, and implement measures to minimize the negative impacts of ecotourism.

REF: Adapted from Ecotourism for Forest Conservation and Community Development.
(1999).

2. Now read the passage in detail and make notes of the passage in an outline form.

3. Use the information in the passage to answer the following questions.

1. Why are national parks and protected areas important?
.....
2. What does RFD stand for?
.....
3. What are obstacles or problems of ecotourism in Thai national parks?
.....
.....
.....
4. Where is the first national park that has formulated management plan?
.....
5. Why should national park upgrade the quality of national park information?
.....
6. Who should be responsible for establishing proper policies and implement measures to minimize the negative impacts of ecotourism in Thai national park?
.....
7. What is the main cause that constrains the development of ecotourism in Thai national park?
.....

10. Teacher and the students checks the answers together.

(Eo.8)

11. Teacher asks the students to discuss about the note making from reading the passage in their groups and then has each group draw a semantic map to show the relationship between the main idea and supporting details of the passage.

(period 9-10)

Presentation + practice

11. Teacher explains the use of addition words in connecting content by giving some examples:

(Eo. 9)

☺ Addition words

When the writer wants to add or list one or more ideas that continue along the same line of thought in the writing, he or she may use one of the following addition words to connect the ideas

first of all	moreover	finally	next	as well as
in addition	and also	apart from	furthermore	both...and

★Examples:

There are several reasons why constructive conflict should be an inevitable part of school life. First of all, conflict increases achievement and long-term retention of academic material. Secondly/Next it also increases the use of higher-level cognitive and moral reasoning. Moreover/Furthermore/ Besides/ In addition, conflict increases both healthy cognitive and social development. Finally, it releases anger, anxiety, as well as sadness that makes mentally sick.

cognitive strategies ➡

12. Teacher lets the students do the exercise given.
13. Teacher and the students check the answers together.
14. Teacher explains how to organize notes into a summary and then gives an examples of summary writing to the students.

📄 Organizing notes into a summary

- Join your notes into sentences and write them in paragraph form.
- Use appropriate connectors when necessary to make the sentences run smoothly.
- Cut down the length by changing structures and leaving out unnecessary words.
- Do not add your own opinions or ideas into the summary.
- The tense of your summary must be the same as in the text.
- Check for spelling, punctuation and correct grammar.

Example:Ways to acquire information

- I. ← tutors
 - A. by lecture
 - B. by tutorial
 - C. by handouts
- II. ← other experts outside college
 - A. by reading
 - B. by listening to the radio
 - C. listening to records
 - D. by watching educational TV programs
- III. ← his fellow students
 - A. in seminars
 - B. in tutorials
 - C. in conversation
- IV. ← himself develop new ideas
 - A. by thinking about his subject
 - B. by thinking together what he has heard and seen

**Summary**

Students have several ways in acquiring information. Firstly, From tutors that include lecture, tutorial, and handouts. Secondly, From other experts outside college such as by reading, by listening to the radio, listening to records, and watching educational TV programs. Moreover, information can be acquired from fellows in seminars, in tutorials and also in conversation. Lastly, students can develop new ideas himself by thinking about his subject, and by thinking together what he has heard and seen.

Production : 15. Teacher has the students individually summarize the passage " Problems of ecotourism in Thai national parks." by using addition words in connecting the written summary.

Evaluation :

1. From students' doing exercises.
2. From students' doing as instructed in the given worksheet.
3. From students' drawing a semantic map.
4. From students' summary writing.

Lesson Plan 3

Topic: Ecotourism activities and ecotourism resources

Duration: 5 hrs.

Terminal Objectives: Students will be able to give an oral presentation to the class.

Enabling Objectives: Students should be to:

1. orally make sentences by using vocabulary provided,
2. answer the given question by using scanning strategy,
3. do the given exercise,
4. list ecotourism activities,
5. work in group cooperatively.

Language focus: Vocabulary : compatible (adj.), thrill (n.), recommend (v.), rapids (n.) creeks (n.), supplementary (adj.), expose (v.), hospitality (n.), scenic (adj.)

Language of presentations

- **Introduction**
Good morning/afternoon, everyone.
Today I am going to talk about...
- **Introducing your talk**
I would like to start by...
Then I will speak about...
Thirdly I will talk about...
And lastly...
- **The main part of the talk**
Moving on to....
My third point deals with...
However...

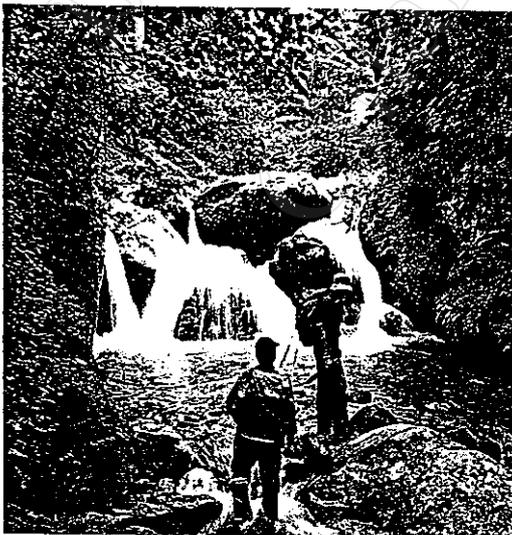
- **Summing up/conclusion**
So, in conclusion, you can see that...
 - **Saying thank you and ending your talk**
Thank you all for listening so attentively.
Does anyone have any questions?
- Content:**
1. Definition of ecotourism resources
 2. Types of ecotourism resources
 3. Types and forms of ecotourism activities in Thailand
- Technique:** Semantic mapping
- Strategies:** scanning, group working
- Teaching Material:** Visualizer, OHP, handouts, a group working evaluation form
- Procedure**
(period 11-12)
- Presentation:**
1. Teacher reviews about Ecotourism in national parks and protected areas that the students learned last period.
 2. Teacher warms up the class by asking some questions like:
 - Have you ever joined any ecotourism activity in national parks or protected areas?
 - What ecotourism activity do you like?
 - How do you feel about ecotourism activity?
- presentation + practice
(Eo.1,3)
3. Teacher teaches some new vocabulary by writing the words on the OHP and tells the meanings orally.
 4. The students are asked to make sentences by using the given words orally.
 5. Teacher reviews scanning by giving some examples and has the students do the exercise given.

6. Teacher and the students check the answers together.
7. The students are given a passage " New Tourist Activities in Nakhon Nayok." They are to scan for the ecotourism activities stated in the passage within 7 minutes and answer the questions

New Tourist Activities in Nakhon NaYok

Nakhon Nayok may be a small province in Thailand's central plains, but its rich natural resources have won it acclaim as an important tourist destination that successfully attracts a steady flow of tourist.

More than just natural beauty, Nakhon Nayok offers many locations for ecological tourism (usually referred to as eco-tourism), a trendy mix of nature conservation and tourism, with a range of activities compatible to the topography of the area. This area also experiences seasonal changes that present options for tourism looking for new adventures, thrills and local lifestyle experiences to record in their journals.



December and June of every year is the best time for trekking in the forests or the national park with many nature trails from which to choose. If time is of the essence, Nang Rong-Sai Yong Hin Waterfalls are highly recommended because they can be covered in a day. Hardy tourist who fancy spending a night in the wilderness, including setting up their own tent, may find a more distant trail a good alternative. Be it an overnight stay or a two-night stay, the experience is equally memorable. Most trails, however, crisscross the wild terrain, which is dotted with waterfalls - good places to take a break and enjoy the view.

Beginning in June and until October, canoeing is a popular water sport for the rainy season. Intrepid canoeists in colorful canoes brave the waters and rapids of Nakhon Nayok. Vigorous paddling, helped by a strong current, propels canoes towards the water challenges that lay ahead. Nakhon Nayok has many creeks that lead ashore, cutting through the woods to the highway, each stretching between two to five kilometers. This makes it easy for tourists to make up their mind on how they want to put their skills to the test.



For those who prefer mountain biking, Nakhon Nayok offers a range of routes, including the nature route, the fruit route, the history route, and the culture route. Signs give directions for cyclists to follow and point out first-aid cabinets available along the way. Routes vary: some smooth others rugged; some weathered and steep. River cut through certain stretches that dry out in December and May making it possible to either cycle over or carry the bicycles across. The green landscape, running brooks, rolling fields, abundant reservoirs and the relaxed way of life of rural people along the route make this a scenic journey for cyclist.

An overnight stay service for tourists, in the community, known as "homestay", represents the latest form of tourism promoted in Nakhon Nayok. This has created a supplementary vocation for villagers living close to Klong Tha Darn Dam. The Tha Darn Homestay Group was established as a result of cooperation between the public sectors and the local villagers under the concept, group members provide a basic accommodation service for tourists.

Visitors to Nakorn NaYok who want to expose to the way of life of the local people, and their daily routines, through action practice, should try the "homestay" program. They can select to stay with a family of their choices. For example, if a gardener's life is what to experience, they can take part in any kind of activity, whether watering plants, mowing, fertilizing and breaking up the ground or even harvesting. Another wonderful aspect of "homestay" experience is the inexpensive cost compared to that in hotel or resort accommodation. "Homestay" accommodation is only one hundred baht per night with food ranging between fifty and eighty baht per meal.

Today, Nakorn NaYok is ready to give visitors a taste of Thai hospitality with an greater choice of activities making it accessible, and of interest to tourist on a year-round basis.

REF: Adapted from Kinnaree, 17(6). (2000)

Now answer these following questions;

1. What are the tourism attractions in Nakhon Nayok?

2. When is the best time for trekking in the forests?

3. What ecotourism activities are there in the passage?

4. What is "homestay"?

(Period 13)

presentation + practice

(Eo. 4)

8. Teacher gives a lecture on the topic "ecotourism activities" by using a visualizer in presenting some of ecotourism activities popular among ecotourists.

9. Teacher checks the students' comprehension by asking them to list 5 items of main ecotourism activities and 5 supplementary ecotourism activities.

(Period 14)

Presentation + Practice

(Eo. 5)

social-affective strategy →

10. Teacher asks the students to work in groups of 6-7. Then teacher tells that each group should have 1 leader, 1 recorder, 2-3 data-collectors, 1 monitor, and 1 reporter.

11. Teacher explains the roles that each member has to play within the group in order to complete the task assigned.

Group working

Cooperation is working together to complete shared goals. Within cooperative activities individual students seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative efforts result in participants trying for mutual benefits so that all group members gain from each other's efforts, recognizing that all group members share common fate, knowing that one's performance is cooperatively caused by oneself and one's colleagues, and feeling proud and jointly celebrating when a group member is recognized for achievement. For example, a team member's success in creating a multi-media presentation on saving the environment depends on both individual effort and the efforts of other group members who contribute needed knowledge, skills, and resources necessary for the highest possible quality presentation.

When putting together groups, students may want to select their roles for the group. Students may also rotate group roles depending on the activity.

Potential group roles and their functions include:

- ★ **Leader** - The leader is responsible for keeping the group on the assigned task. She/he also makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members. The leader makes sure each step is followed or each question is answered.
- ★ **Recorder** - The recorder keeps records of all group activities including the material contributed by each group member. The recorder writes out the solutions to problems for the group to use as notes or to submit to the instructor. The recorder also prepares presentation materials when the group makes an oral presentation to the class.
- ★ **Data-collector** - The data-collector is responsible for searching and collecting the information needed from various sources for the group.
- ★ **Observer** - The observer is responsible for making sure that everyone is on task, agrees with the answers, understands the assignment, discussion, or answer, and acts as a duration keeper who watches the time and keeps the group on task and moving forward.
- ★ **Reporter** - The reporter orally summarizes the group's activities or conclusions to the class.

12. Teacher teaches the language of presentation to the students

Language of presentations

Introduction
 Good morning/afternoon, everyone.
 Today I am going to talk about...

Introducing your talk
 I would like to start by...
 Then I will speak about...
 Thirdly I will talk about...
 And lastly...

The main part of the talk
 Moving on to....
 My third point deals with...
 However...

Summing up/conclusion
 So, in conclusion, you can see that...

Saying thank you and ending your talk
 Thank you all for listening so attentively.
 Does anyone have any questions?

Practice:

13. Teacher lets each group select one of the following topics :

- a) What is ecotourism resources?
- b) Natural resources
- c) Cultural or historical resources
- d) Recreation areas
- e) Tourism facilities
- f) Elements influencing attendance at ecotourism resources

14. Teacher assigns the students to search more information related to their groups' selected topics and prepare to give an oral presentation to the class next time.

(Eo. 6)

15. Teacher asks each group to draw a semantic map to show the relationship between the main idea and the supporting details of the information presented. Moreover, teacher suggests that each group should have some materials such as pictures, posters or models to make the presentation more interesting.
16. Different tasks are allotted to group's members.
17. The students do their own assignments in their groups.
18. Teacher asks the observer of each group to observe the group working and respond in the given group working evaluation form.

(Period 15)

Production:

19. The reporter from each group gives an oral presentation on the selected topic to the class by using language of presentation. During the presentation, the other groups can ask questions about the topic.
20. Teacher concludes the presentation and adds some information in order to complete the information to the class.
21. Teacher and the students summarize the contents learned in this unit together.

Evaluation :

1. From students' doing exercises.
2. From students' participating in group assignment.
3. From students' giving oral presentation by using language of presentation.
4. From a group working evaluation

Group working evaluation form

Please respond to the following statements by using guidelines given below.
Be faithful when evaluating your group member's performance.

 - never  - sometimes  - always

1. Have the members helped decide on specific problems and ways of working as a group?

A.  B.  C. 

2. Have the members contributed ideas and suggestions related to the problem?

A.  B.  C. 

3. Have the members followed their assigned roles?

A.  B.  C. 

4. Have the members supplied information or other materials to the group?

A.  B.  C. 

5. Have the members summarized the group discussion?

A.  B.  C. 

6. Have the members prepared the final group presentation?

A.  B.  C. 

Group name:

Observer:

Oral Presentation Assessment

Unit : ____

Group : _____

Topic : _____

Presenter(s) : _____

Rating	Ability to give an oral presentation
4	<p>Very Good : The student describes the questions studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. The delivery and sentence structure are generally correct. There is evidence of preparation, organization, and enthusiasm for the topic. The visual aid is used. Questions from the audience are answered clearly.</p>
3	<p>Good : The student describes the question studied and conclusions are stated, but supporting information is not strong. The delivery and sentence structure are generally correct. There is some indication of preparation and organization. The visual aid is used. Questions from the audience are answered.</p>
2	<p>Limited : The student states the question studied but fails to describe it fully. No conclusions are given to answer the question. The delivery and sentence structure are understandable, but with some errors. Evidence of preparation and organization is lacking. The visual aid may or may not be used. Questions from the audience are answered with only the most basic response.</p>
1	<p>Poor : The student makes a presentation without stating the question or its importance. The topic is unclear and no adequate conclusions are stated. The delivery is difficult to follow. There is no indication of preparation or organization. Questions from the audience receive only the most basic or no response.</p>

Lesson Plan 4

Topic: Mass tourism and ecotourism

Duration: 4 hrs.

Terminal Objective: Students will be able to write a paragraph of a video mini-documentary by using contrast connectors.

Enabling Objectives: Students will be able to:

1. brainstorm about the given topic and list their predictions about that topic on the board,
2. match new words with their definitions,
3. take notes while watching to a video,
4. complete the contrast matrix provided,
5. do the exercise given,
6. organize notes into a paragraph by using contrast connectors.

Language Focus: Vocabulary: luxury (n.), investment (n.), traffic congestion (n.), inappropriate (adj.), retain (v.), insensitive (adj.)

Contrast connectors: but, unlike, whereas, although, while, though, in contrast, conversely, on the other hand, however.

Content:

1. Mass tourism features
2. Ecotourism features
3. Mass tourism lodge
4. Ecolodge

Strategies: predicting, taking notes, organizing notes into a paragraph form.

Teaching Material: a 30 minute mini-video documentary, handouts, exercise, worksheets

Procedure

(period 1-2)

Presentation:

(Eo. 1)

1. Teacher states the objectives of the unit.
2. Teacher divides the class into 2 groups, Group A and Group B.
3. Group A is asked to note the important features about mass tourism, and group B is asked to note the important features about ecotourism under these headings.
 - numbers of tourists
 - favorite tourism sites
 - purposes of tourists
 - tourist behavior
 - impacts toward environment, local community, economic
 - relations between tourists and local people in tourism sites
4. The students brainstorm in their groups for 15 minutes and then teacher asks them to list their notes on the board so that both groups can see the different features of mass tourism and ecotourism clearer.
5. Teacher tells the students that they are going to watch a video mini - documentary about mass tourism and ecotourism. Then we will go back to the lists on the board to check whether the students' predictions are entirely correct or not.

Presentation + practice

(Eo. 2)

6. Teacher teaches some new words that appear in the video mini-documentary by having the students work in groups of 5 matching new words with their definitions.

7. Teacher and the students check the answers together.

Practice :

(Eo. 4)

8. Teacher distributes a contrast matrix worksheet to the students and tells the students that they are going to complete the matrix to show the different features of mass tourism and ecotourism in the worksheet.

Directions: Complete the contrast matrix below to show the different features of Ecotourism and mass tourism.

Features	Mass Tourism	Ecotourism
1. Scale		
2. Impact on manufactured environment		
3. Social impact		
4. Cultural impact		
5. Economical impact		
6. Host community relations		
7. Tourist experience		
8. Tourist behavior		

- (Eo. 3)
9. The students watch a 30 minute video mini-documentary about the features of mass tourism and ecotourism.
 10. The students take notes on important features of both types of tourism while they are watching the video.
 11. After watching the video, teacher and the students discuss and check the different features between mass tourism and ecotourism listed on the board.
- (Period 3)
12. Teacher teaches the use of contrast connectors by giving some examples.

Contrast connectors

Contrast connectors tell us that two ideas are in *contrast* to each other. Some of them are as follows:

but, unlike, whereas, although, while, though,
in contrast, conversely, on the other hand, however

Examples:

- The Hotel Sol is not the most luxurious, but we prefer it.
- Unlike her mother, Pamela is beautiful and talented.
- My second book is entirely different from my first book.
- Japan is an industrial country, whereas/ while Laos is an agricultural country.
- Bruno is generally sociable. In contrast, Guy is quite reserved.
- You have nothing to do now. On the contrary, I have piles of work.

- (Eo. 5)
13. Teacher has the students do the exercises given.
 14. Teacher and the students check the answers together.
- presentation + practice
15. Teacher models how to organize the notes into a paragraph by giving an example.
- (Eo. 6)

Organizing notes into a paragraph

Examples :

This contrast matrix shows two kinds of elephants: African, Indian

African elephant	Indian elephant
<ul style="list-style-type: none"> - larger & darker - larger ears - more sloping forehead - tamed - stands up while sleeping 	<ul style="list-style-type: none"> - smaller - tamed - more easily trained - lying down while sleeping



There are two kinds of elephants- the African and the Indian. The African elephant is larger and darker; it also has larger ears and a more sloping forehead. Both can be tamed, but the Indian elephant is more easily trained to do work. When an African elephant sleeps, it usually stands up, but an Indian usually sleeps lying down.

(Period 4)

16. Teacher gives out a contrast matrix showing different factors of mass tourism lodge and ecolodge to the students. Then has the students work in groups of 4-5 and write a paragraph to differentiate the factors between the two lodges by using contrast connectors.

17. Teacher observes each group working, and gives some advice to the students.

18. Teacher tells the students that some pictures or photos of mass tourism lodge and ecolodge should be attached to their paragraphs so that they would be more colorful and interesting.

Production : 19. The students are asked to individually write a paragraph differentiating the features of mass tourism and ecotourism by using contrast connectors.

Evaluation : 1. From students' brainstorming and listing their predictions on board.
2. From students' taking notes while watching a video.
3. From students' completing the contrast matrix in the worksheet.
4. From students' writing a paragraph in groups.
5. From students' writing a paragraph individually.

Lesson Plan 5

Topic: Environmental consequences of tourism development.

Duration : 6 hrs.

Terminal Objective: Students will be able to write a paragraph expressing their opinions on the given topic.

Enabling Objectives: Students will be able to :

1. complete the given sentences with suitable vocabulary provided,
2. answer the questions by using skimming strategy,
3. guess meanings of new words from the context,
4. elicit reference words using context clues,
5. predict , confirm, or revise their predictions about the content by using prior knowledge and experiences, title, illustrations and textual information,
6. identify cause and effect connectors appeared in a reading passage,
7. draw a semantic map to show the relationship between causes and effects discussed in the passage,
8. discuss their opinions or experiences related to the given topic by using the language used in asking and expressing opinions in their groups.

Language Focus: Vocabulary: interaction (n.), maintain (v.), excess (n.), trample (v.), disappearance (n.), fragile (adj.), reduction (n.), divert (v.), erosion (n.), disrupt (v.), devalue (v.), noxious (adj.), incidence (n.), consumption (n.), deplete (v.) attraction (n.)

Cause and effect connectors:

Cause	effect
Because	so
owing to	therefore
due to	consequently
result	thus
be caused by	as a result

Language used in asking and expressing opinions :1. Asking opinions :

- What do you think about _____?
- How do you feel about _____?
- What are your views on _____?

2. Expressing opinions :

- I think _____
- I feel that _____
- In my opinion, _____
- My view is that _____

- Content :**
1. Tourism and environmental relationship
 2. Benefits of tourism
 3. Environmental impacts of tourism development

Technique: Directed Reading-Thinking Activity

Strategies : skimming, guessing meanings of words using context clues, making and confirming prediction, highlighting, elicit reference words by using context clues.

Teaching Materials: handouts, posters, worksheets, a film "The Beach".

Procedure

(period 5)

- Presentation :**
1. Teacher shows the posters of two tourism sites, the first site is still beautiful, the second site is deteriorated. Then teacher asks some questions like:
 - How do you feel when you see that a tourism site that once was beautiful and attractive became deteriorated?
 - In your opinion, who should be responsible for maintaining tourism resources in Thailand?
- Presentation + practice:**
2. Teacher teaches the language used in asking and expressing opinions by giving some example.
- (Eo. 8)

Language used in asking and expressing opinions

1. Asking opinions :

- What do you think about _____?
- How do you feel about _____?
- What are your views on _____?

2. Expressing opinions :

- I think _____
- I feel that _____
- In my opinion, _____
- My view is that _____

Example: Asking opinions

- What do you think about _____
- How do you feel about _____ the new super-highway in Chiang Mai now?

Expressing opinions

- I think _____
 - I feel that _____
 - My view is that _____
 - In my opinion, _____
- it doesn't help solving the traffic problem.
 - I think it doesn't help solving the traffic problem.

3. The students are asked to form groups of 6, and then teacher has the leader of each group ask some questions about "Off Road Caravan trip in Thai national park" and each member should express their opinions on this topic.
 4. Teacher monitors and participates in each group's activity to see whether the students can use language of asking and expressing opinions correctly or not, and to share her opinion on the topic also.
- Presentation + practice:
(Eo. 7)
5. Teacher teaches the use of cause and effect connectors and gives some examples:

Cause and Effect Connectors



These connectors show that the writer is discussing the *reason(s)* something happened or will happen and the *result(s)* of something. They show that one event *caused* another to happen. Below are some cause-and effect words:

cause/reason	Effect/result
Because	So
owing to	Therefore
due to	Consequently
be caused by	Thus
since	as a result

Examples:

- His death was caused by cancer.
- Owing to/ Due to the rain, I will not go outdoors.
- He studied very hard, therefore/ as a result, he passed the entrance examination.
- Harry studied English very hard. Therefore, he got an A.
- He wanted to study English, consequently, he went to England

6. Teacher and the students discuss about some effects caused by "off road caravan trip in national park."
7. Teacher gives a lecture on the topics " Tourism and environmental relationship", and " Benefits of tourism" to the students.

(period 6)

Presentation + practice:

(Eo. ,3,4,5)

cognitive strategies ➡

metacognitive strategy ➡

8. Teacher reviews skimming strategy, guessing meaning from the context and eliciting reference words from the context by giving some examples and lets the students do the exercises given in their groups.
9. her teaches how to make predictions to the students and has them do the exercise given.
10. Teacher and the students check the answers together.
11. Teacher tells the students that they are going to learn about environmental impacts caused by tourism development.
12. Teacher teaches some new vocabulary by writing the words on the OHP and orally gives the meanings to the students.
13. The students are asks to complete the given sentences with suitable vocabulary provided.
14. Teacher and the students check the answers together.

Presentation + practice:

(Eo. 2)

(period 7-8)

15. Teacher writes a title "Environmental Impacts of Tourism Development" on the board and has the students discuss what they already know about the topic, and predict what information they expect to find in the passage.
16. Teacher writes the students' predictions on the board.

Practice :

17. Teacher has the students form groups of 6. Then they are given the passage "Environmental Impacts of Tourism Development" and a worksheet.

The Impacts of Tourism development

From the earliest times, the enjoyment of environments has had a major impact in shaping a succession of tourism geography. As public tastes for different kinds of leisure environment has developed through the formation of resorts or the changing preferences for scenic landscapes or for the attraction of historic heritage in the twentieth century, new patterns of interaction between people and environments have been formed

Tourism-environment relationship is highly complex. There is an interdependence between the two that has often been described as "symbiotic". In simple terms this means that since tourism benefits from being located in good-quality environments, those same environments ought to benefit widely from measures of protection aimed at maintaining their value as tourist resources.

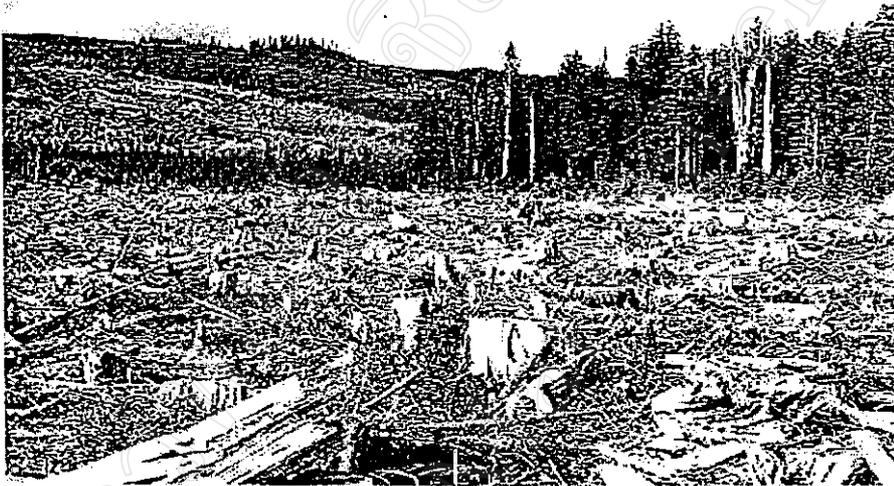
However, as tourism has expanded both in scale and into new destinations, Tourism has changed from being a force for improvement and protection of the environment to be a major generator of environmental problems with capacity to destroy the resources upon it depends.

The environmental damage which tourism or its excesses may cause can be grouped under five key headings.

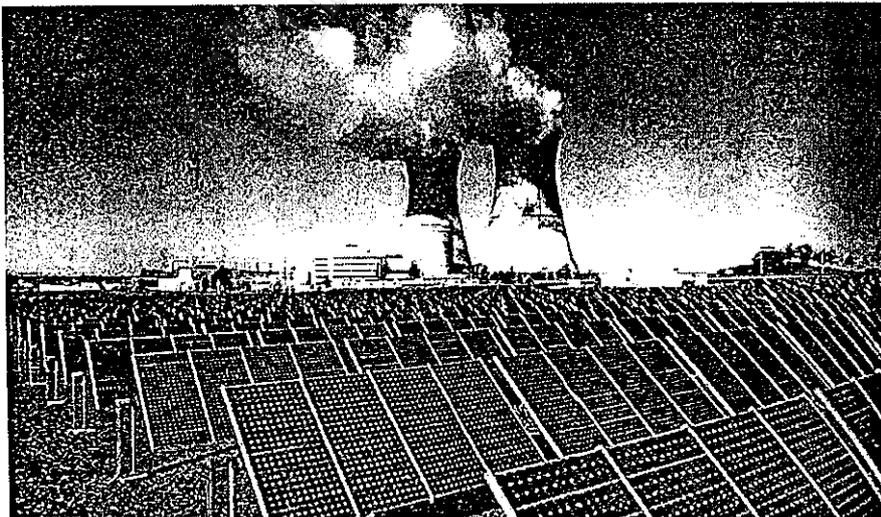


Under the first heading, *biodiversity*, there are a number of effects that impact upon the flora and fauna of a host region. Such damage may occur in varying forms. Processes of tourism development (construction of hotels and apartments, new roads, new attractions, etc.) can result in a direct loss some of the flora and fauna in natural sites. Tourist behaviour (trampling, excessive picking of fruit or flowers, carelessness, or the kind of thoughtless conduct sometimes leading to forest fire)

results in the disappearance of various plant and animal species, Trampling causes more fragile species disappeared. The reduction of species diversity may impact upon the local composition of insect populations, insectivorous birds, and small mammals for which plant and insect populations are key elements in a food chain. Larger animals may be affected by tourism also. The increasing popularity of safari holidays has become a problem in African national parks where close attention of tourists in vehicles disrupt to feeding and breeding patterns of animals and at last they migrate to remoter areas.



The impacts of tourism upon the diversity of flora and fauna link with the second area of concern, *erosion and physical damage*. Erosion is the result of trampling by visitors' feet. An excessive number of visitors to historical or exceptional natural sites can lead damage to the environment. For example, the shoes of millions of visitors are damaging Parthenon in Athens.

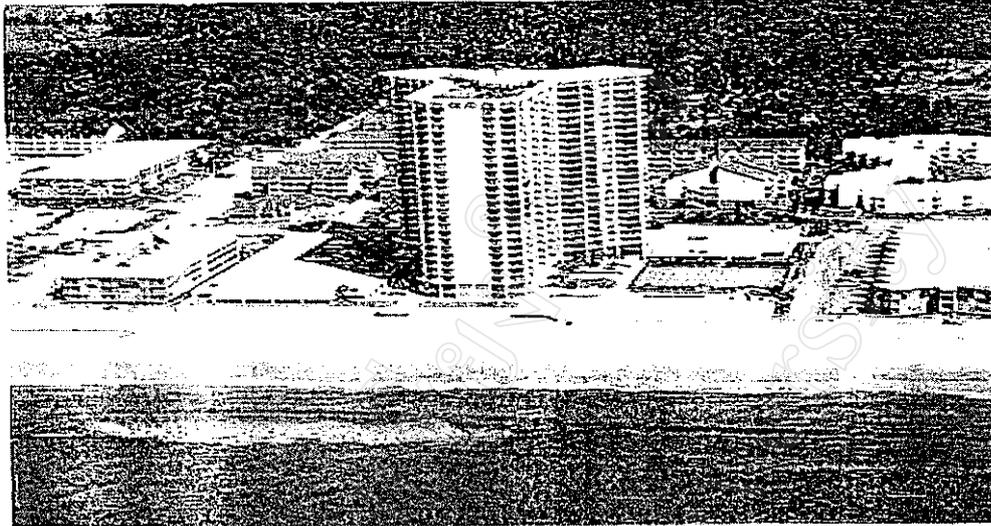


The environmental impacts of which the tourist is most aware are those associated with *pollution*, particularly the pollution of water. Poor-quality water may devalue the aesthetic appeal of location and be a source of water-borne diseases such as typhoid. Visible water pollutants (sewage, rubbish, fuel oil from boats, etc.) will also be routinely deposited by wave action onto beaches and shorelines, leading to direct contamination, noxious smells and visually unpleasant scenes.

Alongside water pollution, tourism is also associated with air pollution and noise pollution. Air pollution mainly due to motor traffic and to the production and use of energy. Air pollution not only threaten human health but also attack vegetation and increase incidence of acid rain in popular localities. Noise pollution owing to motor traffic or the use of certain vehicles used for recreational purposes (snow-mobiles, motor boats, private planes, etc.) and also owing to the crowds of tourists themselves and the entertainment provided for them.



A fourth area of concern centers on tourism impacts upon the *resource base*. The attraction of hot, dry climates for many forms of tourism creates particular demands for local water supplies, which may become depleted through excessive tourist consumption or be diverted to meet tourist needs for swimming pools or well-watered golf courses. Tourism may also responsible for depletion of local supplies of fuel and building materials.



The final area of environmental impact concerns *visual and structural changes*. The physical development of tourism produces a series of environmental impacts. The installation of modern tourist-related facilities and infrastructure often leads to aesthetic degradation of the landscape sites because the style and architecture of such new installations may not always be in harmony with traditional buildings. Moreover, natural landscape or agricultural lands may be encroached and transferred to meet demands for hotel construction, new transport facilities, car parks or other elements of infrastructure.

 REF: Adapted from *Ecotourism; an introduction* (1999)

18. Teacher lets the students read the introduction of the passage and then predict what are the causes and effects of tourism development towards environment
19. Teacher asks the students note their predictions in the worksheet and then lets them read the first section of the passage to find out whether they were right in their predictions.
20. Teacher then distributes a handout which have some questions that will help the students predict the content. Each question makes from the major concepts or information on which teacher wants the students to concentrate when they read.

21. The students are asked to read the next section. They can either confirm or revise their predictions and write in their worksheet. The cycle of predicting, reading and thinking is repeated until the end of the article is reached.
22. While reading the passage, the students are asked to guess the meanings of some new vocabulary by using context clues and find out the references appeared in the article, and highlight the cause and effect connectors that they find in the passage.
23. The students and teacher discuss how to predict the next section of the passage together.

(Ex..7)

cognitive strategy 

Directions: While reading the passage, find out the references appearing in the text.

1. the two (paragraph 1) refers to _____
2. this (paragraph 1) refers to _____
3. their (paragraph 1) refers to _____
4. it (paragraph 2) refers to _____
5. they (paragraph 3) refers to _____
6. them (paragraph 6) refers to _____

Now guess the meanings of these underlined words.

1. Tourists behaviors result in the disappearance of various plants and animals species.
a. die b. fail c. extend d. loss
2. Trampling causes more fragile species disappeared.
a. beautiful b. weak c. heavy d. old
3. Rubbish moved by wave onto beaches leads to bad smells and visually unpleasant scenes.
a. view b. land c. environment d. building
4. Air pollution threatens human health.
a. secure b. affect c. preserve d. protect
5. Local water supplies may become drained through too much consumption.
a. full b. clean c. dirty d. empty

Here are some suggested questions for each section/stopping point.

Read section 1

1. What is this section mainly about? Is it about positive impacts or negative impacts of tourism development?
2. Which impact of tourism does the text focus on? (cultural impact, social impact, or environmental impact)
3. Environmental damage caused by tourism can be grouped under 5 headings, can you guess what they are?

Read section 2

1. Were any of your predictions confirmed?
2. The impact of tourism on biodiversity links with another impact, what do you think that impact will be concerned about?

Read section 3

1. Was your prediction confirmed?
2. There is an important impact of tourism caused by tourism facilities, can you predict what it is?
3. What evidence makes you think so?

Read section 4

1. Was your prediction confirmed?
2. What impact do you think the writer will discuss next?
3. What makes you think so?

Read section 5

1. Was your prediction confirmed?
2. As natural resources and landscape are changed to meet tourist needs, what impact do you think will be happened with traditional buildings?
3. Why do you think so?

Read section 6

1. Were any of your predictions confirmed?
2. Did you use the illustrations to help you predict what the topic is going to be discussed next?

(Period 9)

24. Teacher has the students work in the same groups asking and giving opinions about the effects of tourism development towards environment.

25. Teacher then distributes an example of expressive writing to the class.

Expressive writing



Writing is expressive if it says what the student wants it to say in the situation. If writing is to be a natural, self-directed activity, the student must have the choice between writing for practical purposes or creating a work of imagination. Even where guidance is offered- that is, where students are given a structure and facts on which to base their writing - they should also have the freedom of ignoring what is offered if they can write from their own inner inspiration.

Example of expressing writing

What can be done to protect and improve the future of Similan Islands?

Obviously the simplest , but quite impossible solution would be to close them off to divers for 20 years to allow the environment to recover naturally. On a more practical level the installment of proper mooring buoys is a step in the right direction, as boats now no longer need to their anchors straight on to the coral. The TAT should work more closely with the tour operators to establish a " green' or "eco-friendly" operating standard, and outlaw any operators unable to comply or found guilty of illegal practices. Policies need to be devised to protect and nurture the environment; preservation is fine but these areas need active encouragement in order to return to their former splendor. Maybe the rotational closure of sites for a period of 1-3 years at a time is one possible solution.

(period 10)

Production : 26. Teacher has the students watch the film " The Beach" and then has them individually write a paragraph expressing their opinions about this film.

Evaluation:

1. From students' doing exercises.
2. From students' orally asking and expressing opinions on the given topics in their groups.
3. From students' expressive writing.

Lesson Plan 6

Topic: Recommendation in solving environmental impacts

Duration: 5 hrs.

Terminal Objective: Students will be able to give an oral presentation to the class.

Enabling Objectives: Students will be able to :

1. suggest ways to solve environmental impacts,
2. take part in, and contribute to group discussion on various topics related to tourism,
3. use the language of discussion appropriately,
4. do a problem-solving in group.

Language Focus: Language of discussion:

1. Opening the meeting:

- The first thing we have to discuss/ decide is _____

2. Agree:

- I think the speaker is right in what he/she says.
- All right. I take your point.
- I agree with _____, I'd like to add some more information.....

3. Disagree:

- I'm afraid I can't agree with _____ on this matter.
- I'm afraid I'm not convinced. In my opinion,.....
- May I suggest another explanation?

4. Don't know:

- Could I ask the speaker for his views on.....
- Am I correct in assuming.....?
- I'm not sure that I entirely agree with Mr.....

5. Inviting comments:

- Mr/ Miss _____, is there anything you would like to say?
- Does anyone have any further comments?

6. Sum up :
- The main points that have been made are.....
 - I think the members of the group are basically in agreement on the following points.
- Content:**
1. Ecotourism policies of TAT
 1. Economic, social, cultural, and natural environmental impact of tourism.
 3. How to solve the problems caused by tourism.
- Strategies:** problem-solving, group discussion, group working
- Teaching Materials:** OHP, handouts.
- Procedure**
- (Period 11)
- Presentation:**
1. Teacher briefly reviews the environmental impacts caused by tourism development that students learnt last period.
- (Eo.1)
2. The students are asked to suggest how to solve those problems and teacher lists their suggestions on the board.
 3. Teacher gives a lecture on the topic " Ecotourism policies of TAT."
- (period 12)
4. Teacher reviews group working to the students and has the students rotate the roles in their groups.
- Presentation + practice:**
5. Teacher teaches the use language of discussion and by giving some example.
- (Eo. 2,3)

Language of discussion



1. Opening the meeting:
 - The first thing we have to discuss/ decide is _____
2. Agree:
 - I think the speaker is right in what he/she says.
 - All right. I take your point.
 - I agree with _____, I 'd like to add some more information.....
3. Disagree:
 - I'm afraid I can't agree with _____ on this matter.
 - I'm afraid I'm not convinced. In my opinion,.....
 - May I suggest another explanation?
4. Don't know:
 - Could I ask the speaker for his views on.....
 - Am I correct in assuming.....?
 - I'm not sure that I entirely agree with Mr.....
5. Inviting comments:
 - Mr/ Miss _____, is there anything you would like to say?
 - Does anyone have any further comments?
6. Sum up :
 - The main points that have been made are.....
 - I think the members of the group are basically in agreement on the following points.

Roles of members in a discussion



Group leader

- states the topic under discussion,
- decides who will speak first,
- gives everyone an equal chance to speak,
- keeps the discussion moving and on the topic
- summarizes the main points.



All members

- express ideas clearly,
- show respect for the leader,
- keep to the point,
- give facts to back up opinion
- think before speak
- avoid interrupting
- listen attentively and courteously to others
- accept others' ideas and criticisms in a friendly spirit

presentation + practice:

(Eo. 4)

6. Teacher states the importance of problem-solving skills that the students can use in their real life.
7. Teacher presents a flow chart of problem-solving steps to the students.

problem-solving steps:

identify the problem



collect reference material and information related to the problem



propose multiple solutions



evaluate probable negative and positive outcomes for each solution



determine the best solution to the problem

8. Teacher models how to find a solution for the problem of excessive tourist in some tourism sites by following the steps of problem-solving strategy to the students.

Step 1. Identify the problem

Problem: Over-visited tourists affects carrying capacity of a tourism site.



Step 2. Collect reference material and information related to the problem.

Information: Excessive tourists damages physical capacity, ecological capacity, Economic capacity, social capacity, infrastructure capacity.



Step 3. Propose multiple solutions.

Solutions proposed:

1. reducing the amount of brochures which are produced to promote the destination.
2. raising prices.
3. allowing a certain number of people into the destination per day through a 'ticket' system.
4. raising awareness among tourists and the tourism industry.



Step 4. Evaluate probable negative and positive outcomes for each solution.

- Solution 1 will be ineffective because many tourists became aware of destinations from other sources such as from friends, relatives, or other media.
- Solution 2 could be seen as morally unacceptable as it discriminates against those on lower income.
- Solution 3 people who taking a special trip to visit the destination would be very disappointed or angry.
- Solution 4 better knowledge on the part of the industry and tourists could help reduce damage from excessive tourists.



Step 5. Determine the best solution to the problem.

Solution 4 is the best solution.

(period 13)

8. Teacher asks the students to work in group of 6-7, and then lets each group select one of the following topics:
 - a) Economic impact of tourism
 - b) Social impact of tourism
 - c) Environmental impact of tourism focusing on ecosystem
 - d) Environmental impact of tourism focusing on natural elements
 - e) Environmental impact of tourism focusing on manufactured environments
10. Teacher assigns each group to study about the group's selected topics, identify the problem and find the practical solution for solving the problem by following the steps of problem-solving.

(period 14)

practice:

11. Each group performs a group discussion by using the language of discussion, and the members identify which tasks each will do to complete the assignment cooperatively.
12. Teacher monitors each group's discussion.
13. The students do their own learning tasks to find the best solution.
14. Teacher asks the observer of each group to observe his/her group working and respond in the given group working evaluation form.

(period 15)

Production:

15. The representative from each group presents the solution derived from group working and tell how they follow the steps of problem-solving to the class.

16. After the presentation, teacher and the students discuss the problems and solutions presented.

Evaluation:

1. From students' participating in group discussion.
2. From students' doing a problem-solving in group.
3. From students' oral presentation.
4. From a group working evaluation.

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Chiang Mai University

Group working evaluation form

Please respond to the following statements by using guidelines given below.
Be faithful when evaluating your group member's performance.

☹ - never

☺ - sometimes

☺ - always

1. Have the members helped decide on specific problems and ways of working as a group?

A. ☹

B. ☺

C. ☺

2. Have the members contributed ideas and suggestions related to the problem?

A. ☹

B. ☺

C. ☺

3. Have the members followed their assigned roles?

A. ☹

B. ☺

C. ☺

4. Have the members supplied information or other materials to the group?

A. ☹

B. ☺

C. ☺

5. Have the members summarized the group discussion?

A. ☹

B. ☺

C. ☺

6. Have the members prepared the final group presentation?

A. ☹

B. ☺

C. ☺

Group name:

Observer:

Oral Presentation Assessment

Unit : _____

Group : _____

Topic : _____

Presenter(s) : _____

Rating	Ability to give an oral presentation
4	<p>Very Good : The student describes the questions studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. The delivery and sentence structure are generally correct. There is evidence of preparation, organization, and enthusiasm for the topic. The visual aid is used. Questions from the audience are answered clearly.</p>
3	<p>Good : The student describes the question studied and conclusions are stated, but supporting information is not strong. The delivery and sentence structure are generally correct. There is some indication of preparation and organization. The visual aid is used. Questions from the audience are answered.</p>
2	<p>Limited : The student states the question studied but fails to describe it fully. No conclusions are given to answer the question. The delivery and sentence structure are understandable, but with some errors. Evidence of preparation and organization is lacking. The visual aid may or may not be used. Questions from the audience are answered with only the most basic response.</p>
1	<p>Poor : The student makes a presentation without stating the question or its importance. The topic is unclear and no adequate conclusions are stated. The delivery is difficult to follow. There is no indication of preparation or organization. Questions from the audience receive only the most basic or no response.</p>

Lesson Plan 7

Topic : Responsible Tourism

Duration : 4 hrs.

Terminal Objective : Students will be able to write a paragraph reporting the content listened from an interview in the form of reported speech.

Enabling Objectives : Students will be able to :

1. discuss about environmental situation,
2. choose suitable reporting verbs to complete the given passage,
3. rewrite the sentences given into the form of reported speech,
4. complete the given sentences by using the words provided,
5. complete the tapescript,
6. answer the given questions.

Language Focus : Vocabulary : deprive (v.), absolute (adj.), schemes (n.), strengthen (v.), amenities (n.)

Reporting verbs : agree, explain, point out, reply, reveal, state, suggest, accept, claim

Direct speech and reported speech: how to change the pronouns and verb tense from direct speech into reported speech.

Content : Sub-topics 1. Environmental situation
2. Responsible tourism

Teaching materials : Tape cassette, handouts, exercise

Procedure

(period 1-2)

- Presentation :
1. Teacher states the objectives of the unit.
 2. Teacher introduces the topic of the lesson by asking the students to discuss about environmental situation that they have read from newspaper and magazine or heard on news.

(Ex. 1,3,4)

3. Teacher introduces some reporting verbs and explains how to change the pronouns and verb tense from direct speech into reported speech to the students by giving some examples.

Reporting verbs



These verbs are often used to report what someone has said.

agree	explain	point out	reply	reveal
say	state	suggest	accept	claim
persuade	warn	observe	advise	confirm

They can be followed by a *clause* beginning with *that*. For example:

- The protest movement *claimed that* the environment would suffer but the chairman of the planning committee *stated that* it would be protected.
- He *said that* he hadn't been able to come yesterday because he'd had to stay home.

These verbs can be followed *directly* by *to*.

- | | | | | |
|--------|-------|-------|---------|----------|
| accept | agree | claim | promise | threaten |
|--------|-------|-------|---------|----------|
- The hotel has *agreed to* reduce noise levels after midnight.
 - The protest movement has *threatened to* blow up the planned development.

Some reporting verbs are followed by *a person* then *to*. These include:

- | | | | | |
|--------|-----|----------|------|------|
| advise | ask | persuade | warn | tell |
|--------|-----|----------|------|------|
- They *persuaded the operator to* drop the project.
 - She *warned them not to* go ahead.

Reported speech : statements

Study these rules.

A) When we report what someone has said, we must make certain changes. Some of the tenses change. In these examples Rosy is reporting to Terry what Kim said.

DIRECT SPEECH	→	REPORTED SPEECH
present simple I hate Vince.	→	past simple She said that she hated Vince.
present continuous I'm going away for the weekend.	→	past continuous She said that she was going away for the weekend.
present perfect I haven't heard from Vince since Sunday.	→	past perfect She said that she hadn't heard from Vince since Sunday.
past simple I saw Vince with Andrea.	→	past perfect She said that she had seen Vince with Andrea.
past perfect I had gone back to the car.	→	past perfect She said that she had gone back to the car.
past continuous They were lying on the ground together.	→	past perfect continuous They said that they had been lying on the ground together.

B) The pronouns and possessive adjectives change. As a general rule, first person (I, me, my, we, us, our) changes to third person (he/she, him/her, his; they, them, their), but it depends on who is reporting to whom.

Examples :

If Rosy reports to Terry what Kim said, the pronouns and adjectives change.

Kim : He has broken **my** heart.

Rosy : Kim said that Vince had broken **her** heart.

4. Teacher has the students work in groups of five doing the exercises given.
5. Teacher and the students check the answers together.

(Period 3)

presentation + practice

(Eo. 2)

6. Teacher teaches some new words and has the students complete the given sentences by using the words provided.
7. Teacher and the students check the answers together.
8. Teacher tells the students that they are going to listen to an interview between Micheal Leech, who works for an environmental group and a interviewer. Then teacher gives a tapescript with some blanks to the students.

Practice :

(Eo. 5,6)

9. The students listen to the interview and complete the tapescript given.
10. Teacher and the students check the answers together.

Directions: Listen to the interview between an interviewer and Michael Leech, then write the words that are missing from each gap.

Interview: I know you're very (1)..... about environment issues at Overland Encounter, but, in practical terms, what can a tour operator do to make sure that tourists don't destroy the beauty of the thing they came to see?

Michael Leech: Well, I think you have to get involved in what we call "(2).....tourism." You can't deprive people of their interest in wanting to travel. But what you can do is to (3)..... patterns of behavior which will introduce them to a country in a responsible way. That means, for example, making sure that on an adventure holiday, no detergents are used in springs or streams and that no (4).....is left behind after camps. It means, if you're visiting a (5).....area like the Antartic, that people must respect the rules and not (6)..... fragile plants or go too near the penguins. It means providing travellers with a pack with instructions on how to behave and what to do to best (7)..... the cultures and places visited.

- Interviewer: Do you think that many people will not listen and will just ignore whatever (8)..... you give them?
- Michael Leech: Perhaps, but the key factor in minimising damage through tourism is to keep groups to a manageable size and then you can control how they behave.
- Interviewer: Are operators now putting things back into the environment instead of just taking from it?
- Michael Leech: Very much so. There are schemes to protect (9)..... habitats in Kenya and Tanzania, to save the rhino, veterinary programmes and so on. People now go on holiday to (10)..... ancient monuments or clean up beaches. Things have changed and the model of Mediterranean tourism of high-rise concrete, sun, sea, sand and sex is not the one most people now want. And another thing, in some places the environment is tourism and national parks have been created by it. Without tourism, the animals would have gone. I think the environment is strengthened by (11) tourism. I think most countries go through several phrases in their tourism (12)..... and hopefully, the local people not only share the income and foreign exchange generated by tourism but also use the amenities.

11. After finished listening to the interview, teacher asks the students questions like:

- What are they speaking about?
- What is responsible tourism?
- What is the key factor in minimising damage through tourism?
- How does sensitive tourism help protecting environment?

(Period 4)

Production : 12. Teacher has the students individually write a paragraph reporting the content listened from the interview in the form of reported speech.

Evaluation : 1. From students' doing the given exercise.
2. From students' completing the tapescript.
3. From students' answering the questions.
4. From students' writing a paragraph.

Lesson Plan 8

Topic : Ecotourism development planning

Duration : 5 hrs.

Terminal Objective: Students will be able to give an oral presentation about ecotourism development plans to the class.

Enabling Objectives :

1. Students will be able to tell the meanings of some new vocabulary,
2. Students will be able to collect the data needed for ecotourism development planning,
3. Students will be able to share the collected data to the class,
4. Students will be able to perform a group discussion,
5. Students will be able to set ecotourism development plans by following ecotourism development planning processes.

Language Focus: Vocabulary: impose (v.), allocate (v.), genuine (adj.), rites (n.), correspond (v.) disseminating (v.), enterprise (n.), negotiation (n.), disintegration (n.), enhance (v.), disseminate (v.)

Language of discussion, reporting verbs, and reported speech

Content: Sub-topics :

1. Management guidelines for ecotourism development
2. Ecotourism development planning
3. Ecotourism development plan for:
 - a) managing ecotourism areas
 - b) communicating and giving educational services
 - c) encouraging participation from the local people and giving benefits to them
 - d) promoting ecotourism sites
 - e) preventing negative impacts on environment

Strategies: Ecotourism development planning processes, group- working

Teaching materials: OHP, handout, a group working evaluation form.

Procedures :

(Period 5-6)

Presentation:

1. Teacher asks the class whether they know about the new Management guidelines for ecotourism that proposed by TAT and Then teacher distributes a hand out to the students.

(Eo. 1)

presentation + practice:

2. Teacher teaches some new vocabulary by presenting the words on the OHP, and tells the meanings orally.

3. Teacher gives a lecture on the topics " Management guidelines for ecotourism development and " Ecotourism development planning" to the students.

Presentation + practice:

(Eo. 5)

4. Teacher explains the ecotourism development planning processes that include:

- Collect data



- Studying/analyzing data



- Identify the goal



- propose alternatives



- choose the best way and set a plan

(period 7-8)

practice :

5. Teacher asks the students to form groups of 6. They are assumed to be the TAT officials that have to set a development plan for the ecotourism site of Maejo-Phrae University on these following sections:

- a) managing ecotourism areas
 - b) communicating and giving educational services
 - c) encouraging participation from the local people and giving benefits to them
 - d) promoting ecotourism sites
 - e) promoting ecotourism marketing
 - f) preventing negative impacts on environment
6. Each group selects one of the sections given and then each member is given a part of task.
- (Eo. 2) 7. Teacher and the students go to the ecotourism site of Maejo-Phrae University, located in Mae Sai district, and then collect the data by observing and interviewing on these following headings:
1. Geography and climate
 2. Ecotourism resources
 3. Ecotourism facilities
 4. Ecotourism marketing
 5. Characteristics of local people
 6. Problems in ecotourism in the area
- (Eo. 3) 8. After the students have finished collecting data, teacher lets them share the data collected from the survey to the class.
- social-affective strategy →
- (Eo.4) 9. Teacher has the students perform a group discussion and set the ecotourism development plans on their group's selected section by following the ecotourism development planning processes.
10. Teacher asks the observer of each group to observe the group working and respond in the given group working evaluation form.
- (Period 9)
- Production : 11. The reporter of each group presents the ecotourism development plan to the class.

12. After the presentation, teacher and the students discuss about the development plans presented.

Evaluation :

1. From students' telling the meanings of some new vocabulary.
2. From students' collecting the data from the assigned area.
3. From students' sharing the collected data to the class.
4. From students' participating in group discussion.
5. From students' giving oral presentation about ecotourism development plans.
6. From a group working evaluation.

Management Guidelines for Ecotourism of TAT

To achieve the objectives in ecotourism development, the following clear and accurate management guidelines are necessary:

1. Guidelines for the management of tourism areas, and the conservation of the environment:

1.1 Considering the management of the tourism area by dividing it into different administrative sections in order to separate the activities of the tourism section from those of the conservation section.

1.2 Considering measures to seriously limit the number of tourists in environmentally fragile areas.

1.3 Clearly indicating the role of TAT in the conservation of environmentally fragile areas.

1.4 Considering regulations/rules of behavior imposed on tourists.

2. Guidelines for communicating and giving educational services:

2.1 Producing tourism media in terms of nature, culture, and history.

2.2 Considering allocating a budget for producing tourism media to the parties involved.

2.3 Considering upgrading knowledgeable local people to the position of qualified and eligible specialist tour guides; together with the development of a tourism curriculum to correspond with the recommendations for development.

3. Guidelines for encouraging participation from the local people and giving benefits to them:

3.1 All the organizations concerned have to promote education by disseminating information and understanding in ecotourism through various media, both inside and outside the formal educational system to the youth, people in general, and community leaders.

3.2 Local tourism enterprises may be organized into the form of a club, an organization, or a co-op to collaborate in mapping the recommendations of development and conservation, as well as to strengthen the power in marketing negotiations. This will result in the sustainability of local enterprises. Private development organizations and academicians may be involved as advisors in management.

3.3 In proceeding with any recommendation, all the local resources should be primarily taken into consideration, whether they are personnel, raw material, folk wisdom, or local heritage.

4. Guidelines for the prevention of the negative impact on culture.

4.1 Setting limits for tourists and business operators, realizing the impact on culture; for instance, avoiding to cause cultural disintegration by behaving in accordance with the local culture, not interfering with personal rights; not behaving in the way to offend local people, or treating them as inferior, but being polite and in accordance with the principles of quality and human rights.

4.2 Being aware of the fact that any change may cause an impact on the way of life and culture of local areas, study carefully and keep respect for the local culture and folk wisdom.

4.3 In presenting the genuine culture to tourists, being aware of accurate knowledge, approval of the local community, and particular rules of behavior within the culture and rites; in addition, inappropriateness in the change of the culture and rites to suit the marketing directions, or only to please tourists.

5. Marketing guidelines

5.1 To promote an idea of ecotourism among the youth and visitors in general both the Thais and the foreigners.

5.2 To set the standards of ecotourism management, putting more emphasis on quality than quantity of tourism arrivals.

5.3 To enhance the active role of tour operators in the ecotourism.

5.4 To promote, boost and facilitate the organizing of international conferences in connection with the ecotourism.

5.5 To produce and disseminate audio visual materials for the promotion of the ecotourism.

Group working evaluation form

Please respond to the following statements by using guidelines given below.
Be faithful when evaluating your group member's performance.

 - never

 - sometimes

 - always

1. Have the members helped decide on specific problems and ways of working as a group?

A. 

B. 

C. 

2. Have the members contributed ideas and suggestions related to the problem?

A. 

B. 

C. 

3. Have the members followed their assigned roles?

A. 

B. 

C. 

4. Have the members supplied information or other materials to the group?

A. 

B. 

C. 

5. Have the members summarized the group discussion?

A. 

B. 

C. 

6. Have the members prepared the final group presentation?

A. 

B. 

C. 

Group name:

Observer:

Oral Presentation Assessment

Unit : ____

Group : _____

Topic : _____

Presenter(s) : _____

Rating	Ability to give an oral presentation
4	<p>Very Good : The student describes the questions studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. The delivery and sentence structure are generally correct. There is evidence of preparation, organization, and enthusiasm for the topic. The visual aid is used. Questions from the audience are answered clearly.</p>
3	<p>Good : The student describes the question studied and conclusions are stated, but supporting information is not strong. The delivery and sentence structure are generally correct. There is some indication of preparation and organization. The visual aid is used. Questions from the audience are answered.</p>
2	<p>Limited : The student states the question studied but fails to describe it fully. No conclusions are given to answer the question. The delivery and sentence structure are understandable, but with some errors. Evidence of preparation and organization is lacking. The visual aid may or may not be used. Questions from the audience are answered with only the most basic response.</p>
1	<p>Poor : The student makes a presentation without stating the question or its importance. The topic is unclear and no adequate conclusions are stated. The delivery is difficult to follow. There is no indication of preparation or organization. Questions from the audience receive only the most basic or no response.</p>

Lesson Plan 9

Topic : Ecotourism management in national parks and protected areas

Duration : 6 hrs.

Terminal Objective : Students will be able to write a report about the ecotourism management of Huai Nam Dang National Park.

Enabling Objectives : Students will be able to :

1. complete the given sentences by using vocabulary provided,
2. brainstorm what they already know about Huai Nam Dang National Park,
3. generate questions they want to know about the ecotourism management of Huai Nam Dang National Park,
4. decide how they can find out what they want to know, what primary and secondary resources they can access,
5. search the information they want to know more from several sources such as reading brochure, interviewing, or observing from the field trip,
6. complete K-W-L chart,
7. complete K-W-H-L chart,
8. share their K-W-L results to the class,
9. discuss the K-W-H-L results in the class.

Language Focus: Vocabulary: determination (n.), watersheds (n.), declare (v.), meander (v.), entrepreneurial (adj.), critical (adj.), evident (adj.), sheer (adj.), pristine (adj.), isolation (n.), session (n.)

Content: 1. Ecotourism management in national parks and protected areas
2. Ecotourism management of Huai Nam Dang National Park.

Technique: K-W-H-L, K-W-L

Teaching materials: K-W-L chart worksheet, handouts, exercise, K-W-H-L worksheet, VDO.

Procedure :

(Period 10)

Presentation :

1. Teacher has the students watch a video about ecotourism management in Yellowstone National Park.
2. Teacher gives a lecture on the topic " Ecotourism management in national parks and protected areas".

(Period 11-12)

presentation + practice

(Eo.1)

3. Teacher distributes an article "Umphang District: A Community-Based Ecotourism project" to the students.
4. Teacher orally tells the meanings of some new words and then has the students work in groups of 6, completing the given sentences by using vocabulary provided.
5. Teacher and the students check the answers together.

Presentation + practice

(Eo. 6,8)

6. Teacher tells the use of K-W-L technique and models how to use this reading technique.

K-W-L technique

The K-W-L is a technique that helps students activate prior knowledge. It is a group instruction activity developed by Donna Ogle that reserves as a model for active thinking during reading. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals.

K- Stands for what we already know

W- Stands for what we want to know

L - Stands for what we learned

metacognitive strategy 

- Teacher gives out a K-W-L worksheet to the students.
 - Teacher fills some background knowledge about Umphang District in K column.
 - Teacher writes 5 questions about a community-based ecotourism project at Umphang District in W column.
 - Teacher has the students work in the same groups and read the given article to find out the answers for the questions.
7. After the groups have finished reading, teacher asks them to look at the questions in W column and write what they can answer in L column.
 8. Teacher directs the students to write down everything they know more about the article in column L.
 9. Each group shares their K-W-L results to the class and then teacher leads a discussion about what the students have learned from reading the article.

K-W-L worksheet: Umphang district: A Community-Based Ecotourism Project

K- What I Know	W- what I want to Know	L- What I Learned
<ul style="list-style-type: none"> - Umphang is a district of Tak Province. - Umphang is one of Thailand's major watersheds because of its rich in forests and wildlife resources. - Mae Klong river creates a famous waterfall named Thi Lo Su or Thailand's Niagara. 	<ol style="list-style-type: none"> 1. What is the most popular tourist activity in Umphang district? 2. Why do people in Umphang district actively participate in tourism? 3. What are negative impacts of tourism towards Umphang district? 	

	<p>4. Who are responsible for development planning in Umphang district?</p> <p>5. How does the committee for the coordination and promotion of sustainable tourism in Umphang district implement the development plans for community management?</p>	
--	--	--

10. Teacher introduces K-W-H-L technique to the students by giving some example.

K-W-H-L Technique

K-W-H-L technique was developed by Debbie Blaskowski, a fourth-grade teacher at the Weyerhaeuser School in Wisconsin. K-W-H-L is an excellent technique to help students learn informational or report writing. K-W-H-L is a four-part thinking process which asks the students to respond:

- K - Stands for what they already know prior to writing.
- W- Stands for what they want to find out for writing.
- H- Stands for how they can find out information for writing, what primary and secondary resources they can access.
- L- Stands for what they have learned after writing their reports.

Example: Dinosaurs

K	W	H	L
What we know	What we want to know	How we can find out what we want to know	What we have learned
Dinosaurs are large. Dinosaurs are dead. They lived a long time ago. There is a movie about dinosaurs.	How long ago did they live? Why did they die? How do we know what they looked like? Who are the people who study dinosaur?	Research Museums Field Trips Videos Internet search Archeological digs	Some dinosaurs were gigantic, but had small brains. Dinosaurs eat plants and some eat meat. Fossils uncover dinosaur traits. An archeologist has an exciting life.

(Period 13)

Practice:

(Eo. 2-5)

11. Teacher tells the students that they are going to take a field trip at Huai Nam Dang National Park.
12. Teacher distributes a K-W-H-L chart worksheet to the students.
13. Teacher lets the students exchange their background knowledge about Huai Nam Dang National Parks to the class.
14. Teacher then asks the students to write what they know about Huai Nam Dang in column K.
15. Teacher asks the students to generate questions regarding what they want to know about the ecotourism management of Huai Nam Dang and write in column W.
16. Teacher has the students decide how they can find out what they want to know and write down in column H.

17. Teacher lets the students prepare for the field trip in the next period.
18. The students take a field trip to a national park to find what they want to know about ecotourism management of Huai Nam Dang National Park.
19. The students take notes of the information they obtained from the field trip and write down in column L.

(Period 14-15)

(Eo. 7,9)

20. The students and teacher discuss the K-W-H-L results in the class.
21. Teacher assigned the students to write a report on the topic "Ecotourism management of Huai Nam Dang National Park".
22. Teacher teaches report writing steps to the students and gives them some example.
23. and the students write an outline for a report writing together.
24. The students write a report assigned individually.

Production:

Evaluation :

1. From students' completing K-W-L chart.
2. From students' sharing K-W-L results to the class.
3. From students' participating in the field trip.
4. From students' completing K-W-H-L chart.
5. From students' discussing K-W-H-L results in the class.
6. From students' written report.

Umphang district: A Community-Based Ecotourism project

Location

Umphang, part of Tak Province, is a small district located in northern Thailand close to the border with Myanmar. It is a relatively isolated community, and reaching it requires strong determination on the part of the traveler.

The Context

Umphang, rich in forests and wildlife resources, is one of Thailand's major watersheds. In order to protect this area, in 1989 the government declared the forests to be a wildlife reserve. The total reserve area is some 1,619,580 rai.

The Mae Klong River meanders through Umphang, serving as the major source for community water in several provinces. The river is well known for beaches, waterfalls, hot springs, steep cliffs, forests and wildlife. In addition, the portion of the river flowing through the Umphang Wildlife reserve creates numerous small and large waterfalls including Thi Lo Su, a large and beautiful site sometimes described as Thailand's Niagara.

Umphang is also known for the simple lifestyle of its people, the cultural diversity of the northerners and the Karen people, as well as the preservation of its native architecture within the context of a clean, green environment.

Tourism and the Community

The development and growth of tourism within the Umphang District has been, for the most part, a local affair. Tourism programs, including trips, tours and support services accommodation and hospitality, have developed under local management. This reflects both the isolation of the area and the entrepreneurial nature of the people.

One of the most popular tourist activities is bamboo or rubber rafting along the Mae Long River. Although the rafting itself is a big attraction, most tourists are principally interested in experiencing the natural scenery of this vast forest tract, including the botanical diversity and the wildlife. Monkeys, gibbons, bears, barking deer, tigers and other wild cats, giant flying squirrels, and monitor lizards are found in this area, as well as about 200 species of birds including the hornbill.

Local people are supportive of the growth of tourism in the area, and actively participate in the creation of new services and activities. For them, tourism generates considerable employment, including opportunities to develop and own their own business. The result is higher per capita income and an improved lifestyle.

Sustainability

The large and growing numbers of tourists attracted to Umphang during its peak season, roughly from November until April, left an obvious and negative impression in two areas of focus. First, the lack of awareness, or simple disregard, for the areas resulted in a stream of litter and garbage especially along the Mae Klong River. Second, some of the most sensitive areas of biodiversity were affected by the pressure of the number of tourists as they moved through the area. The wildlife reserve itself was simply not designed or managed for crowds.

It was clear that if tourism in Umphang continued to develop as it had during the first half of the decade, there would be massive environmental deterioration which, in turn, would have two logical outcomes. First, the tourists who came for travel elsewhere. Second, the local people, who by this time expected tourists and had incorporated this economic influence into their lifestyle, would be left with neither the tourists nor the income stream. This extraordinary natural environment would become folklore for both tourists and locals.

Development Planning

In 1994, the Tourism Authority of Thailand (TAT), in cooperation with the Umphang District Administration and the Royal Forest Department, established a committee for the coordination and promotion of sustainable tourism with Umphang District. The goal was to support and develop tourism in a managed praxis that would continue to involve the local communities. This would directly benefit the people of the area and protect the environment so that natural resources would be available now and in the future for the people of the area as well as for generations of tourists.

Community management

The first step or point in this redevelopment program was the Public Campaign Plan. The goal of this point was to stimulate awareness among the people in the Umphang District about tourism generally, as well as understanding of the value and significance of their natural environment, cultural heritage and unique lifestyle. Specific activities included a public/private sector seminar that encouraged community leaders and tour operators to work with government officials on the planning and promotion of the area. Other activities included an environmental awareness campaign focusing on tree planting and a training project to educate hilltribe people on the growing potential for tourism as well as their involvement.

The second point focused on Human Resource Development. In this context the goal was to educate local tourism operators and service providers on tourism development programs and the importance of environmental protection, guest safety and security. Training programs for youth were held, as well as directed sessions for rafter, drivers and guides. For the latter group, emphasis was placed on language training, guiding techniques and environmental maintenance.

The Cultural Environment Preservation point was implemented over a two year period and had as its goal the preservation of older buildings and other structures. This point encouraged local people to appreciate the importance and value of native architecture. For community heritage, as well as tourism, it is important that the cultural environment be protected as much as the natural environment. Also TAT has provided the club with information on the development of home-visit and home-stay programs, the goal being to link economic benefits with cultural preservation at a local level.

Upgrading Accommodation Standards was the fifth point. In 1996, this point promoted education in the area of tourism accommodation and facilities, with a special and energy savings. Better facilities encourage more tourists and increased spending. The goal continues to focus on developing facilities that are in harmony with the environment.

Finally, Public Relations, centred on a media tour that provided an opportunity for radio broadcasting producers to learn about ecotourism, and the Umphang District in particular. Emphasis was placed on general education including how to conduct oneself in a fragile natural environment, or how to experience an ecotourism destination.

In addition to these programs, TAT has recently published an ecotourism guidebook, titled, Nature Guidebook Umphang, Tak Province. The goal of this publication is to develop environmental awareness and to develop greater awareness of Umphang District.

(adapted from *Community-Based Tourism in the Asia-Pacific*)

Report-writing

These are useful steps of writing a report.

1. The first step is to form a controlling idea for your report.
2. The next step is to make an outline. It should list main ideas and supporting ideas in the order your report will present them.
3. Then arrange your notes in the same order as the points in the outline.
4. Write a rough draft of your report.
5. After drafting your report, check it:
 - Does it have clear heading
 - Is all the information relevant and necessary?
 - Is it logically organized?
 - Is it easy to read?
 - Is the English correct?
6. At the end of your report, list the sources you actually used in writing your report.

Example of Report writing

Nature tourism in Texas

Ecotourism in Texas provides an excellent example of how ecotourism is subsumed by nature tourism. In Texas, nature tourism is defined as "discretionary travel to natural areas that conserves the environment, social and cultural values while generating an economic benefit to the local community". Although hunting and fishing are reported to be traditional mainstays of nature tourism in Texas, the Task Force on Nature Tourism states that non-consumptive activities such as bird and wildlife watching, nature study and photography, biking, camping, rafting, and hiking have experienced the greatest growth over the past few years. In Texas, the task force reports that tourism is the third largest industry in Texas, generating \$23 billion annually, with the potential to replace oil and gas, and manufacturing as the highest income earner by the turn of the century. (Fennell, 1999, p. 37)

The great Texas Coastal Birding Trail is a key ecotourism attraction in the Lone Star State. The goal of this trail is to increase the opportunities for nature tourism in the coastal communities of Texas, in addition to conveying the value of conservation to people living in the region. Although the trail was set up by the Texas Parks and Wildlife Department, it was made possible by transportation enhancement funds and the Texas Department of Transportation. The trail utilises existing transportation infrastructure in creating recreational, economic, and educational opportunities for local people and tourists alike. Upon completion in 1998, it will comprise three main sections and span over 600 miles of coastline, incorporating some 3000 birding stops in nine wildlife refuges, eleven state parks, on national seashore, and several city and country preserves. (Inskeep, 1991, p. 5)

Bibliography

- Fennell, D. A. (1999). *Ecotourism: an introduction*. New York: Routledge.
Inskeep, E. (1991). *Tourism Planning: An integrated and Sustainable Development Approach*. New York: Van Nostrand Reinhold.

ภาคผนวก ง

แบบทดสอบวัดความรู้ด้านเนื้อหาวิชาการจัดการการท่องเที่ยวในเชิงอนุรักษ์

และ

แบบทดสอบวัดความสามารถในการเขียนภาษาอังกฤษ

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ข้อสอบวิชา การจัดการการท่องเที่ยวในเชิงอนุรักษ์ (พท. 322) ฉบับที่ 1
คะแนนเต็ม 40 คะแนน เวลา 17.00 - 19.00 น. (2 ชั่วโมง)

- คำสั่ง
1. ข้อสอบมีทั้งหมด 6 ข้อ ให้ทำทุกข้อในสมุดคำตอบที่แจกให้
 2. ให้ส่งข้อสอบพร้อมสมุดคำตอบ ห้ามนำเอกสารเข้า และออกจากห้องสอบ
 3. ทุจริตทุกกรณีปรับตก

1. จงอธิบายองค์ประกอบของการท่องเที่ยวในเชิงอนุรักษ์ต่อไปนี้มาให้เข้าใจ (5 คะแนน)
 - Nature-based Tourism
 - Environmental Education-based Tourism
2. เหตุใดหลักการของการท่องเที่ยวในเชิงอนุรักษ์จึงมุ่งเน้นให้ชุมชนท้องถิ่นมีส่วนร่วมในการพัฒนาและการจัดการการท่องเที่ยวเป็นสำคัญ จงอภิปราย (10 คะแนน)
3. จงสรุปสาระสำคัญในการจัดตั้งอุทยานแห่งชาติ (5 คะแนน)
4. จงให้ความหมายของคำว่า "พื้นที่อนุรักษ์" (Protected areas) พร้อมยกตัวอย่างพื้นที่อนุรักษ์ในประเทศไทยมาอีก 3 ข้อ (5 คะแนน)
5. จงอธิบายลักษณะของกิจกรรมท่องเที่ยวในเชิงอนุรักษ์ต่อไปนี้มาให้เข้าใจ (5 คะแนน)
 - กิจกรรมท่องเที่ยวในเชิงอนุรักษ์หลัก
 - กิจกรรมท่องเที่ยวในเชิงอนุรักษ์เสริม
6. จงอภิปรายถึงความสำคัญของโบราณสถานในฐานะที่เป็นทรัพยากรท่องเที่ยวในเชิงอนุรักษ์ (10 คะแนน)



Good Luck

ข้อสอบวิชา การจัดการการท่องเที่ยวในเชิงอนุรักษ์ (พท. 322) ฉบับที่ 2
คะแนนเต็ม 40 คะแนน เวลา 18.00 - 20.00 น. (2 ชั่วโมง)

-
- คำสั่ง 1. ข้อสอบมีทั้งหมด 6 ข้อ ให้ทำทุกข้อในสมุดคำตอบที่แจกให้
2. ให้ส่งข้อสอบพร้อมสมุดคำตอบ ห้ามนำเอกสารเข้า และออกจากห้องสอบ
3. ทุจริตทุกกรณีปรับตก
-
1. จงอธิบายให้เห็นความแตกต่างระหว่างการท่องเที่ยวแบบมวลชน (Mass tourism) กับการท่องเที่ยวในเชิงอนุรักษ์ (Ecotourism) (5 คะแนน)
 2. จงสรุปความสัมพันธ์ระหว่างการท่องเที่ยวกับสิ่งแวดล้อมมาพอสังเขป (5 คะแนน)
 3. จงระบุสาเหตุสำคัญของปัญหาสิ่งแวดล้อมในแหล่งท่องเที่ยวมาสัก 3 ข้อ พร้อมอธิบายมาพอเข้าใจ (5 คะแนน)
 4. การท่องเที่ยวในเชิงอนุรักษ์มีบทบาทในการอนุรักษ์ศิลปวัฒนธรรมอย่างไร จงอภิปราย (10 คะแนน)
 5. จงวิเคราะห์ปัญหาและเสนอแนวทางแก้ปัญหาของแหล่งท่องเที่ยวประเภทถ้ำ (พิจารณาเฉพาะด้านสวัสดิภาพของนักท่องเที่ยว) ตามขั้นตอนการแก้ปัญหา (10 คะแนน)
 6. จงบอกแนวทางการอนุรักษ์ทรัพยากรท่องเที่ยวประเภทประวัติศาสตร์ โบราณสถาน และโบราณวัตถุมาพอสังเขป (10 คะแนน)

Good Luck



ข้อสอบวิชา การจัดการการท่องเที่ยวในเชิงอนุรักษ์ (พท. 322) ฉบับที่ 3
คะแนนเต็ม 40 คะแนน เวลา 17.30 - 19.30 น. (2 ชั่วโมง)

- คำสั่ง
1. ข้อสอบมีทั้งหมด 6 ข้อ ให้ทำทุกข้อในสมุดคำตอบที่แจกให้
 2. ให้ส่งข้อสอบพร้อมสมุดคำตอบ ห้ามนำเอกสารเข้า และออกจากห้องสอบ
 3. ทุจริตทุกกรณีปรับตก

1. จงอธิบายความหมายของ "การท่องเที่ยวอย่างรับผิดชอบ" (Responsible tourism) มาให้เข้าใจ (5 คะแนน)
2. จงสรุปนโยบายหลักเกี่ยวกับการท่องเที่ยวในเชิงอนุรักษ์ ของการท่องเที่ยวแห่งประเทศไทย มาพอสังเขป (5 คะแนน)
3. จงอภิปรายถึงความจำเป็นในการวางแผนพัฒนาการท่องเที่ยวในเชิงอนุรักษ์ (5 คะแนน)
4. วิธีการให้ความรู้เกี่ยวกับการท่องเที่ยวในเชิงอนุรักษ์ ในรูปแบบของการฝึกอบรมที่มีนิยมใช้กันมากมีกี่วิธี อะไรบ้าง (5 คะแนน)
5. หากนักศึกษาต้องนำนักท่องเที่ยวออกเดินป่าเพื่อชมธรรมชาติ นักศึกษาจะแนะนำนักท่องเที่ยวเกี่ยวกับการปฏิบัติตัวเมื่อเข้าเขตป่าอย่างไร (10 คะแนน)
6. จงระบุข้อกำหนดในการคัดเลือกเส้นทางเดินศึกษาธรรมชาติ (nature trails) ของอุทยานแห่งชาติมาอย่างน้อย 3 ข้อ พร้อมอธิบายเพิ่มเติมให้เข้าใจ (5 คะแนน)

Good Luck



Writing Test 2: Expressive writing

Directions: Read this critics about the filming of “The Beach” and write a paragraph expressing your opinions whether you agree or disagree with shooting this movie in a national park in Thailand. And why?

Environmental and local groups in Thailand had attempted to block filming on the 20th century Fox movie “The Beach”. The protesters say the filmmakers would damage the park’s ecological system because the film crew removed small palms from the beach, bulldozed sand dunes, and planted new coconut palm trees.

However, Leonardo DiCaprio has personally stepped into the environmental controversy over the shooting of his latest movie, “The Beach”, in Thailand. He promised that a Thai tropical island would not be harmed during filming. He also said extraordinary measures have already been taken to make sure the island’s ecosystem is not damage. DiCaprio said preservation of the environment has always been of utmost concern of him and he would never be part of any project that did anything to harm nature.

Moreover, the producers of “The Beach” say they have begun restoring a location in a Thai national park, now that filming has been complete on the site. The producers say they will complete the restoration before the end of the month, and leave the area in better shape than they found it in.

Nevertheless, travel agents are using the new Leonardo DiCaprio film “The Beach” to promote tourism in Thailand, despite claims by environmentalists that the film crew destroyed the Thai beach where the film was shot. Tourism officials in Britain are teaming with Fox to promote the movie and Thailand. British travel agents and Thai tourism companies will offer tours of the movie’s locations. This tourism campaign may further anger environmentalists in Thailand. They say the country’s beaches are being ruined by more than 8 million visitors who already visit the country each year.

Writing Test 3: Report writing

Directions: Arrange your notes taken from K-W-H-L chart carefully and then write a report on the topic “ Ecotourism management of Huai Nam Dang National Park.”

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก จ

แบบสอบถามกลวิธีการอ่านภาษาอังกฤษ

และ

แบบสอบถามความตระหนักในการอนุรักษ์สิ่งแวดล้อม

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

แบบสอบถามเกี่ยวกับกลวิธีการอ่านภาษาอังกฤษ

คำชี้แจงเบื้องต้น

แบบสอบถามนี้ต้องการทราบข้อมูลเกี่ยวกับกลวิธีที่นักศึกษาใช้ในการอ่านเนื้อหาภาษาอังกฤษเพื่อให้เกิดความเข้าใจในการอ่านเรื่องนั้น ๆ

ขอให้นักศึกษาตอบตามความเป็นจริง โดยไม่ต้องคำนึงถึงผลดีหรือผลเสีย และคำตอบของนักศึกษาจะไม่มีผลต่อคะแนนใดใดทั้งสิ้น ข้อมูลที่ได้จากแบบสอบถามนี้จะนำไปใช้ประโยชน์ในการปรับปรุงการเรียนการสอนเนื้อหาวิชาโดยใช้ภาษาอังกฤษเป็นสื่อ ให้มีประสิทธิภาพยิ่งขึ้นต่อไป

คำชี้แจงในการทำแบบสอบถาม

ให้นักศึกษาพิจารณาถึงกลวิธีต่าง ๆ ที่ใช้ในแต่ละข้อต่อไปนี้ โดยเขียนเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความเป็นจริงที่นักศึกษาได้ใช้ในการอ่านเนื้อหาภาษาอังกฤษ

กลวิธี	ใช่	ไม่ใช่
1. อ่านอย่างรวดเร็วเฉพาะเรื่อง เพื่อค้นหาคำตอบจากเรื่องนั้น
2. เดาความหมายของคำศัพท์ที่ไม่คุ้นเคยจากบริบท
3. โยงข้อมูลที่ได้จากการอ่านกับความรู้เดิมเข้าด้วยกัน เพื่อให้เข้าใจเรื่องที่กำลังอ่านอยู่ดีขึ้น
4. จดบันทึกข้อมูลที่สำคัญของเรื่องที่อ่านเพื่อช่วยการจำ
5. อ่านแล้วเขียนผังความสัมพันธ์ทางความหมาย (semantic map) เพื่อให้เข้าใจความสัมพันธ์เกี่ยวของของประเด็นหลักและประเด็นรอง
6. สรุปใจความสำคัญของเรื่องที่อ่าน
7. สืบรวจชื่อเรื่องหรือภาพประกอบ เพื่อทำนายสิ่งที่คาดว่าจะปรากฏในเนื้อเรื่องที่อ่าน
8. ระดมพลังสมองในกลุ่ม โดยการแลกเปลี่ยนประสบการณ์เดิมระหว่างเพื่อนในกลุ่มและผู้สอนเกี่ยวกับเรื่องที่จะอ่าน
9. อ่านอย่างรวดเร็วเพื่อจับใจความสำคัญของเรื่อง
10. ใช้ความรู้เดิมช่วยในการเดาเนื้อหาตอนต่อไป
11. อ่านเรื่องซ้ำอีกครั้งเพื่อทำความเข้าใจกับเรื่องที่อ่าน
12. ชีดเส้นใต้ข้อความหรือคำที่สำคัญของเรื่องที่อ่าน
13. พิจารณาคำอ้างอิงในเรื่องที่อ่านว่าใช้แทนคำใดหรือประโยคใดที่กล่าวมาแล้ว
14. ตรวจสอบว่าการเดาคำศัพท์หรือเนื้อหาของตนเองนั้นถูกหรือผิด
15. อภิปรายแลกเปลี่ยนความคิดเห็นต่อเรื่องที่อ่านกับเพื่อนในกลุ่ม เพื่อให้เข้าใจเรื่องที่อ่านนั้นได้ดียิ่งขึ้น
16. ถามตนเองว่าเคยรู้อะไรเกี่ยวกับเรื่องนี้มาบ้างแล้ว
17. ตั้งเป้าหมายในการอ่านว่าต้องการรู้อะไรจากเรื่องที่อ่าน
18. อ่านเพื่อค้นหาคำตอบที่ตนเองตั้งคำถามเอาไว้
19. ตรวจสอบว่าสามารถหาคำตอบให้กับคำถามที่ตนเองตั้งไว้ได้กี่ข้อ
20. สืบรวจตนเองว่าได้เรียนรู้อะไรจากเรื่องที่อ่าน นอกเหนือจากที่ได้ตั้งคำถามไว้

แบบสำรวจความตระหนักในการอนุรักษ์สิ่งแวดล้อม

คำชี้แจง แบบสำรวจนี้ต้องการทราบความคิดเห็นของนักศึกษาที่มีต่อการอนุรักษ์สิ่งแวดล้อม
ให้นักศึกษาอ่านข้อความต่อไปนี้ และทำเครื่องหมาย ✓ ลงใน ○ หน้าข้อรายการที่
ตรงกับความรู้สึกและความคิดเห็นของตนเอง พร้อมทั้งให้เหตุผลประกอบในการเลือก
ข้อรายการนั้นลงในช่องว่างที่กำหนดให้

1. ควรส่งเสริมและสนับสนุนให้ตั้งสมาคมหรือชมรมต่าง ๆ เกี่ยวกับสัตว์ป่า เช่น นิยมไพรสมาคม
ชมรมอนุรักษ์ทรัพยากรธรรมชาติและสิ่งแวดล้อม เพื่อเป็นประโยชน์ต่อการสงวนและคุ้มครอง
สัตว์ป่า ○ เห็นด้วย ○ ไม่เห็นด้วย

เหตุผล

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2. การแก้ไขปัญหามลพิษสิ่งแวดล้อมของโลกนั้น ประเทศต่าง ๆ ควรลดหรือยกเลิกการผลิตและการ
บริโภคที่จะมีผลเสียต่อสิ่งแวดล้อม ○ เห็นด้วย ○ ไม่เห็นด้วย

เหตุผล

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3. ประชาชนมีบทบาทสำคัญต่อการบริหารและการพัฒนาสิ่งแวดล้อม ตลอดจนการรักษา
วัฒนธรรมที่ดั้งเดิมของชุมชน ○ เห็นด้วย ○ ไม่เห็นด้วย

เหตุผล

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4. ความก้าวหน้าทางเทคโนโลยีทำให้มนุษย์นำเอาทรัพยากรหรือพลังงานที่มีอยู่ในแหล่งต่าง ๆ ของโลกมาใช้ประโยชน์มากขึ้น ซึ่งเป็นการทำให้ระบบนิเวศขาดความสมดุล

เห็นด้วย ไม่เห็นด้วย

เหตุผล

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5. ปัญหาสิ่งแวดล้อมในแหล่งท่องเที่ยวมักเกิดจากการขาดจิตสำนึกในการอนุรักษ์สิ่งแวดล้อมของมนุษย์ เห็นด้วย ไม่เห็นด้วย

เหตุผล

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6. วิธีการอนุรักษ์ทรัพยากรธรรมชาติและสิ่งแวดล้อมที่ดีที่สุด คือ การออกกฎหมายลงโทษผู้ทำลายสิ่งแวดล้อม เห็นด้วย ไม่เห็นด้วย

เหตุผล

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ภาคผนวก จ

การคำนวณดัชนีความสอดคล้องระหว่างข้อสอบกับจุดประสงค์ (IOC) ของ
แบบทดสอบวัดความรู้ด้านเนื้อหาวิชาการจัดการการท่องเที่ยวในเชิงอนุรักษ์

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ตาราง 8 แสดงการคำนวณดัชนีความสอดคล้องระหว่างข้อสอบกับจุดประสงค์(IOC) ของแบบทดสอบวัดความรู้ด้านเนื้อหาวิชาการจัดการการท่องเที่ยวในเชิงอนุรักษ์

จุดประสงค์ ที่	ข้อที่	คะแนนความคิดเห็นของผู้เชี่ยวชาญ			R	IOC ($\sum R/N$)
		คนที่ 1	คนที่ 2	คนที่ 3		
2	1	1	1	1	3	1
4	2	1	1	1	3	1
3	3	1	1	1	3	1
1	4	1	1	1	3	1
2	5	1	1	1	3	1
4	6	1	1	1	3	1
2	7	1	1	1	3	1
3	8	1	1	1	3	1
2	9	0	1	1	2	0.66
4	10	1	1	1	3	1
5	11	1	1	1	3	1
2	12	1	0	1	2	0.66
1	13	1	1	1	3	1
3	14	1	1	1	3	1
4	15	1	1	1	3	1
3	16	1	1	1	3	1
5	17	1	1	1	3	1
2	18	1	1	1	3	1

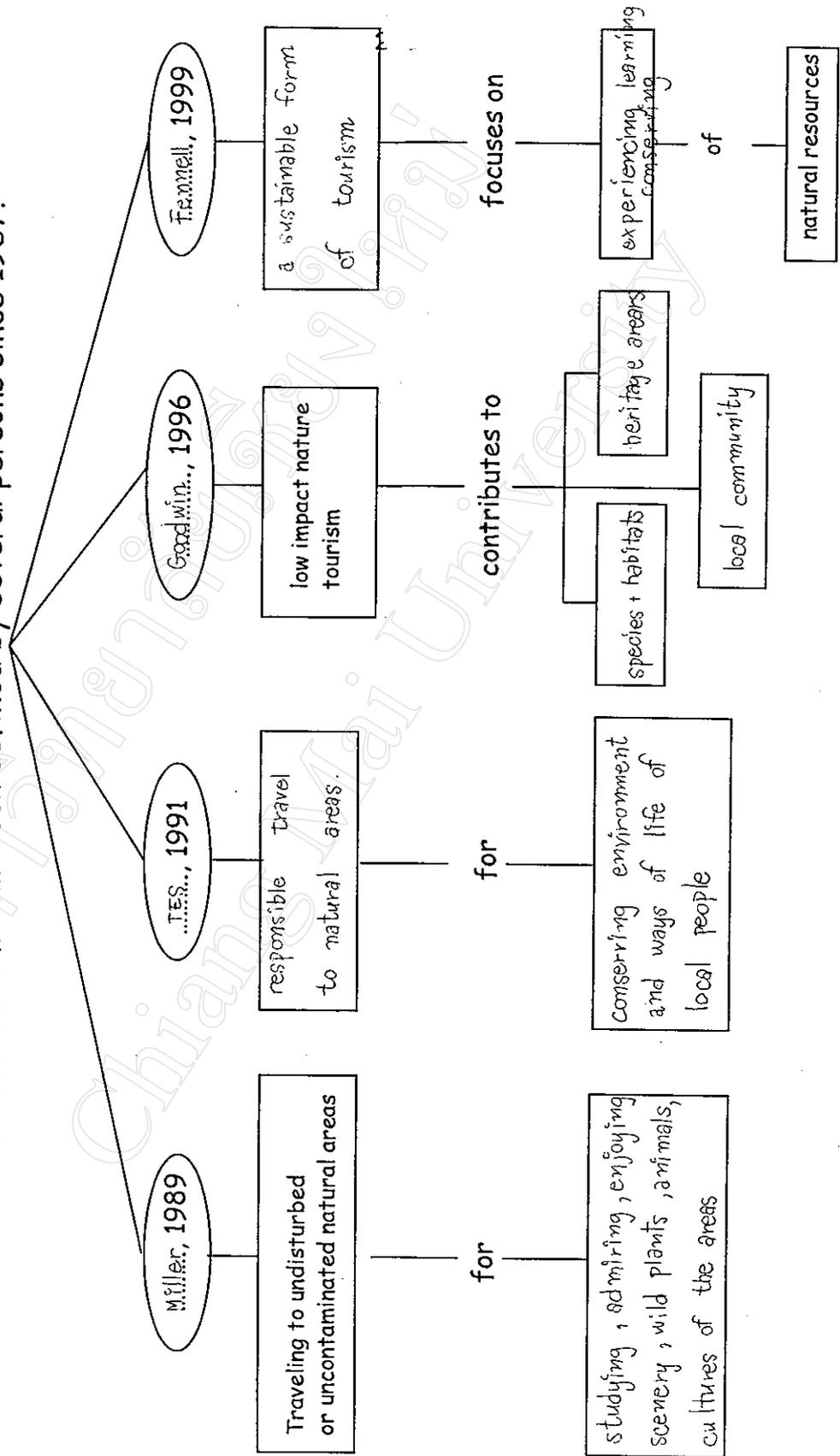
ภาคผนวก ข

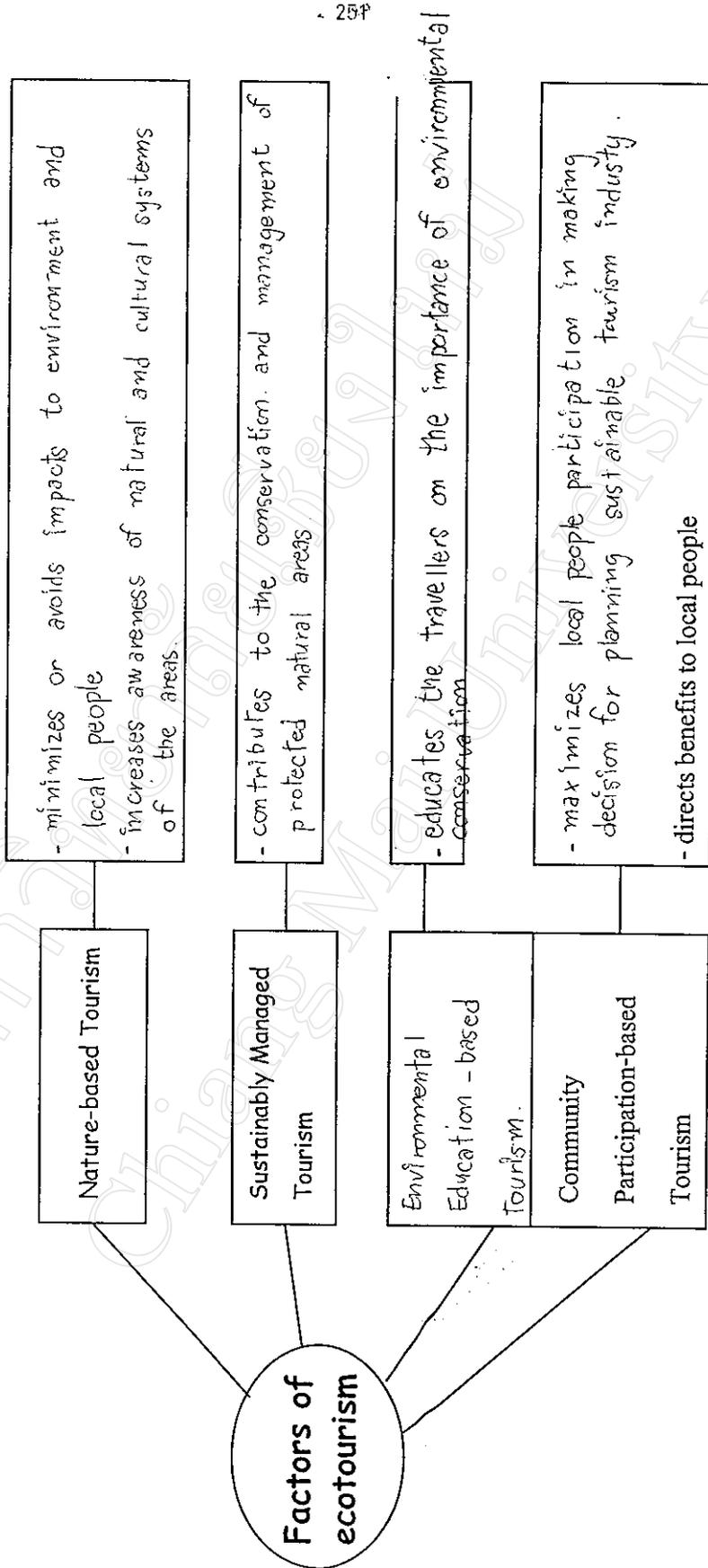
ตัวอย่างผลงานของนักศึกษา

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

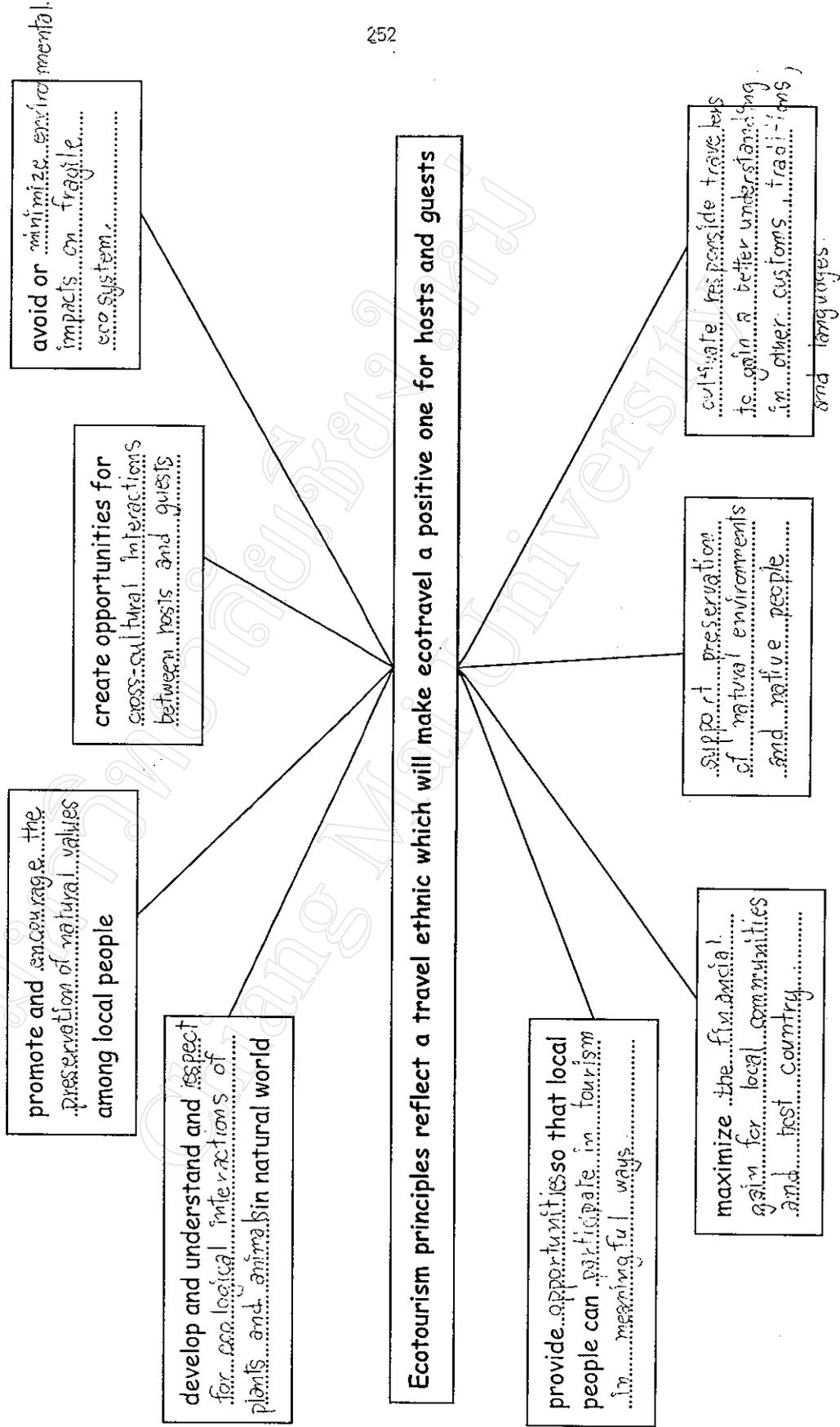
The definition of ecotourism

The term " ecotourism" has been defined by several persons since 1987.





Ecotourism principles



Name: Wisuth Saisa-ard

Code: 42016026

Mass tourism versus Ecotourism

Mass tourism is different from ecotourism in many features. Firstly, the number of mass tourists is inappropriate to location, but the number of ecotourists is small without damage destination. Besides, Mass tourism has impact on the physical environment for example, pollution and traffic congestion, while ecotourism has little extra demand on infrastructure. Next, mass tourism has impact on society because labours are from outside the area. In contrast, labours of ecotourism are from the local. Mass tourism has impact on culture too because it changes local culture, whereas ecotourism respect local culture. Moreover, mass tourism has impact on economic because tourism income is lost to employer outside the destination. On the contrary, ecotourism income is retained in the local economy. The purposes of mass tourists is entirely different from ecotourists. Mass tourists come for short-term relaxation, but ecotourists come for learning about places and understanding how people live. In addition, mass tourist behaviour is insensitive to local culture and tradition or uninteresting in life of local people. On the other had, ecotourist behaviour is sensitive to local culture and tradition or interested in life of local people and responsible. Finally, host and community relations of mass tourism are formalized relations unlike ecotourism that is informal contact and has interaction with all types of local people

Name: Neerapa Sukam-ay

Code: 42006034

Writing Test 1: Summary writing

Directions: Write a summary of the passage "Problems of ecotourism in Thai national parks" by using addition words in connecting your summary.

In Thailand, most of the popular ecotourism destinations are located within the protected areas such as national parks and wildlife sanctuaries. National parks offer many activities which complementary to ecotourism. Unfortunately, there are some problems.

Firstly, there is unclear boundary and conflicts exist between parks and people. Secondly, national parks staff are insufficient, the RFD is constrained by both decreasing budget and government rules. Besides, not every park has a management plan as well as there are no written guidelines for park managers. Next, most parks are lack up-to-date information and interpretive data. In addition, There is no budget to provide lodging for visitors also. Moreover, there is conflict of interest between the RFD and other groups resulting in lack of cooperation and public acceptances. Finally, there are the misuse and mismanagement of recreational resources in Thailand, due to absence of a controlling authority.

Name: Kanoksorn Puang-im

Code: 42006018

Expressive writing

My opinions, The Beach is not good for Thai people because our standard of living and our management is not good enough or the same like the other developed country in the world.

I would not like to concern just only to bring a lot of tourist and we can get a lot of money come in our country. Tourism official in Thailand and travel agents are using Leonardo Dicaprio to promote and invite many tourist from all over the world come to visit the place that shown in the movie. Many tourists places will be change. There are many shops, poor people and garbage. If we have good plan from government to manage the tourist place go in to the right way. I will agree to bring filmmakers come in Thailand. I feel that national park not for only Thai but for people in the world that can see how perfect nature is, not design or decorate by filmmakers. In my view is that we cannot take our losing back but I think we have many ways to promote tourism of Thailand. I do not agree with the movie that shoot film by change our nature and culture in Thailand

Expressive writing

Name: Montree Sing-dong

Code: 42006033

There are talking so much about the film and there are also both negative and positive views. In my personal view, I believe that my country have got the both. For the negative or benefits impact, I think that the film is supporting our positive image in international level and promote our tourism location in Thailand such as in southern region and our national park in central region of Thailand. Moreover, some part of the film also shows Thai's culture, tradition and ways of life. So, we can say that the film is making our country's image in international level and Thailand is the new tourism destination for tourist around the world.

But I would like to remind everyone to looking back to the beach and some area of national park. There are some damages in the areas without any recovery from production team of the film. The film destroyed ecological system along of beach and also in the sea. In addition, the film devalue of Thailand's natural resources without it's responsible.

I agree with shooting this film in Thailand if it is not destroy our natural resources, but I disagree if the film company want to use Thailand as only theme's location.

Ecotourism Management in Huai Nam Dang National Park

by

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Location

Huai Nam Dang National Park's area covers two provinces: Chiang Mai and Mae Hong Son. Huai Nam Dang was declared the 81st national park of Thailand. Huai Nam Dang was so famous among mass tourists and ecotourists for its beautiful scenery and good climate.

The Context

The attractions of Huai Nam Dang National Park were geography and climate. Huai Nam Dang National Park is situated on the top of the ridge of hills and the same as Chiang Dao mountain range. The highest peak-- Doi Chang peak was the vital source of important streams which flow in to the Pai river, Ping river, and Taeng river. The climate was comfortably pleasant. The average year-round temperature is 20 °C, dropping to 10 °C in October to February and soaring to 25 °C on March to April. There was many plants found in this park such as ironwood, teak and orchids. Many wild animals lived were elephant, guar, goat, antelopes and salamander. There was many tourist attractions such as Doi Kiew Lorn viewpoint, Doi Chang viewpoint, Pong Duet hot spring, Tha pai hot well and waterfalls. (Royal Forest Department, 1999)

Tourism

The public relations of Huai Nam Dang said that Huai Nam Dang has high capacity in terms of ecotourism development because there were many tourism sites such as waterfalls, hot springs, tribal villages and area which had natural value suitable for jungle trekking and natural study and environment and climate were good conditions.

Development and management

The public relations of Huai Nam Dang reported that there are many development of this area. She has explained that the first step was nature trail developememt. Huai Nam Dang had developed 3 natura trails: Huai Nam Dang nature trail, Pong Duet nature trail, and Silver Orchids nature trail as semi-adventure tiurism sites by providing some activities: bird watching, camping, white-rafting. The target tourist is young people and juvenile group in order to added knowledge and understanding concerning nature study and ecotourism to these groups.

The second point focused on selecting area for ecotousim route. Huai Nam Dang selected area for ecotourism routes or trails by considered from variuos factors as: It was non-fragile area, or at risk in causing impacts towards environment and society. Next it was area with interesting ecotourism sites for example: attractive natural condition, virginal forest, beautiful scenery, biodiversity of plants and animals. Moreover, it was safe and easy for the officers to provide some help in cause of emergency.

The third point was information. Huai Nam Dang provided information concerning behavior of tourist which should acted or should avoided when visit ecotourism sites through various media, and also installation of notice in ecotourism sites including provision for brief explanation to tourists before a visit. This point encouraged tourist to prevent ecotourism site from being deteriorated. Huai Nam Dang also provided training to officers responsible for maintenance ecotourism site in order to implement efficiently.

Prepare for safety for tourist was the fourth point. Huai Nam Dang has prepared hanbook for distribute to tourists and also provided training for all concerned officers in assistance of accident victims. For safety in toursim sites, Huai Nam Dang has prepared landscape plan in tourism sites, every areas should be within the eyes of security guards, and provided inspection by police officers and cooperate with security guards of tourism sites regularly. Besides, the park has installed public in suitable position for providing safety for tourists. Regarding to safety in health, foods and drinks in this park had standard in term of clenness and good tastes.

In addition to these points. Huai Nam Dang has provided training for personnel responsible for tourism in both public and private sectors including development of relationships among personnel in various organizations which will help in cooperation and increase efficiency in tourism development. Finally, Huai Nam Dang has developed personnel in local areas to have knowledge concerning ecotourism development, maintenance, and preservation of various types of tourism sites in form of tourism development volunteer program.

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