Rural Tourism Development via English Teaching for Specific Purposes in Support of the Community-Based Social

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Abstract:
The objective of this study is to examine the effect of English teaching system on community based social development. In this direction, the relationship between English teaching system, tourist support, tourist satisfaction, tourist attraction and community based social development was examined. Data were collected from the local people living in the villages of Thailand. Only those villages were selected where the tourist visits on normal basis and local people were engaged in income generating activities related to the tourism. Therefore, a questionnaire survey was carried out among the villages of Thailand. Statistical software, namely; Partial Least Square (PLS) was used for data analysis. Outcomes of the study shows that; English learning system has positive effect on the community based social development. Better English learning system shows major role in community based social development through tourism activities. It is found that; English teaching system has positive effect on tourist support, tourist satisfaction, tourist attraction and community based social development. Moreover, it is revealed that; tourist support, tourist satisfaction and tourist attraction have positive effect on community based social development.

Keywords: Rural tourism, English teaching system, Tourist support, Tourist satisfaction, Tourist attraction, Community based social development.

INTRODUCTION

Rural tourism is described as the movement of people from their permanent place of residence to various rural areas for at least minimum time period of twenty-four hours to the maximum of six months for the only objective of leisure as well as pleasure. Rural tourism denotes to all the activities of tourism in different rural areas. Now a day rural tourism is increasing among the countries (Álvarez & Cortes-Vazquez, 2020) as rural tourism also has

major effect on tourism industry along with the other types of tourism. Participation of rural tourism in the contribution of tourism industry is increasing which has important role to enhance the importance of tourism industry. Because rural tourism is important branch of tourism which producing number of benefits to the local people in form of income generating activities as well as to produce number of job opportunities. Along with all these contributions by the rural tourism, it also has importance for the crucial economic development.

In the current decade, the rural tourism is increasing in Thailand. Increase in the rural tourism also increasing the tourism performance in Thailand. Rural tourism has most vital importance on tourism sector of Thailand (Chatkaewnapanon, Leelapattana, Trakansiriwanich, & Ek-Iem, 2017). People are taking benefits from the rural tourism from many ways. Especially, homestay is most common in rural tourism. Tourist come from various areas and stay in the home with payment to the owner of the home. In rural areas, people manage their homes in such a way that tourist come and stay in their home with particular amount of charges. Figure 1 shows the increase in homestay which shows that it is increasing in each year. It is shown that homestay by the tourists in the homes of people is producing lot of revenue to the people in Thailand. This amount of revenue is increasing in each year which shows a positive sign for the community in Thailand. It also has vital role in local community development. It has positive effect on the welfare of people in rural areas. People living in rural areas always have less resources as compared to the urban people, that is the reason, these people required various opportunities to generate revenue for the survival. In that case rural tourism providing the opportunities to generate revenue through homestay opportunity. Hence, rural tourism is one of the most important tourism which is contributing to the welfare of community. It has number of social benefits to the society which lead to the welfare of community through different ways, most importantly by providing income generating activities for the poor

people living in villages of Thailand. Hence, rural tourism is most vital contribution to the community welfare (Herawati, Purwaningsih, Pudianti, & Surya, 2014).
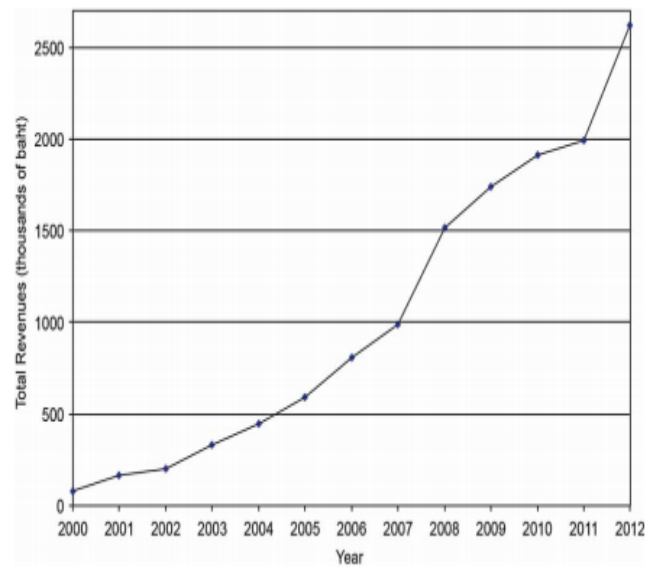

FIGURE I.

Increase in Revenue through Homestay Mae Kampong, Thailand

Source: Kontogeorgopoulos, Churyen, and Duangsaeng (2015)

There are number of factors influencing rural tourism activities in Thailand. The value of this tourism can be increased with the help of focusing on different factors influencing on the rural tourism. Particularly, community based social development can be improved with improving the rural tourism through different ways. One of the ways is the English language improvement by the local people in Thai villages. Previous scholars also shows the importance of English language in tourism industry (Kostić-Bobanović & Gržinić, 2011). Better English language skills by the rural people allow them to communicate properly with tourists and facilitate them with proper way through quality services. However, poor communication by the people shows negative role in tourism industry. According to the current study, English teaching system in rural areas of Thailand can facilitate the people with better English communication skills. Better

communication skills by the people has positive role to enhance tourist support, tourist satisfaction and tourist attraction. Better English teaching system in villages of Thailand enhance the tourist support, tourist satisfaction and tourist attraction which finally increases the community based social development.

Hence, objective of this study is to examine the effect of English teaching system on community based social development. The relationship between English teaching system, tourist support, tourist satisfaction, tourist attraction and community based social development was examined. Literature shows that number of studies are investigating about the connection between English language communication and tourism (Ghany & Latif, 2012; Zhao & Intaraprasert, 2013), however, these studies have not examined the rural tourism in respect to rural tourism. Therefore, this study has vital role in the literature as well as to contribute practically.

II. LITERATURE REVIEW

In the todays working environment, English learning is most important because it is widely accepted language and used as a medium of communication. To communicate properly with other countries people, English communication must have good quality. Especially, while dealing tourists from number of countries communication in English which is most important because these people do dot speak in local language, they only speak in widely accepted language, namely; English. Therefore, in Thailand, to deal with the tourists, the communication in English language is important. In this direction, the English learning by the Thai people is really important to deal with tourist coming from number of countries. Especially, in the rural tourism, the communication is important. The communication of the people can be enhanced with the help of implementation of English learning system (Ifeoma, 2019; Li & Tseng, 2019; Tan & Liu, 2004).

For the people living in the rural areas always requires better English communication. These people require better English learning system because these people have low educational level due to which they cannot communication in English. Most of the people have very low level of English which is not enough to communication with tourist in English. English learning system can enhance the tourism activities by effecting positively on tourists. Generally, good English learning system has positive effect on tourism support which lead to the community based social development. Furthermore, English learning system also has positive effect on tourism satisfaction and tourism attraction which lead to the positive effect on community based social development. Therefore, English learning system has positive role to enhance community based social development. Figure 2 shows the relationship between English teaching system, tourist support, tourist satisfaction, tourist attraction and community based social development.
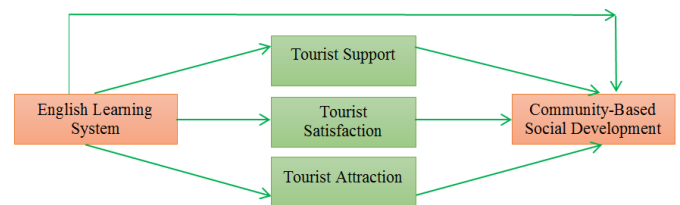

FIGURE II.

Theoretical framework of the study showing the relationship between English teaching system, tourist support, tourist satisfaction, tourist attraction and community based social development

2.1. English Learning System and Community Based Social Development

English learning is most effective among the people, particularly, it is important for those people where tourist visits on routine basis. The countries in which tourism is common, these people must have better English learning. In the same case, Thailand is one of the countries where tourists visit on routine basis and Thailand containing huge tourism places. Rural tourism is one of the important fields of Thai tourism industry (Pasukphun et al., 2019). Local

people in rural areas of Thailand require better English learning because it has positive role in community based social development. Thai schools should have better English learning system because people required English learning to deal with tourist which has positive effect on community based social development. Community based social development is important (Kibler & Muñoz, 2019) which is based on the English learning system in villages. Therefore, English learning system has positive role in community based rural tourism.

Hypothesis 1. English learning system has positive influence on community based social development.

2.2. English Learning System, Tourist Support and Community Based Social Development

English learning system has direct and indirect effect on the community based social development in Thailand. Indirectly, it has effect on community based social development through tourist support. As English learning system has positive role to facilitate tourist in English language which is one of the important supports to the tourist. Tourists comes from various countries always require support to visit various places in village areas, therefore, local people in village can guide these tourists towards the better places. This is the vital support to the tourists which can be performed with the help of better English learning. Furthermore, this support lead to the community based social development. Because support to the tourists has positive role in tourism development (Ban, Kimura & Oyabu, 2017; Eslami, Khalifah, Mardani, Streimikiene, & Han, 2019; Gursoy, Boğan, Dedeoğlu, & Çalışkan, 2019) which lead to the revenue generating opportunities to the people living in villages.

Hypothesis 2. English learning system has positive influence on tourist's support.

Hypothesis 3. Tourist's support has positive influence on community based social development.

Hypothesis 4. Tourist's support mediates the relationship between English learning system and community based social development.

2.3. English Learning System, Tourist Satisfaction and Community Based Social Development

Tourism satisfaction has important role in tourism industry. Along with the other types of tourism, rural tourism has important relationship with the tourist's satisfaction. Better satisfaction by the rural tourist has positive role in tourism industry. English learning system has relationship with community based social development through tourism satisfaction. According to the current study, English learning system provide the better facility by the local people of village areas with the tourist through better communication which lead to the satisfaction of tourists. It is important because tourist satisfaction is most crucial role in industry (Ban & Oyabu, 2019; Chen & Sun, 2019; Ni, Pandit, Laksmi, Budiarta, & Sudini, 2018). Better satisfaction of tourist effect positively on community based social development. Because increase in satisfaction can attract the tourist to visit again and again which increases the opportunity for the people to generate revenue and ultimately increase welfare of community.

Hypothesis 5. English learning system has positive influence on tourist's satisfaction.

Hypothesis 6. Tourist's satisfaction has positive influence on community based social development.

Hypothesis 7. Tourist's satisfaction mediates the relationship between English learning system and community based social development.

2.4. English Learning System, Tourist Attraction and Community Based Social Development

Tourist attraction is another important factor which has important relationship with English learning system and community based social development. A significant level of tourist attraction is most important to boost the tourism industry (Alqahtani, 2019; Hwang, Moon, Lee, Kim, & Kim, 2019; SENGKEH, Semuel, & Joseph, 2019), therefore, in rural tourism, tourist attraction is very important. Along with the tourist support and tourist satisfaction, tourist attraction also has positive relationship English learning system. Better English

learning system by the local people can attract the tourists. As the better communication through English to the tourists increases the attraction. Finally, increase in tourist's attraction shows positive role to enhance tourist activities in rural areas and causes to increase the community based social development.

Hypothesis 8. English learning system has positive influence on tourist's attraction.

Hypothesis 9. Tourists attraction has positive influence on community based social development.

Hypothesis 10. Tourist's attraction mediates the relationship between English learning system and community based social development.

III. METHOD

The relationship between variables were measured by developing a survey questionnaire. A 5-point Likert scale was used for data collection to measure relationship between English teaching system, tourist support, tourist satisfaction, tourist attraction and community based social development. All these variables were measured by using already developed scale items in different previous studies. Therefore, this study used survey questionnaire for data collection (Zhang, Kuchinke, Woud, Velten, &

Margraf, 2017). This study is based on the rural tourism of Thailand. Rural tourism was selected based on the ignorance in the literature and examining the growing potential for rural tourism for the tourism industry of Thailand. Data were collected from the local people living in the villages of Thailand. Only those villages were selected where the tourist visits on normal basis and local people were engaged in income generating activities related to the tourism. 400 questionnaires were sent to the villages of Thailand where the tourism activities were available and area cluster sampling was used for this purpose of questionnaire distribution (Ul-Hameed, Mohammad, & Shahar, 2018). Finally, 203 questionnaires were received and used in data analysis.

IV. FINDINGS

Before to approach the findings of the study with the help of Partial Least Square (PLS), it is important to run the preliminary data analysis to avoid any error in the data. Especially, this study examined missing value (Aydin & ŞENOĞLU, 2018) and outlier. All the detail of missing value and data outlier are given in Table 1.

Table 1. Data Statistics

	No.	Missing	Mean	Median	Min	Max	SD	Kurtosis	Skewness
ELS1	1	0	4.041	4	1	5	0.957	0.664	-0.933
ELS2	2	0	3.99	4	1	5	0.995	-0.22	-0.737
ELS3	3	0	3.816	4	1	5	1.128	-0.477	-0.669
ELS4	4	0	4.194	4	1	5	0.965	2.14	-1.438
ELS5	5	0	4.296	4	1	5	0.759	2.808	-1.272
ELS6	6	0	4.082	4	1	5	1.017	0.39	-0.994
TS1	7	0	4.01	4	1	5	1.174	0.221	-1.059
TS2	8	0	3.918	4	1	5	1.075	-0.407	-0.685
TS3	9	0	3.969	4	1	5	1.111	0.268	-0.982
TS4	10	0	4.061	4	1	5	0.988	-0.214	-0.77
TSA1	11	0	4.041	4	1	5	0.989	0.837	-0.983
TSA2	12	0	4.102	4	1	5	0.839	2.603	-1.25
TSA3	13	0	4	4	1	5	1.03	-0.5	-0.683
TSA4	14	0	4.153	4	1	5	0.962	0.686	-1.013
TSA5	15	0	4.133	4	1	5	0.911	0.264	-0.845

TSA6	16	0	4.173	4	1	5	0.926	0.94	-1.138
TSA7	17	0	3.816	4	1	5	1.034	-0.262	-0.635
TA1	18	0	3.98	4	1	5	0.969	0.44	-0.848
TA2	19	0	4.041	4	1	5	0.979	0.55	-0.946
TA3	20	0	3.908	4	1	5	1.07	-0.032	-0.779
TA4	21	0	4.02	4	1	5	1	1.41	-1.161
TA5	22	0	3.949	4	1	5	0.983	0.288	-0.812
TA6	23	0	4.031	4	1	5	0.897	0.302	-0.749
TA7	24	0	4.01	4	1	5	0.839	0.249	-0.546
CBSD1	25	0	4.051	4	1	5	1.119	-0.032	-0.945
CBSD2	26	0	4	5	1	5	1.195	-0.273	-0.91
CBSD3	27	0	4.133	5	1	5	1.075	0.526	-1.12
CBSD4	28	0	4.112	5	1	5	1.115	-0.136	-0.989
CBSD5	29	0	4.102	5	1	5	1.12	-0.221	-0.957
CBSD6	30	0	3.5	4	1	5	1.239	-0.976	-0.31

Note: ETS = English Teaching System; TS = Tourist Support; TSA = Tourist Satisfaction; TA = Tourist Attraction; CBSD = Community Based Social Development

Figure 3 shows that English teaching system is measured through six items, tourist support is measured through four items, tourist satisfaction is measured through seven items, tourist attraction is measured through seven items and community based social development is measured through six items. The factor loadings of all these items were assessed with the help of confirmatory factor analysis (CFA) (J. F. Hair, Sarstedt, Pieper, & Ringle, 2012; Henseler & Chin, 2010; Henseler et al., 2014; Henseler, Ringle, & Sinkovics, 2009). Results of CFA shows that all the factor loadings for English teaching system, tourist support, tourist satisfaction, tourist attraction and community based social development are above 0.7 which are given in Table 2.
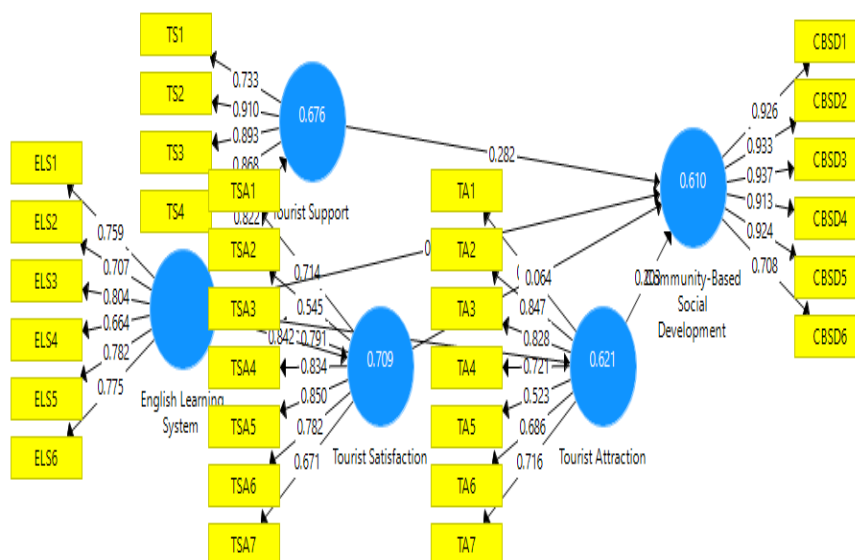

FIGURE III.
Measurement Model

TABLE II.

Factor Loadings

	Community-Based Social Development	English Learning System	Tourist Attraction	Tourist Satisfaction	Tourist Support
CBSD1	0.926				
CBSD2	0.933				
CBSD3	0.937				
CBSD4	0.913				
CBSD5	0.924				
CBSD6	0.708				
ELS1		0.759			
ELS2		0.707			
ELS3		0.804			
ELS4		0.664			
ELS5		0.782			
ELS6		0.775			
TA1			0.863		
TA2			0.847		
TA3			0.828		
TA4			0.721		
TA5			0.523		
TA6			0.686		
TA7			0.716		
TS1				0.733	
TS2				0.91	
TS3				0.893	
TS4				0.868	
TSA1					0.714
TSA2					0.545
TSA3					0.791
TSA4					0.834
TSA5					0.85
TSA6					0.782
TSA7					0.671

Note: ETS = English Teaching System; TS = Tourist Support; TSA = Tourist Satisfaction; TA = Tourist Attraction; CBSD = Community Based Social Development

After the confirmation of factor loadings, this study assessment the reliability by using composite reliability (CR) and convergent validity with the help of average variance extracted (AVE). J. Hair, Hollingsworth, Randolph, and Chong (2017) recommended that CR and AVE must be above 0.7 and 0.5. Results in Table 3 shows that; English teaching system, tourist support, tourist satisfaction, tourist attraction and community based social development have CR and AVE above 0.7 and 0.5, respectively.

TABLE III.

Reliability and Convergent Validity

	Cronbach's Alpha	rho_A	Composite Reliability	(AVE)
Community-Based Social Development	0.948	0.949	0.959	0.799
English Learning System	0.844	0.856	0.885	0.563
Tourist Attraction	0.867	0.883	0.897	0.561
Tourist Satisfaction	0.864	0.875	0.897	0.559
Tourist Support	0.873	0.874	0.915	0.729

Note: ETS = English Teaching System; TS = Tourist Support; TSA = Tourist Satisfaction; TA = Tourist Attraction; CBSD = Community Based Social Development

Cross-loadings is an appropriate way to examine the discriminant validity. Without examination of discriminant validity, analysis cannot be proceeded further. Therefore, this study examined the discriminant validity with the help of cross-loadings (Fornell & Larcker, 1981). All the cross-loadings are given in Table 4.

TABLE IV.

Cross-Loadings

	Community-Based Social Development	English Learning System	Tourist Attraction	Tourist Satisfaction	Tourist Support
CBSD1	0.926	0.704	0.613	0.661	0.667
CBSD2	0.933	0.696	0.602	0.612	0.672
CBSD3	0.937	0.654	0.555	0.562	0.637
CBSD4	0.913	0.694	0.628	0.584	0.647
CBSD5	0.924	0.65	0.534	0.528	0.592
CBSD6	0.708	0.618	0.703	0.597	0.608
ELS1	0.521	0.759	0.729	0.592	0.565
ELS2	0.538	0.707	0.583	0.47	0.45
ELS3	0.731	0.804	0.708	0.691	0.871
ELS4	0.448	0.664	0.469	0.566	0.485
ELS5	0.483	0.782	0.558	0.776	0.584
ELS6	0.62	0.775	0.471	0.665	0.655
TA1	0.607	0.639	0.863	0.649	0.625
TA2	0.552	0.591	0.847	0.65	0.609
TA3	0.57	0.668	0.828	0.653	0.637
TA4	0.578	0.73	0.761	0.551	0.541
TA5	0.34	0.418	0.523	0.394	0.343
TA6	0.405	0.481	0.686	0.519	0.388

TA7	0.436	0.518	0.716	0.549	0.492
TS1	0.609	0.715	0.543	0.848	0.733
TS2	0.645	0.718	0.659	0.897	0.81
TS3	0.624	0.691	0.599	0.824	0.693
TS4	0.556	0.672	0.615	0.736	0.668
TSA1	0.537	0.659	0.6	0.714	0.813
TSA2	0.329	0.416	0.439	0.545	0.827
TSA3	0.424	0.588	0.501	0.791	0.89
TSA4	0.395	0.589	0.493	0.834	0.883
TSA5	0.551	0.716	0.609	0.85	0.863
TSA6	0.509	0.698	0.517	0.782	0.895
TSA7	0.635	0.649	0.766	0.671	0.875

Note: ETS = English Teaching System; TS = Tourist Support; TSA = Tourist Satisfaction; TA = Tourist Attraction; CBSD = Community Based Social Development

Further, Figure 4 showing the relationship among the variables. In this process, PLS bootstrapping was used as applied by various previous studies (F. Hair Jr, Sarstedt, Hopkins, & G. Kuppelwieser, 2014; J. F. Hair, Ringle, & Sarstedt, 2013; Hair Jr, Hult, Ringle, & Sarstedt, 2016; Hameed, Basheer, Iqbal, Anwar, & Ahmad, 2018). The direct effect of English learning system was examined on tourist support. Results in Table 5 shows that English learning system has positive effect on tourist support. Direct effect of English learning system was examined in tourist satisfaction. It is found that English learning system has positive effect on tourist satisfaction. The direct effect of English learning system on tourist satisfaction is also significant. These results show that English teaching system has positive effect on tourist support, tourist satisfaction and tourist attraction. Moreover, English teaching system also has positive effect on community based social development. Finally, this study also examined the direct effect of tourist support, tourist satisfaction and tourist attraction on community based social development. These results show that tourist support, tourist satisfaction and tourist attraction have positive effect to enhance community based social development.
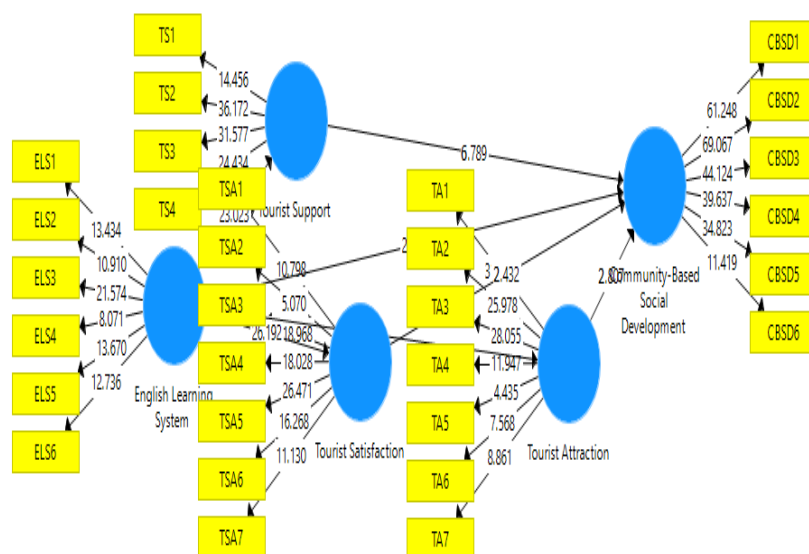

FIGURE IV.
Structural Model

TABLE V.
Direct Effect Results

	(O)	(M)	SD	T Statistics	P Values
English Learning System -> Community-Based Social Development	0.414	0.409	0.182	2.273	0.023
English Learning System -> Tourist Attraction	0.788	0.786	0.047	16.747	0
English Learning System -> Tourist Satisfaction	0.842	0.843	0.032	26.192	0
English Learning System -> Tourist Support	0.822	0.823	0.036	23.023	0
Tourist Attraction -> Community-Based Social Development	0.203	0.211	0.072	2.807	0.004
Tourist Satisfaction -> Community-Based Social Development	0.064	0.057	0.026	2.432	0.01
Tourist Support -> Community-Based Social Development	0.282	0.272	0.042	6.789	0

Note: ETS = English Teaching System; TS = Tourist Support; TSA = Tourist Satisfaction; TA = Tourist Attraction; CBSD = Community Based Social Development

This study examined the three-mediation effect as shown in Table 6. The first mediation effect of tourist support was examined between English learning and community based social development. The second mediation effect of tourist satisfaction was examined between English learning and community based social development. The third mediation effect of tourist attraction was examined between English learning system and community based social development. The first mediation effect between English learning system and community based social development found insignificant with t-value 1.793. The second mediation effect between English learning system and community based social development was also found insignificant with t-value 0.43 and finally, last and third mediation effect found significant with the t-value 3.99. Hence, it shows that tourist attraction reflects the positive effect of English language system on community based social development. However, tourist support and tourist satisfaction does not support the positive effect of English learning system on community based social development. Finally, r-square value for community based social development is 0.610 which is moderate as per the recommendations of Chin (1998). It indicates that; English teaching system, tourist support, tourist satisfaction and tourist attraction are expected to bring 61% change in community based social development.

TABLE VI.
Indirect Effect Results

	(O)	(M)	SD	T Statistics	P Values
English Learning System -> Tourist Attraction -> Community-Based Social Development	0.16	0.167	0.04	3.99	0
English Learning System -> Tourist Satisfaction -> Community-Based Social Development	0.054	0.049	0.125	0.43	0.668
English Learning System -> Tourist Support -> Community-Based Social Development	0.232	0.222	0.129	1.793	0.074

Note: ETS = English Teaching System; TS = Tourist Support; TSA = Tourist Satisfaction; TA = Tourist Attraction; CBSD = Community Based Social Development

V. CONCLUSION

This study examined the relationship between English teaching system, tourist support, tourist satisfaction, tourist attraction and community based social development. The objective of this study was to examine the effect of English teaching system on community based social development. Moreover, data were collected from the local people living in the villages of Thailand and analyzed by using statistical software. This study found valuable results in relation to the tourism. Especially, this study found valuable insights in relation to rural tourism which is increasing in various countries along with the Thailand. A strong relationship is found between English learning system among the villages of Thailand and community based social development. Results of the study shows that; English learning system has positive effect on the community based social development. Increase in the English learning system increases the community based social development in Thailand. Better English learning system shows major role in community based social development through tourism activities. Various programs stated among the people and schools related to English learning may produce vital outcomes for the community based social development. It is found that; English teaching system has positive effect on tourist support, tourist satisfaction, tourist attraction and community based social development. These results indicate that English learning system has positive support to tourist come to the villages. Better English learning system facilitates the tourist related to the rural tourism. Further to this, English learning system also shows positive role to enhance tourist satisfaction. Better communication by the local people of villages with tourist satisfy the tourist and increase the community based social development. Furthermore, English learning system enhances the tourist attraction. Increase in English learning system attract the tourist and visits again the same place. Finally, it is revealed that; tourist support, tourist satisfaction and tourist attraction have positive effect on community based social development. Hence, English learning system increases the tourist support, tourist satisfaction and tourist attraction, and increase in tourist support, tourist satisfaction and tourist attraction increase the community based social development.

VI. IMPLICATIONS OF THE STUDY

This study has vital theoretical implications because this study examined the effect of English learning system on community based social development. This relationship is rare in the literature, especially in case of rural tourism. As compared to the other types of tourism, such as health tourism, supports tourism and cultural tourism, rural tourism is less discussed, and it is also not widely discussed in relation to the English learning system and community based social development. Therefore, this study has vital contribution to the literature of rural tourism. It has vital role in Thailand rural tourism. This study also contributed by examining the mediation effect. Three mediation effect were examined in this study. Firstly, the mediation effect of tourist support was examined between English learning and community based social development. Secondly, the mediation effect of tourist satisfaction was examined between English learning and Community based social development. Thirdly, this study contributed by examining the mediation effect of tourist attraction between English learning system and community based social development. These theoretical implications lead to the practical implications. As this study suggested the tourism management companies and government of Thailand to introduce better English learning system to enhance community based social development. It will automatically promote rural tourism and enhance the welfare of the local people. Practitioners should enhance the community based social tourism with the promotion of tourist support, tourist satisfaction and tourist attraction.

VII. LIMITATIONS OF THE STUDY

Rural tourism activities are rare in various countries. These tourism activities are also quite high in various countries. Therefore, rural tourism activities are different from country to country. This shows that there will be difference in the activities of rural tourism among Thailand and various other countries. Thus, future research should be carried out in other countries and compare the results with the Thailand. Because this study results cannot be generalized to all countries. Moreover, these results are not applicable on the countries where the native language is English. Because the countries having native language is English, people living in these countries already have quality English language skills which does not require English learning.

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