



**NEEDS AND PROBLEMS IN ENGLISH LISTENING  
AND SPEAKING OF TOURIST POLICE OFFICERS  
AT SUVARNABHUMI AIRPORT**

**BY**

**MR. PRAPRUET SIWAYINGSUWAN**

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS IN ENGLISH FOR CAREERS  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2015  
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ENTITLED

NEEDS AND PROBLEMS IN ENGLISH LISTENING AND SPEAKING OF  
TOURIST POLICE OFFICERS AT SUVARNABHUMI AIRPORT

was approved as partial fulfillment of the requirements for  
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## **ABSTRACT**

The major objective of this study was to investigate the needs and problems about using English both in listening and in speaking skills among tourist police officers (TPOs) in order to improve their English proficiency and make the communication with foreign visitors much more effective. The research instrument in this study was a questionnaire including checklist questions and a Likert rating scale. The participants of this study consisted of 50 TPOs working at Suvarnabhumi Airport. The questionnaire distribution and data collection were conducted in March 2016. The data obtained were analysed with the SPSS program and are displayed in the form of descriptive tables by using percentages, frequency count, rank, average mean score and standard deviation.

The findings of the study revealed that the overall needs in English listening and speaking skills of the TPOs were at a high level. In sequence of means, it was discovered that the English language functions in listening regarded to be the most necessary for the TPOs' work were listening to tourists' questions, listening to tourists' complaints and listening to tourists' English conversations on the phone, whereas

giving immigration and customs information, communicating through the phone, offering tourist information, and describing people were considered as the most significant activities in speaking for the TPOs.

For the problems concerning the improvement of language functions for the TPOs, the findings indicated that they had a lot of trouble with English use both in listening and in speaking skills. In terms of listening skills, it was found that their incapability of translating words or conversations as well as the inability to remember the entire information were the major factors causing communication problems for the TPOs. Concerning speaking skills, the participants were confronted with difficulties in English pronunciation, followed by word stress and speaking English in complete sentences.

The results obtained from this study could be employed to design proper training programs to improve the English language listening and speaking skills according to the TPOs' actual needs and problems, which might be useful for the organisation. In addition, this research may help course designers to create a guideline for developing teaching materials for English training courses in order to increase the effectiveness of the TPOs' English learning.

**Keywords:** needs analysis, English usage problems, tourist police officers (TPOs)

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Finally, I am especially grateful to my beloved family and all my dear friends who have always supported and encouraged me during the two years of my MA study.

I hope that the outcomes of this research will be useful for developing English training programs provided by the Thai Tourist Police Division (TPD) or other related organisations that plan to create English training courses for tourist police officers.

Mr. Prapruet Siwayingsuwan

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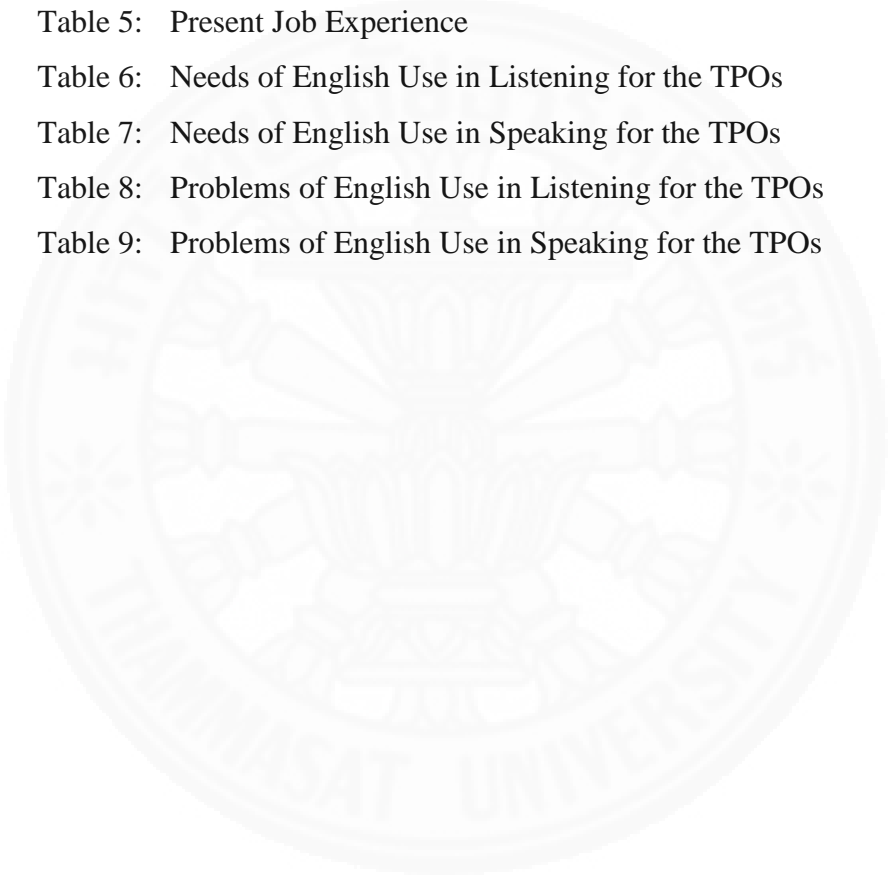
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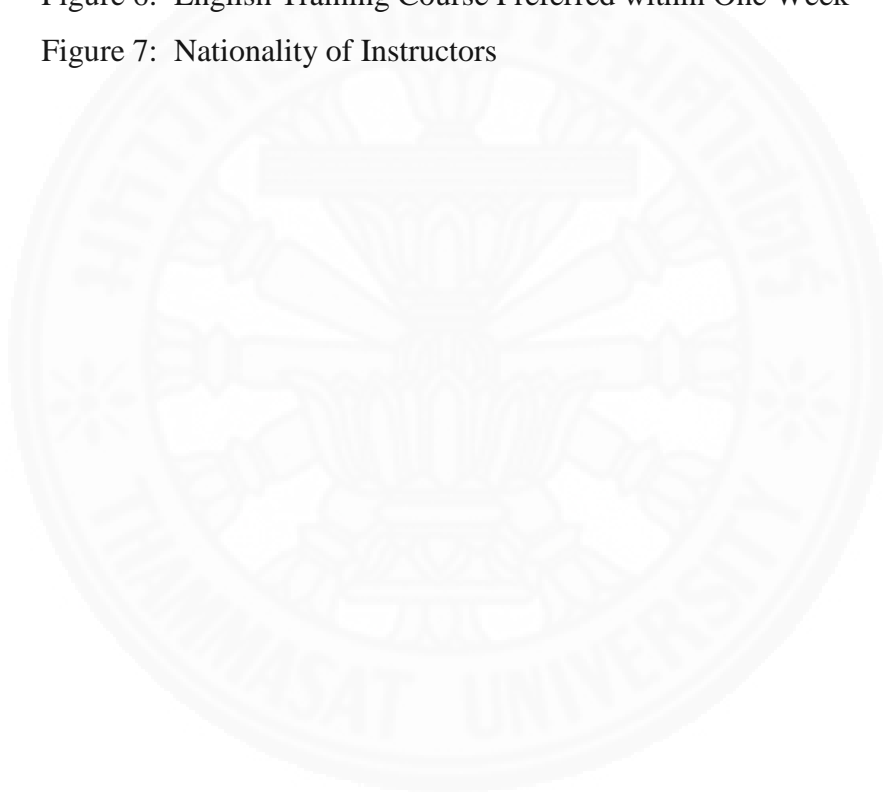
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# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND

The tourism industry has played a major role in supporting the Thailand's economy for a long time. According to The Tourism Authority of Thailand (TAT, 2015), 29.88 million foreign tourists travelled to Thailand in 2015 and another 32.54 million were targeted in 2016. While the tourism industry is flourishing both in terms of the increasing numbers and widespread attractions across the country, it is undeniable that problems of crime and tourist manipulation have been occurring concurrently (Tipmontree, 2007). The Thai Tourist Police Division (TPD) has been set up to address crime problems that may be dangerous to foreigners; to provide security, assistance, and convenience during their stay; to boost Thailand's tourism industry; and to participate or assist in activities of the related authorities.

Since tourist police officers (TPOs) have to regularly deal with foreigners from various countries, knowledge of English is essential. English has become an international and official language of many countries and is extensively employed as a medium for understanding and exchanging thoughts between people throughout the world. According to Richards (1985), English is necessary for people with careers in the field of hospitality and tourism, including the civil services. Strong English language skills, in particular listening and speaking, are needed. If tourist police have English language proficiency, they could communicate and effectively deal with criminal offences that may be hazardous to foreign visitors. In other words, foreign visitors will gain the legal protection and fairness they earn. Moreover, Thailand's image in the eyes of foreigners will be improved since they will feel more secure and confident when staying in Thailand.

Following Bobanovic and Grzinic (2011), developing English language competence is necessary for people working in the sectors of tourism and hospitality. In addition, the staff in the service industry will be able to communicate with their foreign customers effectively and successfully if they have sufficient English competence (Hall, 1976). Likewise, the TPOs should develop English language ability because they

must directly give service to foreign visitors (Tansrisawat, 1991). In fact, the routine work of the TPOs is unlike that of police officers in other departments where there is very little chance to contact directly with foreigners. The main duties of the TPOs are related to delivering good service and protection of tourists (K-Romya, 2006). Hence, foreign language competency particularly in English is requisite and significant.

In line with the studies already discussed above, the studies of Meemark (2002) and Promrat (1998) on the ability of TPOs to use English demonstrated that there is a need for intensive English courses to improve TPOs' proficiency. These research findings support Horey's (1991) view that the English competency of Thai tourism employees needs to be developed, in particular speaking and listening skills.

## **1.2 STATEMENT OF THE PROBLEMS**

At present, tourist police officers (TPOs) have more opportunities to use English language due to a great number of foreign visitors coming to Thailand. Despite the fact that these TPOs practise to use English language in real life circumstances in courses designed by specialists of this field, there has been a lack of systematic investigations into their needs and problems with regard to English skills (Prachanant, 2012). Thus, the curriculum may not address TPOs' genuine needs and problems.

In fact, a number of research studies on the needs analysis with regard to using English have been conducted. Pingyoad (2005) investigated the business communication abilities required by business students as perceived by business experts. The study attempted to find out what business English communication skills should be prioritised. The outcomes illustrated that reading was of the greatest importance, followed by listening, speaking and reading successively. Also, Sukpradit (1999) supported the view that reading was the most difficult skill for L2 learners. According to her research concerning the needs for English use of Thai secretaries in telecommunication and data communication enterprises, the findings presented that English reading was the main problem, followed by speaking, listening; meanwhile, writing was the least problematic. Thai secretaries rated the significance of English language for business communication at the highest ranking. They also reported that English played a vital part in their career success and affected their daily

routine. However, listening skill was needed most when working compared to the other three skills.

Conversely, Aldohon (2014) studied the needs and problems in terms of the English language functions of tourist police officers in Jordan. This research focused on investigating the tourist police officers' needs, problems and functions serving in distinct workplaces. The outcomes showed that listening and speaking were viewed as the most essential skills, followed by reading skill and writing skill. They also revealed that the Jordanian TPOs mostly encountered trouble when foreign tourists spoke English quickly. In addition, they faced the problems of using incorrect grammar when writing or speaking and a lack of vocabulary.

Elsewhere, Khamkaew (2009) examined problems and needs regarding English use in both the speaking and listening skills of the metropolitan police officers at the police station of Chana Songkram. The research concluded that they needed to develop their English in terms of greetings and offering assistance, inquiring about tourists' problems and wants, giving tourist information as well as explaining directions. The training course they need should focus on basic English conversation. Additionally, Romaya (2009) carried out a study on the English communication ability of Thai tourist police. He reported that speaking and listening were indicated as being the most serious problems of the Thai tourist police when communicating with foreigners in English. Their common troubles were using improper spoken words, being unable to comprehend foreign accents, and lack of lexical and grammatical knowledge. Therefore, improvement of tourist police officers' English competency, particularly in listening and speaking skills, is a pressing need.

In Thailand, in spite of the fact that TPOs engage in face-to-face English communication with foreign visitors, no study has specifically looked at their needs and problems regarding the use of English. Therefore, the research rationale is to examine the TPOs' needs and problems with respect to both English listening and speaking in order to provide information for the development of TPOs' English competency, to meet their needs for using English language functions for performing their duties, and to reduce communication problems.

### 1.3 RESEARCH PURPOSES

As the number of prior studies concerned with the problems and needs in terms of English use for tourist police have been limited, this research concentrated on exploring the needs and problems about using English among the TPOs working at Suvarnabhumi Airport. The details are as follows:

- 1) To identify the TPOs' needs for using English listening and speaking skills when they perform their routine jobs at the Suvarnabhumi Airport Tourist Police Office.
- 2) To explore the TPOs' problems in using English listening and speaking skills when they communicate with foreign visitors at the Suvarnabhumi Airport Tourist Police Office.

### 1.4 RESEARCH QUESTIONS

This independent study attempts to address the following research questions involving the work of the tourist police officers:

- 1) What language functions require improvement?
- 2) What are the problems concerning the improvement of language functions?

### 1.5 DEFINITION OF TERMS

To make ensure a correct understanding of the terms employed in this independent study, the researcher would like to explain the following definition:

**TPOs:** Tourist Police Officers who are accountable for supporting both Thai people and foreign visitors in providing services and assisting in individual cases by providing tourist information, directions, etc. In this study, TPOs refer to the tourist police officers who work at Suvarnabhumi Airport.

## **1.6 SCOPE OF THE STUDY**

This research was restricted to the needs and problems about using English both in the listening and speaking of TPOs. The total numbers of participants was 50 TPOs working at the Suvarnabhumi Airport Tourist Police Office. The research instrument was a set of questionnaires consisting of four sections with 49 questions. In addition, the TPOs' problems and needs regarding listening and speaking in English were identified in order to contribute to training design, which is dependent on the consideration of the Thai Tourist Police Division (TPD) and Royal Thai Police (RTD) to arrange English listening and speaking training for their officials in the future. The period of the research was during the second semester of the 2015 academic year.

## **1.7 SIGNIFICANCE OF THE STUDY**

As indicated earlier on, the needs analysis of English language use by tourist police working at Suvarnabhumi Airport was expected to reveal the degree of the importance of English language used at the workplace, as well as the problems commonly faced in using English. Thus, the independent study exploring the TPOs' needs and problems with respect to using English both in listening and in speaking at Suvarnabhumi Airport is significant in three aspects as follows.

- 1) The results of this study will provide helpful information for improving TPOs' English communication at the workplace. This will lead to a better understanding of the actual needs and problems of tourist police when communicating in English
- 2) The findings of this study will provide useful information to syllabus designers and instructors, enabling them to set up effective English language training programs for improving the TPOs' English abilities.
- 3) The outcomes of this study can be used as a guideline to improve the current English tourism courses in the Thai higher education institutions and to develop more effective course syllabuses for English for Tourism in the future.



## **1.8 ORGANISATION OF THE STUDY**

The current research is divided into five chapters as below:

The first chapter presents the background of the study, statement of the problem, research purposes, research question, definitions of terms, scope of the research, and significance of the research.

The second chapter presents the review of related literature. It highlights needs analysis, English for Specific Purposes (ESP), problems in using English, both in regard to listening and speaking skills, and relevant research studies.

The third chapter describes the key components of the research methodology, including the participants of the study, research instrument, research design, collection of data and analysis of the research data.

The fourth chapter displays the analysis of research data in this study. The tables, charts and descriptive elucidation are provided.

Finally, the last chapter discusses and interprets the research outcomes, draws conclusions and provides recommendations for further research studies.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

The objective of this chapter is to review theories related to this research study in order to explore problems and needs concerning the English language use of the tourist police officers (TPOs) in the aspects of listening and speaking skills. This chapter contains an overview of related literature and research to comprehend the concept of this study. The content can be divided into four sections. The first section provides definitions of both needs and needs analysis as well as explains these concepts, the theoretical basis and approaches. The second section describes the significance and features of English for Specific Purposes. The problems in using English both with regard to listening and speaking skills are also discussed in the third section. The last chapter presents the literature review related to the research topic and related areas.

#### **2.1 NEEDS AND NEEDS ANALYSIS**

##### **2.1.1 Definition of Needs**

“Needs” has been defined in many ways and from different points of view by several scholars. Here are the examples as described in this section.

Brindley (1989) indicates that it is rather difficult to give a definition of needs in a second language context. The meanings differ depending on contextual interpretations and the values of the evaluator. He notes that needs in adult education presumably signify a gap between what is and what should be. This is similar to Gorsev and Volkan (2010), who define needs as a gap between what learners can do and what they need to be able to do.

According to Kaufman and English (1979), needs are regarded as the gap between the present state and desired state identifying the problem, comprehending the person’s behaviors and mechanisms that are conducive to the present state, ascertaining if and how exact behaviors and mechanisms are able to be altered to generate the demanded state, developing problem-solving strategies, and establishing support for actions. As Stufflebeam (1977) has shown, needs refer to a discrepancy

between desired performances and observed or predicted performance. A need is something whose lack or inadequacy proves harmful.

In terms of “needs” in needs analysis, various authors have provided diverse meanings. In Widdowson’s view (1981), needs refer to the present or future requirement of learners, and what they anticipate to learn when a language course comes to an end. Likewise, Mountford (1981) holds the opinion that needs refer to what is perceived by the teaching organisation or the society as necessary to learn from a language program or instruction. These two definitions, which take needs as purposes of the learners’ study or working requirement, are both goal-oriented.

In contrast, Richterich and Chancerel (1980) hold the opinion that the diagnosis of language needs should include information of the learners who will take a language course and how they expect to make use of it when they finish the course. For Brindley (1984), needs may be similar to the wants or desires of learners, mentioning that learners themselves may want to gain knowledge or skills apart from their course requirements. Berwick (1989) refers to the gap between the present situation and the anticipated future condition. These researchers are process-oriented and concentrate on what the learner needs during a language acquisition course or what the student wants to receive from a language program. Moreover, Dudley-Evans and St. John (1998) claim that process-oriented needs draw from learning situations as goal-oriented needs draw from a target situation.

Needs can be interpreted as deficiencies to be filled, like what learners currently are unable to do or do not know about a language (Robinson, 1991). In addition, when deciding on the goal or the content of a course, it is appropriate to compare the views of learners with the teaching authorities. When doing this, “conflict” may arise between learners and teachers when designing the learning activities, formulating strategy plans and selecting materials and teaching content (Brindley, 1984). No matter what needs are considered to be, objectives should be based on them.

### 2.1.2 Types of Needs

With regard to types of needs, scholars hold different views as well. The following is a review of the major classifications of needs according to different researchers.

Mackay (1978) separated needs into two types as follows:

*Academic needs:* These are needs wherein English language is requisite for further education, for instance, engineering students require English to comprehend lectures/read engineering course books in English, or law students require English to comprehend English legal terms.

*Job needs:* These are needs wherein English is necessary for a particular career, for example, a hotel housekeeper requires English to communicate with foreign customers.

The focus in this study will be on job needs where English is required for tourist police officers in communicating with foreign tourists in particular situations.

Berwick (1989) distinguishes between perceived needs and felt needs. He defines perceived needs as objectives set in accordance with others' learning experiences, while felt needs as the learner's own needs. In his view, perceived needs are the thoughts of specialists about the educational gaps in other peoples' experiences. Perceived needs are often regarded as normative, real, and impartial, in the sense that they reflected teachers' or educational settings' outside perceptions of learners' language needs. Conversely, felt needs are those needs that the learners thought they needed. Felt needs are involved with the feelings, thoughts, and presupposition of the learners. They can be described as "wants" and "desires" of the learners.

According to both Brindley (1989) and Robinson (1991), there are two different characteristics of needs: 1) objective needs and 2) subjective needs. Objective needs mean the needs are inferred from the "factual information" of learners, which include their language proficiency when attending courses, the perceived language difficulties and their demand for language in real communication situations. On the contrary, subjective needs are the language learning cognition and emotional needs of learners. This refers to the needs that are inferred from the "affective and cognitive factors" of the learners. These factors include learners' personalities, self-confidence, personal cognitive styles, and expectations, and self-esteem during the learning process.

Hutchinson and Waters (1987) define needs as the capability of comprehending and producing the linguistic characteristics of the target situation. They differentiate between target needs and learning needs, subdividing target needs further according to the perspective taken. Figure 1 illustrates this classification of needs.

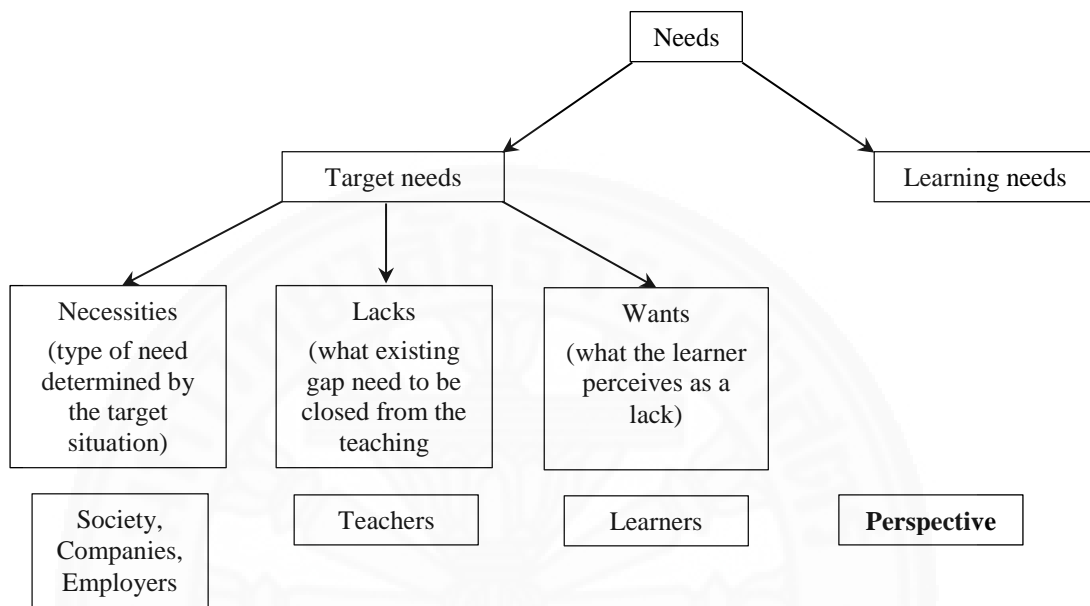


Figure 1: Classification of Needs Based on Hutchinson and Waters (1987: 54)

Hutchinson and Waters's two concepts of needs are presented below:

1. **Target needs** denote what the student needs to behave in the target situation.
2. **Learning needs** denote what the student needs to behave in order to study.

Furthermore, target needs, which in practice contain a number of essential differences, can be divided into the following subcategories: necessities, lacks and wants.

- *Necessities* or called “objective needs” are the genre of needs defined by the demands of the target situation. Necessities mean the language that the learners have to know to perform in the target situation efficiently, for instance, a businessman needs to learn about English business communication in order to contact customers effectively.

- *Lacks* mean the gaps between the target competency and the existing competency of the learners or what they know already.
- *Wants* or “subjective needs” stand for learners’ awareness of their needs.

These three types of needs will be applied in this research.

Needs theory as discussed in the previous paragraphs is used to facilitate and elucidate the values that a person places on certain results. A need is an inadequacy or lack that a person experiences at any point of time motivating them to perform in a manner to satisfy the deficiency. In order to encourage learning, trainers should define trainees’ needs and communicate how the content of the training program correlates to achieving these needs (Pochakorn, 2012).

### **2.1.3 Needs Analysis Concepts, Theoretical Basis and Approaches**

The word “needs analysis” was created in 1920 by Michael West when attempting to develop a method for learners to study English. Generally, needs analysis may refer to different concepts. A number of theoreticians have delineated needs analysis in many ways with diverse perspectives as described in this study.

Richards and Rodgers (1986) argue that a language needs study concerns identifying general and specific English language needs that can be addressed by improving aims, purposes and the subject matter in language courses. Study may concentrate on general factors of a language course or on particular demands.

Similarly, Nunan (1988) is of the opinion that needs analysis is a series of instruments, techniques and processes for defining language subject matter and the processes of learning, which concerns systematic collecting of specific data regarding language demands to meet the learning demands of a specific learners group. Needs analysis of English language may be viewed as a useful tool to specify where the student ought to be. This is because it is beneficial for pointing out what methods learners need to develop their skills in English language (Fahmongkolchai, 2011).

With respect to language course planning, needs analysis is the primary phase in the construction of any particular language syllabus or course (Brown, 1995). Casper (2003) describes needs analysis as activities concerned with gathering data that will contribute to the foundation for improving a language syllabus to meet the

demands of a specific learners group. Moreover, Michalak and Yager (1979) state that needs analysis is carried out to find out the source of a problem, which would be beneficial for developing a training program or a whole management system.

The abovementioned definition is in accord with Khamkaew (2009), who defines needs analysis as a well-ordered and continuous process of collecting data about learners' demands, translating the data, and then making program decisions grounded on the interpretations to meet the demands. In addition, Viravaidya (2011) claims that some principles of needs analysis include the following:

- Requirements for one's needs are complex and confusing;
- Requirements for one's needs help to identify tradeoffs;
- Formulate and ask questions;
- Always manifest findings from the target's perspective;
- Analyse the requirements among requirements;
- Reserve enough time during the development process to inspect and validate your target's needs requirements;
- Make sure that all target's needs requirements are taken into consideration;
- Note your requirements precisely and ensure that you cover all categories of related requirements;
- Testing to validate the target's needs requirements;
- Realise that there still may be contradictory requirements;
- Comprehend the requirements and write them down; and
- Keep on questioning your targets until you have a true understanding of their requirements (Viravaidya, 2011: 8-9).

Additionally, needs analysis consists of all the activities employed in order to collect the data concerning needs, wants, desires, and much more. Hutchinson and Waters (1987) make the point that the process also relates to the anticipations and requirements of other persons who may be affected by the program. Needs analysis may be less formal, narrowly focused and fast, or it may be very formal, expanded and time consuming. Some resources for executing a needs analysis may be questionnaires, observations, surveys, focus groups, test scores, or in-depth interviews. The data



derived from needs analysis can be employed to aid in developing program goals. These aims will become the basis for developing training courses for staff members within an organisation (Spaventa, 2006).

Based on approaches to needs analysis, Songhori (2008) admits that the needs analysis approach has been improved to assess the current needs or wants of learners, which may be called an analysis of the lacks or inadequacies of learners. Meanwhile, Dudley-Evan and St. John (1998) highlight distinct ways that needs analysis can meet the learners' demands in the learning process in a second language. They further state that needs analysis can be a dependable indicator of what is needed to strengthen learning. In this way, a broad needs analysis theory is presented by Dudley-Evans and St. John. The theory focuses on the following topics:

- Environmental condition – collecting data concerning the condition in which the program will be analysed;
- Learners' personal data – factors influencing the learning method;
- Learners' language data – the skills and language usage of learners;
- Learner's deficiencies – the gap between the current state and learners' professional data;
- Learner's demands from program – what is needed from the program (short-term needs);
- Language learning demands – the efficient means of language and skills learning identified by lacks;
- Learners' professional data – the situation-based and task-based analysis on English language needs and learners' activities requirements for English; and
- How to converse on the target situation – knowledge of how to apply skills and language in real situations (Dudley & St. John, 1998).



In addition, Prachanant (2012) counters the argument that needs analysis is one of the main factors and is associated with practitioners of English for Specific Purposes (ESP) such as researchers, material developers, syllabus designers, testers, assessors, and classroom teachers for several years. Needs analysis is a basic component of ESP. This signifies that needs analysis of learners ought to be regarded as a framework for a syllabus design or ESP program (Abu-Zahra & Shayeb, 2011). Nevertheless, Songhori (2008) claims that needs analysis today must be concerned with both the field of ESP and the subject of general English since the needs of learners are a significant factor in any language approach.

Considering the definitions mentioned above, needs analysis, helps identify the need for particular communicative functions in English language for tourist police officers or TPOs' work. They need English language as a method of conducting conversations with foreign visitors in order to give information, provide services, offer help, answer questions, solve problems, etc. Here, needs analysis involves gathering TPO's data about gender, age, educational background, length of time studying English, and their experiences in their current job in order to give suggestions and guidance to create an ESP program which matches their real needs.

Moreover, the results of the needs analysis help instructors to identify learners' prospective professional needs, learners' needs in terms of language skills and learners' deficiencies in the area of language skills. After examining learners' needs and determining the purposes of the language course, instructors can select a material that meets the needs of the learners. Needs analysis therefore is the foundation on which instructors can develop curriculum content, teaching materials and methods that can lead to augmenting learners' motivation and success.

## **2.2 ENGLISH FOR SPECIFIC PURPOSES**

English for Specific Purposes is a wide-ranging subject of English language teaching with several subcategories including technology and science, medical, legal English and business English. In 1960, it was especially connected with the concept of a particular language. Through the growth of the economy, technological developments and global mobility, there has been a need for learning and teaching English in these specific disciplines. Subsequent developments have contained a communicative or

functional view of language as applied to ESP, an awareness of the significance of needs analysis processes and a focus on a proper point of view on language skills and language learning (Chaiwong, 2014). This section will delineate the definitions and features of ESP as below.

According to Bracaj (2014), ESP refers to learning or instructing English for a unique occupation such as law, medicine or for business in general. There is a definite reason for which English is studied. In Robinson's (1980) view, ESP is considered as a genre of English Language Teaching (ELT) and describes it as "goal oriented language learning" that signifies learner has a particular purpose that is going to be achieved. Likewise, Sinha and Sadorra (1991) describe ESP as studying English for a very particular objective instead of for a common goal.

Hutchinson and Waters (1987) put forward the view that teaching English for Specific Purposes is, in many ways, similar to the teaching of English in general, although there are features that are characteristic in different specialised subjects, and that ESP should be referred to as language learning founded on needs of learners; thus, it is not concerned with a particular group of language learning, educational material or methodology. They also indicate the significance of learners' roles both in the design of curriculum and its implementation in the learning-teaching processes.

Moore (2012) is of the opinion that ESP can be spilt in two main categories: the first is English for Academic Purposes or EAP; in this case, learners require English language in order to further pursue their academic studies; and the second is English for Occupational Purposes or EOP; here, the learners require English language in order to perform their professional duties. In this respect, Dudley-Evans and St. John (1998) subcategorise ESP into two genres: absolute and variable characteristics.

#### *1) Absolute Characteristics*

- ESP is created to meet particular learners' needs;
- ESP content is concerned with particular disciplines, careers and activities;
- ESP is focused on suitable activities of foreign language learning like grammar, vocabulary, register, genres and other elements including discourse analysis;

## 2) *Variable Characteristics*

- ESP is probably concerned with or established for a particular program;
- ESP probably is employed in particular teaching situations, a system of different methods from the approach of general English;
- ESP tends to be established for mature learners in a professional work situation or at a higher education level;
- ESP is mainly established for intermediate and advanced learners; and
- Most ESP programs presume some fundamental knowledge of the language system, but it also can be employed with novices.

They also emphasise that the prime objective of ESP is to meet learners' needs. Thus, ESP courses should be founded upon a comprehensive analysis of the needs of the learners. Each ESP curriculum varies with respect to skills, topics, situations, functions and language. Learners are at various levels of competence in the language, such as the beginner, intermediate and advanced levels (Robinson, 1980).

Likewise, Rostami and Zafarghandi (2014) characterise ESP as being a process of language learning that should clearly identify specific situations for learners. In Robinson's view (1991), ESP is a method for learning language based on the needs of learner. All decisions as to subject matter and methodologies depend on the reason for learning in the first place. In addition, he claims that ESP has developed a new concern for need analysis. Consequently, needs analysis is indispensable to ESP practitioners in regard to establishing special objectives for a course and it is also fundamental to designing any language program.

ESP is involved in a learner's objectives in a particular circumstance, and in this research, the concern is the job-related needs for the TPOs to improve their English language ability. In addition, an English training course needs to be created to meet the particular TPOs' needs. In general, the function of the tourist police officers at the Suvarnabhumi Airport Tourist Police Office is to provide quality service to foreigners, which cannot be accomplished by using only general English. Therefore, as proposed by Robinson (1991), ESP is an undertaking involving practice and training, which can be divided into three main spheres of knowledge: language, pedagogy and learners'

special interest. ESP should hence be applied to help the TPOs to communicate with international tourists effectively since it comprises one of the English language functions necessary for their job.

### **2.3 ENGLISH PROBLEMS IN USING SKILLS OF LISTENING AND SPEAKING IN THAILAND**

In Thailand, the skills of speaking and listening are essential elements in the learning-teaching process in second language. In other words, it is quite difficult for Thai learners to be masterful in the English language. This is because the medium for teaching and learning in class is mainly Thai, as numerous instructors teaching English language to Thai students are mostly non-native speakers, leading to unnatural language use and the failure to interact within the language classroom. In addition, Thai people generally have few opportunities to communicate with foreigners in English (Khamkhien, 2010). At the same time, Pinyosunan (2006) observes that Thai learners are inexperienced in use of English. They rarely use English in their daily life; therefore, this leads to lack of opportunities to become a proficient English communicator. This section discusses the problems of English language use, in particular listening and speaking as below.

According to Wiriyachitra (2002), the Director of the Academic Training Section of the Tourist at TAT (Tourist Authority of Thailand) has stated that tourism represents the primary source of earnings in the country. Nevertheless, some graduates who study in the tourism field are deficient in English language. This leads to misunderstandings and a negative view of Thailand. English communication skills could be considered the most necessary factor supporting the success of businesses in the tourism industry generally, as shown in Yhouyhen's research (2008), which was carried out on the needs and problems about English use for the information officers of the Bangkok Tourist Division. The outcomes revealed that the participants considered the fact that the two main important skills used for their job duties were speaking and listening skills. Moreover, most of the participants accepted that they often encountered difficulties when performing their duties regarding the use of listening and speaking skills.

In a similar context, Khamkaew (2009) points out that English language both in listening and in speaking skills are essential for the tourist police offices (TPOs) when providing services for international tourists at their workplace. Functional communication within the TPOs' department involves listening and speaking skills that can be trained. According to Richards (2000), there are one hundred and seventy-five functional categories. With respect to the TPOs' functions, Khamkaew puts forward the argument that the main functional communications that the TPOs need to perform their daily tasks are shown based on their following needs:

- Greeting and Offering Assistance;
- Asking for Information;
- Inquiring about Problems and Wants;
- Giving Advice and Instructions;
- Giving Directions;
- Explaining Situations; and
- Describing People (Khamkaew, 2009: 14).

In regard to listening problems, Brown (1994) holds the view that non-native speakers are unfamiliar with a large number of words or vocabulary. The problem of English listening occurs because they cannot recognise words when listening to an English speaker, and they also are unable to catch those words. Even though learners have learned English for a long period of time, like Thai students, some still find English listening comprehension quite difficult. Thus, developing listening fluency and capability of the comprehension of words or phrases is the most important approach to improve English listening skills (Mendelsohn & Rubin, 1995). Nevertheless, improvement of listening skills is time-consuming owing to some hindrances like worries, fear, noise, semantics and language differences (Scarcella & Oxford, 1992). Therefore, English learners have to learn to control their own minds and practise listening skills to becoming effective listeners.

Regarding speaking problems, Zhang (2009) argues that speaking still is the most difficult skill to develop expertise in for most English learners. According to Juhana (2012), individual psychological factors like fear of mistakes, shyness, anxiety, and a lack of confidence and motivation hinder learners from speaking. In this vein,

Ur (1996) explains that there are major components that cause trouble in speaking, with the details below:

- *Inhibition*: Learners are anxious to make a mistake, they are afraid of criticism, or feel shy.
- *Nothing to say*: Learners are unwilling to express themselves due to lack of a motivation.
- *Low participation*: Because of large classes, one participant is able to speak at a time and some students tend to dominate, while others talk very a little or not at all.
- *Mother-tongue usage*: Learners who speak the same language have a chance to use it since it is easier and since they feel less worried if they are speaking their first language (Ur, 1996: 23).

Another factor that leads to trouble in speaking is that some instructors use the first language in the classroom (Littlewoods, 1981). Usage of the native language means losing valuable chances to practise the foreign language. In other words, it devalues the foreign language as a medium for communication. Moreover, Al-Abri (2008) points out that the learners' speaking problems result from the lack of oral activities in textbooks, and he thus suggested including speaking activities in the pattern of songs, tales, rhymes, anecdotes or simple stories and more conversational language to help learners have more fun or enjoy learning in order to develop their speaking. To master speaking a foreign language, Canale and Swain (1980) list the key elements underlying speaking competency as below:

- 1) *Grammatical competence* means the capability of recognising and producing the particular grammatical language structures, and using them efficiently for communicating.
- 2) *Discourse competence* means the capability of recognising and repairing communication breakdowns, working around gaps in one's knowledge of the language, and learning about the language and in the context.
- 3) *Sociolinguistic or Cultural competence* means the capability of understanding members' behavior of a culture in order to act in a right way.



- 4) *Strategic* competence means the capability of using of verbal and nonverbal language to make amends for communicative problems caused by lack of comprehension of appropriate grammar use and inadequate knowledge about social, behavioral and communicative norms.

In case of the problems in using English of Thai learners, Chumchaiyo (2001) takes into consideration that most Thai people are unfamiliar with listening to the accent of a native speaker. They attempt to hear each word and analyse the structure of the sentence. As a result, they do not comprehend the main idea that they heard at all. The different accents make it hard to hear, like British English and American English. Furthermore, some people also have limited vocabulary knowledge, like slang, idioms and proverbs. A great number of unknown words make them often suffer when communicating with a native speaker (Churunsri, 2011).

According to Rungchatupat (2002), Thais have trouble with English pronunciation. They often ignore the final consonant in English language and lack opportunities to speak English frequently. He further states that Thai people are still confronted with difficulties regarding English grammar in the aspects of the patterns of complex sentences, preposition use, a large number of exceptions, confusion with transitional words and idiomatic expressions. The lack of knowledge of English structure brings about incorrect sentence construction in English.

In conclusion, it has been discovered that most people in Thailand have difficulties in English listening and speaking. In order to help Thai learners to solve these problems, they need to clearly identify which listening and speaking problems they have. As a result, instructors will be able to gain a better understanding of these problems and find techniques to help learners improve their listening and speaking skills.

## **2.4 RELEVANT RESEARCH**

A great numbers of studies have been carried out on the needs and problems concerning English use in terms of the listening and speaking skills of Thai employees working in the tourism and hospitality industry including the civil services; accordingly, relevant research in Thailand is reviewed and summarised in this section.

Boonyawattana (1999) and Aunreun (2005) explored the needs and problems about English use for tourism agents. The outcomes revealed that skills of listening and of speaking were regarded as the most important and necessary skills for their careers. English training programs in both listening and speaking skills should be implemented in order to improve their competencies in communication. Meanwhile, Boonjaipet (1992) surveyed the needs for English among the officers at counters of the post offices in the Bangkok metropolitan area. She reported that the officers needed to use English a lot at their workplace. They rated speaking and listening as the biggest need among the four English skills. The outcomes also showed that the most frequent duties were to give service information. Nonetheless, they encountered obstacles in terms of speaking speed and the accents of foreigners.

Tangniam (2006) studied the needs of English language for the ground staff of Thai Airway. He employed a questionnaire as the primary instrument to gather data from participants regarding three functions: airport customer services, baggage services, and special services, since most of them used English for their job duties and also had to converse with the passengers. Significantly, all of them agreed that English was necessary for their current jobs and viewed that their English skills were inadequate. The outcomes of this research study presented that speaking and listening were the skills which the staff of Thai Airways needed to improve the most. Training programs in English language were suggested to concentrate on the skills of listening and speaking to communicate with passengers more fluently.

In a similar vein, Chantanont (2012) analysed the problems and needs for improving English communication for the staff of a hotel front office in Bangkok. The findings indicated that skills of listening were the most problematic for the staff since they could not catch the words when the guests spoke at native speeds. They also found that the clients' various accents were an important factor causing problems. Similarly, Luankanokrat (2011) conducted a needs analysis of the English communication skills of HSBC employees. The outcomes revealed that the participants had trouble listening. Most of them were incapable of translating words and sentences and had difficulty remembering information when contacting their foreign customers. Also, speaking remained the main problem as they could not speak with correct grammar and were unable to choose the right words.



Elsewhere, Banphapong (2012) did a research study concerning the problems of the Thai flight attendants in English used for communication with passengers both in regional and intercontinental routes. The results indicated that skills of listening and speaking were major barriers for the participants. Moreover, cultural problems were also a hindrance, while vocabulary limitations and slang words also impeded communication. Likewise, Prachanant (2012) explored the functions, needs and problems concerning English language use in tourism industry. The findings pointed out that skill of speaking was the most essential, followed by listening, reading and writing, respectively. The common problems were being incapable of speaking with proper words and expressions, being incapable of understanding foreign accents, lack of knowledge of vocabulary and grammar.

Furthermore, Khamkaew (2009) conducted a survey of the needs and problems about using English in the aspects of skills of listening and speaking of the metropolitan police at the police station of Chana Songkram. The findings indicated that the participants needed to employ English language in many functions, such as greeting and offering assistance, inquiring about problems and wants, asking for personal details, giving information about accommodations, tourist attractions, and transportation, explaining directions, and giving advice about travel, safety, and shopping. With regard to the problems of listening, their main troubles were being incapable of comprehending tourists' diverse accents and being unable to catch the words of tourists when speaking too fast. Regarding speaking problems, the participants had trouble using common expressions, pronouncing English vowels, as well as generating complete sentences.

Another research study entitled, "The Use and The Problems of English and Intercultural Communication Skills of Thai Tourist Police Officers" was carried by Tipmontree (2007). The main outcomes showed that the participant had the most trouble with foreign tourists' accents and grammar. They could neither understand nor respond. They searched for help mostly from foreign volunteers and often used nonverbal communication like eye contact, body language and facial expressions. The tourist police officers operating at Sub-Division 2 in Bangkok clearly needed to develop their English skills, both speaking and listening.

In conclusion, from the review of relevant research studies on the needs and problems concerning English use, particularly for employees working in the civil services like police and tourist police, all outcomes indicated that skills of listening and speaking play a vital role for them. They mostly needed to use both listening and speaking in order to contact with foreigners. This research study, therefore, aims to examine the needs and problems about English use both in listening and in speaking skills of tourist police when performing their duties at Suvarnabhumi Airport. Furthermore, the findings may be used in designing suitable courses in English, developing training courses for tourist police officers or enhancing the current English for Tourism programs at Thai higher education institutions.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This study attempted to answer the following related questions:

- 1) What language functions require improvement?
- 2) What are the problems concerning the improvement of language functions?

In order to collect the data to address these questions, the quantitative research method and questionnaire were employed in this study. Quantitative research strives to be impartial, controlled, and methodical, and is typically more valid and reliable than qualitative research. The data is collected and assessed in accordance with prescribed principles, which may be examined for errors or tested for validity and reliability (Lunenburg & Irby, 2008). Additionally, questionnaires are amongst the most broadly employed method in surveys of needs and problems of English use (Hutchinson & Water, 1987; Robinson, 1980). According to Richards (1990), questionnaires are advantageous for collecting data regarding affective domains in teaching and learning like preferences, beliefs, motives and attitudes. They are able to collect data about the opinions, points of view and comments of participants. Questions in language needs studies can be developed to identify what L2 learners think of an English language syllabus, its purposes, instruments and teaching methods.

This chapter describes the methodology used in this survey study. It comprises four main parts, the participants, the materials, the research design and data collection, and the data analysis, which are described below.

#### **3.1 PARTICIPANTS**

The participants of this research consisted of 50 tourist police officers (TPOs) who worked at the Suvarnabhumi Airport Thai Tourist Police Office. They were chosen as the subjects because they worked in a location where they have more chances to contact with foreigners and use English skills at work than other people who work in the civil services like soldiers and government officials.

Quota sampling methods were employed to choose the subjects of this study. According to Pickard (2007), quota sampling can be referred to as convenience sampling. In quota sampling, the required percentage of the entire research population is defined. Lunenburg and Irby (2008) note that quota sampling is most frequently employed in survey research when it is impossible to list all members of the population of interest. Pickard further characterises quota sampling as allowing a researcher to start working at a convenient place and approach all possible participants who go past, asking them to take part in a research study.

## **3.2 MATERIALS**

To find out needs and problems of English use in terms of listening and speaking skills among Thai tourist police officers or TPOs, the research instrument used was a questionnaire.

Questionnaires can be used to evaluate diverse aspects of a program effectively. They can be employed to obtain participants' background information like age, gender, educational background and the number of years studying the English language (Brown, 1995). For example, the English language educational background of the TPOs may have an influence on the language problems they confront at their work. Likewise, Knowles (1980) demonstrates the benefits of questionnaire use. Questionnaires are capable of reaching many persons in a short period of time and are very cost effective when compared to face-to-face interviews. Secondly, they allow people to respond without fear or embarrassment; also, the information collected from the questionnaires can be summarised, analysed and reported easily. Finally, questionnaire was employed in this research since it is regarded as the preferred method for studying language needs.

## **3.3 PROCEDURES**

### **3.3.1 Research Design**

The questionnaire items were designed and developed based on the information collected from the interviews, observations and previous research studies concerning the needs and problems of using English in terms of listening and speaking for employees in the tourism and hospitality industry. The questionnaire was created to

examine needs and problems about English language functions of TPOs, in particular, the skills of listening and speaking.

The questionnaire consisted of checklist questions and a Likert rating scale. It was separated into four sections the follows:

- Part 1) Participant's Background Information
- Part 2) Needs of English Use for the TPOs
- Part 3) Problems of English Use for the TPOs
- Part 4) Suggestions about English Training Courses Provided for the TPOs

The details of each section are described below:

*Part 1: Participant's Background Information*

This section collected the demographic data on respondents' general background concerning their gender, age, educational background, number of years learning English, and present job experience.

*Part 2: Needs of English Use for the TPOs*

This section surveyed the needs of English use in the aspects of listening and speaking for the TPOs. A five-point Likert scale was employed in this part to identify the level of necessity of English use involved in their careers both in listening and speaking skills. The answers were computed as below:

Very High	=	5 points
High	=	4 points
Moderate	=	3 points
Low	=	2 points
Very Low	=	1 points

*Part 3: Problems of English Use for the TPOs*

This section surveyed the problems of English use in the aspects of listening and speaking for the TPOs. A five-point Likert scale was employed in this part to examine the degree of the problems of English use concerning with their daily tasks both in listening and speaking skills. The answers were computed as follows:

Very High	=	5 points
High	=	4 points
Moderate	=	3 points
Low	=	2 points
Very Low	=	1 points

*Part 4: Suggestions about English Training Courses Provided for the TPOs*

In this part, respondents were asked to give additional suggestions regarding the English training courses for the TPOs, which they wished their organisation would provide for them.

### **3.3.2 Data Collection**

After submitting the official letter asking permission to collect the information, the questionnaires were dispensed to the target group in the last week of March, 2016. The researcher gathered all the completed questionnaires in one week and examined them for accuracy and completion.

### **3.4 DATA ANALYSIS**

The data gathered were interpreted, categorised, analysed, and calculated using a program for statistical analysis in the social sciences (SPSS Program). The questionnaires were analysed using descriptive statistics with regards to the research questions. The statistical instruments were employed in each section of the questionnaire as follows:

- 1) The data concerning the general information and background of participants will be displayed in percentage.
- 2) A five-point Likert scale was used to measure the degree of the needs and problems about English use in the skills of listening and speaking for the TPOs. It is a scale employed in questionnaires in order to identify the level of needs and problems based on Likert's (1932) criteria:

<b>Scale</b>	<b>Mean</b>	<b>Level of Needs/Problems</b>
5	4.21 - 5.00	Very High
4	3.41 - 4.20	High
3	2.61 - 3.40	Moderate
2	1.81 - 2.60	Low
1	1.00 - 1.80	Very Low

3) Mean ( $\bar{x}$ ) was employed to interpret the degree of needs of English language, and the level of problems in English use of the TPOs based on Likert's criteria. A higher mean score ( $\bar{x}$ ), for each activity pointed to greater needs and problems in English use for the TPOs in performing their duties. On the other hand, lower mean scores pointed to lesser needs and problems in English use for the TPOs.

Finally, the findings and outcomes will be displayed in tables and charts along with full elucidations.

In summary, this chapter discussed the methodology, the participants, the materials used in this study, the procedures with which the research was carried out, and how the data was analysed. In the following chapter, the results of the study will be presented.

## **CHAPTER 4**

### **RESULTS**

The previous chapters contained the introduction, the literature review and research methodology. This chapter reports the outcomes of the analysis of data gathered from the tourist police officers (TPOs) working at Suvarnabhumi Airport. Each answer was gained using the questionnaire administered to the sampled TPOs in March 2016. The data collected from the questionnaires was analysed using the SPSS program for data processing and hypothesis testing. The results are divided into four sections as follows:

4.1 The results concerning participants' background information computed into frequency and percentage.

4.2 The results concerning the needs of English use for the TPOs both in listening and speaking skills are displayed in the form of mean ( $\bar{x}$ ), standard deviation (S.D.), ranking and level of needs.

4.3 The results concerning the problems of English Use for the TPOs both in listening and speaking skills are displayed in the form of mean ( $\bar{x}$ ), standard deviation (S.D.), ranking and level of problems.

4.4 Suggestions about English Training Courses Provided for the TPOs.

#### **4.1 PARTICIPANTS' BACKGROUND INFORMATION**

The results in the first section contain the TPOs' background information regarding gender, age, educational background, number of years learning English, and present job experience of the respondents. Frequency and percentage were employed to analyse the outcomes of participants' general background information. As Dudley-Evans and St. John (1998) and Richterich and Chancerel (1980) point out, the diagnosis of language needs requires collecting learners' personal and language information in order to respond to the needs of the learners appropriately.



**Table 1: Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	45	90.0
Female	5	10.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

As shown in Table 1, the overall number of the participants was 50. A total of 45 of the TPOs or 90.0% were male, whereas 10.0% of them were female. The number of females was smaller than males since the Thai Tourist Police Division (TPD) requires male tourist police in most work operations, particularly in performing duties outside the police office, which involve cases like robberies, accidents, assaults, and immigration issues; in contrast, female tourist police are mainly in charge of clerical tasks like processing documents or providing legal advice.

**Table 2: Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
20-25 years	5	10.0
26-30 years	7	14.0
31-35 years	9	18.0
36-40 years	7	14.0
41-45 years	14	28.0
46-50 years	3	6.0
51-55 years	2	4.0
56-60 years	3	6.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Table 2 reveals that the TPOs between 41-45 years were the largest group participants, accounting for 28.0%; this was followed by the age range of 31-35 years, representing 18.0%, while seven TPOs or 14.0% were between 26-30 and 36-40 years old. Those between 20-25 years old equated to 10.0%. A total of 6.0% of the group was between 46-50 and 56-60 years old. The smallest number of participants (4.0%) was between 51-55 years old.

**Table 3: Educational Background**

<b>Educational Background</b>	<b>Frequency</b>	<b>Percentage (%)</b>
High school certificate	4	8.0
Vocational certificate	-	-
Bachelor's degree	41	82.0
Master's degree	5	10.0
Others	-	-
<b>Total</b>	<b>50</b>	<b>100.0</b>

Regarding educational backgrounds, Table 3 displays that the majority of the participants or 82.0% held a bachelor's degree; this was followed by 10.0% who had graduated with a master's degree, whereas only four of them (8.0%) had obtained a high school certificate.

**Table 4: Number of Years Learning English**

<b>Number of Years Learning English</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 1 year	1	2.0
1-3 years	3	6.0
4-6 years	4	8.0
7-9 years	7	14.0
More than 9 years	35	70.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Table 4 presents the number of years that the participants spent studying English in school and university. Most of the TPOs (70.0%) had learned English more than nine years. A total 14.0% of them had studied English for 7-9 years while 8.0% had studied English for 4-6 years; this was followed by those who had studied English for 1-3 years and less than one year at 6.0% and 2.0%, respectively.

**Table 5: Present Job Experience**

<b>Present Job Experience (Year)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 1 year	1	2.0
1-3 years	7	14.0
4-6 years	7	14.0
7-9 years	4	8.0
More than 9 years	31	62.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Table 5 shows that 31 of the participants had been working as tourist police officers at Suvarnabhumi Airport for more than nine years, while 14.0% of them had been working between 1-3 years and 1-6 years. Furthermore, 8.0% had 7-9 years of work experience, followed by those who had been working less than one year (2.0%). Most of the TPOs or 62.0% had been working in their positions for more than nine years.

#### **4.2 NEEDS OF ENGLISH USE FOR THE TPOS**

This section shows the outcomes of the reported needs for English skills to use in the TPOs' workplace. The skills examined in the questionnaire comprised listening and speaking. Each of part contained items concerning various functions performed by the tourist police officers. The participants were required to indicate their degree of needs on a five-point Likert scale. The measure and the weighted mean scores were as follows:

<b>Scale</b>	<b>Mean</b>	<b>Level of Needs</b>
5	4.21 - 5.00	Very High
4	3.41 - 4.20	High
3	2.61 - 3.40	Moderate
2	1.81 - 2.60	Low
1	1.00 - 1.80	Very Low

The information were analysed using the SPSS program and the outcomes of each question are displayed in Table 6 and 7 in the form of mean ( $\bar{x}$ ), standard deviation (S.D.), rank and level of needs.

**Table 6: Needs of English Use in Listening for the TPOs**

<b>Listening Skill Activities</b>	<b>Mean</b>	<b>S.D.</b>	<b>Rank</b>	<b>Level of Needs</b>
1. Listening to tourists' requests	3.90	0.95	4	High
2. Listening to tourists' questions	4.02	0.86	1	High
3. Listening to tourists' complaints	4.00	0.83	2	High
4. Listening to tourists' general English conversations	3.86	0.90	5	High
5. Listening to tourists' English conversations on the phone	4.00	0.80	2	High
6. Listening to English idiomatic expressions	3.92	0.75	3	High
7. Listening to native English accents	3.82	0.75	6	High
8. Listening to various non-native English accents, e.g., Chinese, Indian, etc.	4.00	0.69	2	High
<b>Total</b>	<b>3.93</b>	<b>0.82</b>	<b>-</b>	<b>High</b>

Overall, Table 6 illustrates that the respondents strongly needed to improve their English listening skill (total  $\bar{x} = 3.93$ ). The most significant activities in listening were listening to tourists' questions ( $\bar{x} = 4.02$ ). This was followed by listening to tourists' complaints, listening to tourists' English conversations on the phone and listening to various non-native English accents, which was ranked second, represented by the same mean score ( $\bar{x} = 4.00$ ). Meanwhile, listening to English idiomatic expressions ( $\bar{x} = 3.92$ ) was the third most significant activities in listening. They also needed improve listening to tourists' requests ( $\bar{x} = 3.90$ ), listening to tourists' general English conversations ( $\bar{x} = 3.86$ ), and listening to native English accents ( $\bar{x} = 3.82$ ), respectively. The level of needs of these activities in listening of the TPOs was all at the "high" level of needs.

**Table 7: Needs of English Use in Speaking for the TPOs**

<b>Speaking Skill Activities</b>	<b>Mean</b>	<b>S.D.</b>	<b>Rank</b>	<b>Level of Needs</b>
1. Greeting foreign tourists in English	4.00	0.72	6	High
2. Introducing yourself, e.g., position or responsibility	4.06	0.79	3	High
3. Offering assistance to tourists	4.04	0.72	4	High
4. Asking tourists' personal details, e.g., name, age or nationality	4.06	0.79	3	High
5. Inquiring about tourists' problems or wants, e.g., robberies, lost property, accidents, etc.	3.92	0.75	8	High
6. Communicating through the phone with foreigners	4.18	0.80	1	High
7. Giving explanations and directions to tourists	4.02	0.71	5	High
8. Giving immigration and customs information, e.g., notification of residence for foreigners or required documents	4.18	0.77	1	High
9. Informing the tourists about emergency calls, e.g., tourist police (1155) or police (191)	3.98	0.71	7	High
10. Offering tourist information, e.g., accommodations, tourist attractions, transportation, shopping or entertainment places	4.08	0.75	2	High
11. Giving instructions and advice about safety, e.g., money, credit cards or belongings, etc.	3.98	0.76	7	High
12. Describing people, e.g., physical characteristics, appearance, clothing or special peculiarities, etc.	4.08	0.80	2	High
<b>Total</b>	<b>4.04</b>	<b>0.76</b>	<b>-</b>	<b>High</b>

With regard to the needs of English language in speaking for the TPOs, Table 7 illustrates that overall the TPOs highly needed to improve their speaking (total  $\bar{x} = 4.04$ ). The most significant activities in speaking were communicating through the phone with foreigners, and giving immigration and customs information like notification of residence for foreigners or required documents, which obtained the same mean score

( $\bar{x} = 4.18$ ). This was followed by speaking skills in terms of offering tourist information like accommodations, tourist attractions, transportation, shopping or entertainment places, and describing people, such as physical characteristics, appearance, clothing or special peculiarities, which was second ranked, represented by the same mean score ( $\bar{x} = 4.08$ ). Meanwhile, introducing their positions or responsibilities, and asking tourists' personal details like name, age, or nationality were ranked third, receiving the same mean score ( $\bar{x} = 4.06$ ). In addition, offering assistance to tourists ( $\bar{x} = 4.04$ ), giving explanations and directions to tourists ( $\bar{x} = 4.02$ ), and greeting foreign tourists in English ( $\bar{x} = 4.00$ ) were the English language functions that they needed to improve; this was followed by informing tourists about emergency calls, such as tourist police (1155) or police (191), and giving instructions and advice about safety like money, credit cards, or belongings, which was equally essential, showing the same mean score ( $\bar{x} = 3.98$ ). Finally, they also needed to improve speaking skill for inquiring about tourists' problems or wants ( $\bar{x} = 3.92$ ). These English language activities in speaking skill were all at the "high" level of needs.

### 4.3 PROBLEMS OF ENGLISH USE FOR THE TPOS

This section reveals the tourist police officers' problems when using English at the workplace. The problems investigated in the questionnaire were composed of listening and speaking. Each of these skills contained sub-items regarding functions performed by the tourist police officers. The participants were required to indicate their degree of problems using a five-point Likert scale. The measure and the weighted mean scores were as follows:

Scale	Mean	Level of Problems
5	4.21 - 5.00	Very High
4	3.41 - 4.20	High
3	2.61 - 3.40	Moderate
2	1.81 - 2.60	Low
1	1.00 - 1.80	Very Low

The information were analysed using the SPSS program and the outcomes of each question are displayed in Table 8 and 9 in the form of mean ( $\bar{x}$ ), standard deviation (S.D.), rank and level of problems.

**Table 8: Problems of English Use in Listening for the TPOs**

<b>Listening Skill Activities</b>	<b>Mean</b>	<b>S.D.</b>	<b>Rank</b>	<b>Level of Problems</b>
1. Listening to general English conversations	4.22	0.61	3	Very High
2. Understanding various English-language accents	4.00	0.78	7	High
3. Comprehending of unknown vocabulary	4.04	0.69	6	High
4. Understanding telephone conversations	3.88	0.84	8	High
5. Remembering the entire information when listening	4.24	0.65	2	Very High
6. Being unfamiliar with English idioms or slang	4.16	0.76	4	High
7. Being incapable of translating words or conversations	4.28	0.57	1	Very High
8. Being unable to catch words when tourists speak too fast	3.84	0.71	9	High
9. Differentiating final sounds, e.g., “cash” vs. “catch”, etc.	4.10	0.61	5	High
<b>Total</b>	<b>4.08</b>	<b>0.69</b>	<b>-</b>	<b>High</b>

With respect to the problems of English listening of the TPOs as shown in Table 8, overall the respondents considered their English listening problems as “high” with the total mean score was 4.08. The most problematic activities in listening that the TPOs confronted when communicating in English language were their incapability of translating words or conversations ( $\bar{x} = 4.28$ ). This was followed by the inability to remember the entire information when listening ( $\bar{x} = 4.24$ ), that was the second most problematic activity of the TPOs. Meanwhile, the difficulty of listening to general English conversations ( $\bar{x} = 4.22$ ) was ranked third. The level of the problems of these three activities mentioned above indicated that these three activities were the most problematic for the TPOs. Moreover, they had trouble with being unfamiliar with

English idioms or slang ( $\bar{x} = 4.16$ ), being incapable of differentiating final sounds like “cash” vs. “catch” ( $\bar{x} = 4.10$ ), being incapable of comprehending unknown vocabulary ( $\bar{x} = 4.04$ ), being incapable of understanding various English-language accents ( $\bar{x} = 4.00$ ), being incapable of understanding telephone conversations ( $\bar{x} = 3.88$ ), and being unable to catch words when tourists speak too fast ( $\bar{x} = 3.84$ ), sequentially. These activities were all at “high” level of problems in speaking skill.

**Table 9: Problems of English Use in Speaking for the TPOs**

Speaking Skill Activities	Mean	S.D.	Rank	Level of Problems
1. Having general English conversations	4.06	0.65	5	High
2. Pronouncing English consonant sounds and vowel sounds	4.24	0.71	1	Very High
3. Responding with appropriate words	3.94	0.74	9	High
4. Being unable to present information in the correct sequence	4.10	0.78	3	High
5. Speaking according to grammatical rules	4.08	0.69	4	High
6. Speaking in complete sentences	4.04	0.72	6	High
7. Speaking English with appropriate word stress	4.16	0.68	2	High
8. Speaking English with correct sentence intonation	3.96	0.72	8	High
9. Being nervous when speaking English in front of the foreign tourists	4.02	0.74	7	High
<b>Total</b>	<b>4.06</b>	<b>0.71</b>	<b>-</b>	<b>High</b>

Regarding the problems of English speaking of the TPOs as shown in Table 9, overall the respondents considered their English speaking problems as “high” with the total mean score was 4.06. The most problematic activities in speaking that the TPOs confronted when communicating in English language were pronouncing English consonant sounds and vowel sounds ( $\bar{x} = 4.24$ ), which contributed to the highest level of problem in speaking. Next, speaking English with appropriate word stress ( $\bar{x} = 4.16$ ) was regarded as the second most problematic activity for them, followed by presenting



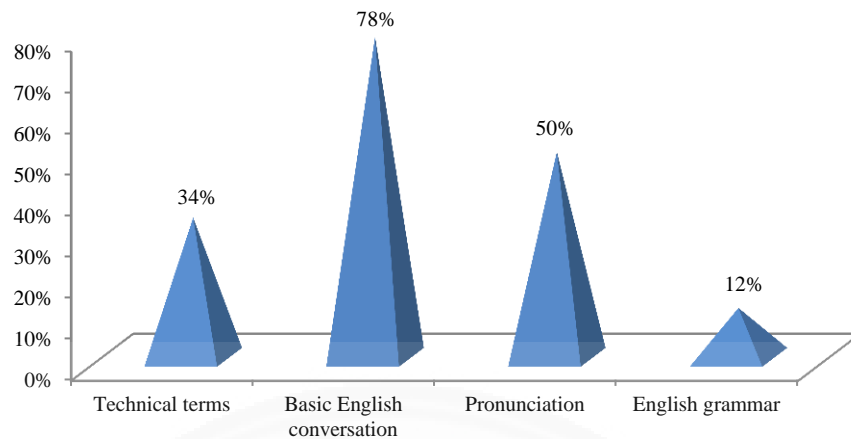
information in the correct sequence ( $\bar{x} = 4.10$ ), which was ranked third among nine activities. These two activities were all at “high” level of problems in speaking skill. Additionally, most of the TPOs had difficulties speaking according to grammatical rules ( $\bar{x} = 4.08$ ), having general English conversations ( $\bar{x} = 4.06$ ), speaking in complete sentences ( $\bar{x} = 4.04$ ), being nervous when speaking English in front of the foreign tourists ( $\bar{x} = 4.02$ ), speaking English with correct sentence intonation ( $\bar{x} = 3.96$ ), and responding with appropriate words ( $\bar{x} = 3.94$ ), respectively. All of these activities were at “high” level of problems.

#### **4.4 SUGGESTIONS ABOUT ENGLISH TRAINING COURSES PROVIDED FOR THE TPOS**

In the last part of the questionnaire, checklist questions were included to allow the respondents to make recommendations and comments on English training courses that are needed for their careers. The objective of these questions was to find more information about the needs for improving English communication. This could then be used as a guideline for the tourist police training department to provide appropriate training courses to develop their officials’ performance. This contained six parts as follows:

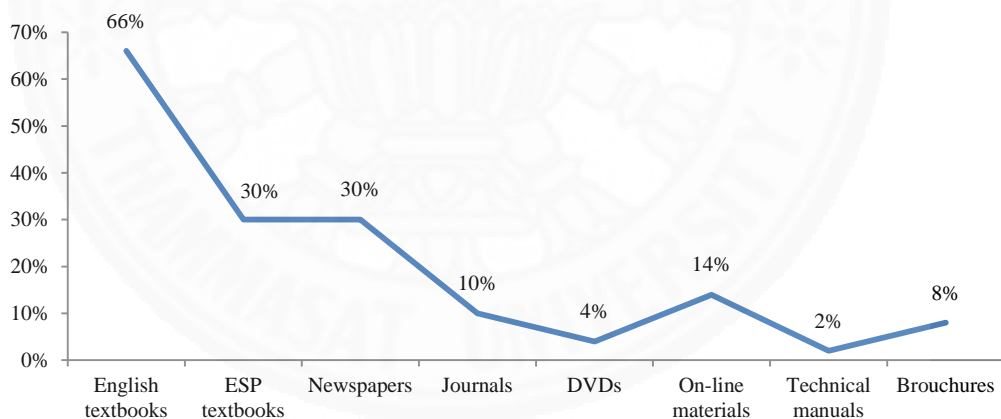
- 1) English Training Course Preferences;
- 2) English Material Course Preferences;
- 3) Activities Suggested for the TPOs;
- 4) Time of Day for English Training Course;
- 5) English Training Course Preferred within One Week; and
- 6) Nationality of Instructors.

The outcomes based on the questionnaire data are displayed below:



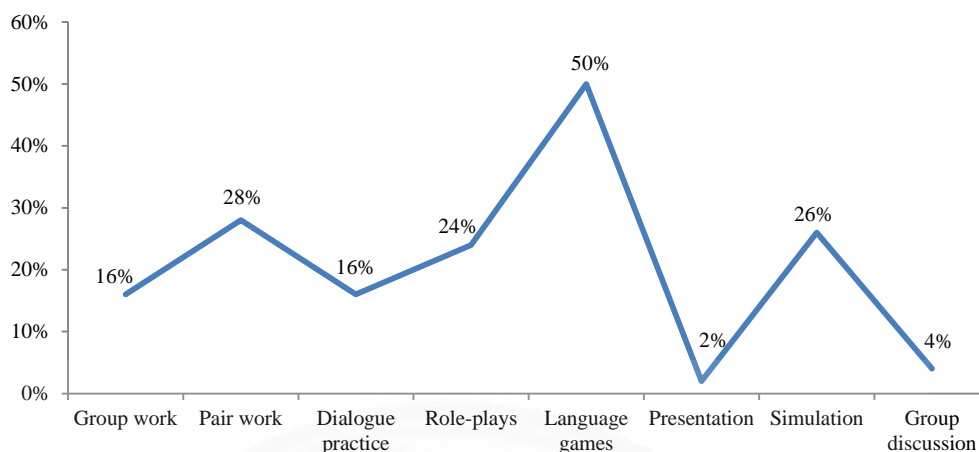
*Figure 2: English Training Course Preferences*

As shown in Figure 2, the basic English conversation (78%) was the topic of English training course preferred by the majority of the participants, followed by pronunciation (50%), and technical terms (34%). On the other hand, English grammar (12%) was considered to be least important in their opinions.



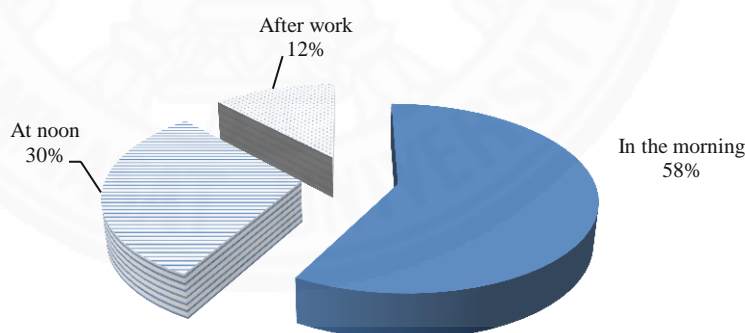
*Figure 3: English Material Course Preferences*

In terms of teaching materials for English training course, as displayed in Figure 3, most of them recommended English textbooks (66%) as their preference. Both ESP textbooks and newspapers were equal at 30%, followed by online materials (14%), journals (10%), brochures (8%), and DVDs (4%), while the least preferred material was identified as technical manuals (2%).



*Figure 4: Activities Suggested for the TPOs*

Figure 4 illustrates the respondents' attitudes toward learning activities that could enhance their English skills. The top activities suggested by the respondents were language games (50%), followed by pair work (28%), simulation (26%), role-plays (24%); group work and dialogue practice (16%) were equally ranked in the fifth place. Meanwhile, group discussion (4%) and presentations (2%) were the activities that seemed to be least important in their minds.



*Figure 5: Time of Day for English Training Course*

For the most proper time of day for English skill training, as shown in Figure 5, most of the participants suggested a time in the morning on working days, at 58%. Noon was also a preferred time by quite a few of them or about 30%, while after work was regarded to be the least appropriate time for the training program as only 12% preferred this period.

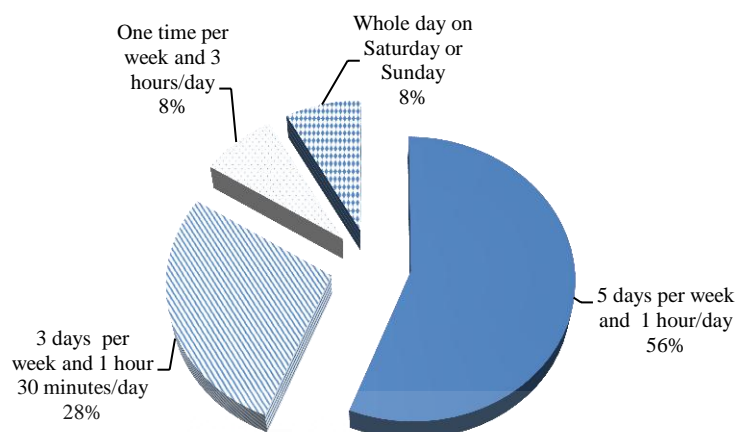


Figure 6: English Training Course Preferred within One Week

Concerning the preferred times of studying English per week, as presented in Figure 6, the majority of participants, or 56% preferred to train about five days per week and one hour each day. There were 28% of them that desired to be trained up to three days per week and 1 hour 30 minutes each day; meanwhile, only 8% of respondents preferred to learn one time per week and three hours each day, and the rest, 8%, would like to study the whole day on Saturday or Sunday.

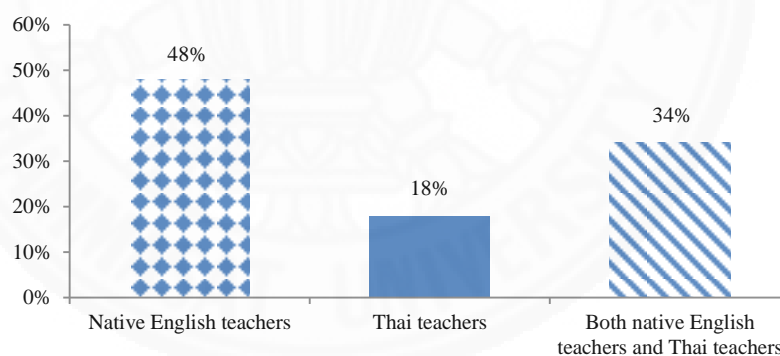


Figure 7: Nationality of Instructors

The final section of the survey asked the participants to suggest whether the instructors of the English course should be native English speakers, as illustrated in Figure 7. A total of 48% of the participants preferred to learn with native English speakers; meanwhile, 34% of them recommended that the instructor should be a mix of both native and non-native English teachers. However, some of them (18%) would prefer to study with only Thai teachers.

In short, this chapter showed the outcomes of the research with respect to the participants' background information, needs about using English both in listening and in speaking, problems about using English both in listening and in speaking, and the TPOs' recommendations about English training programs. The outcomes of the research will be recapitulated and discussed in Chapter 5, along with the conclusion and recommendations.



## **CHAPTER 5**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

This chapter summarises and discusses the findings of the research. The two research questions are also discussed here based on the findings presented in Chapter 4. In addition, implications and recommendations for additional studies are discussed based on what was found in the current study.

#### **5.1 SUMMARY OF THE STUDY**

English has become an international and official language of many countries and is extensively employed as an intermediary for understanding and transferring thoughts between people throughout the world. The industry of tourism in Thailand is thriving and the number of international tourists is continuously growing ever year. As a result, the Thai tourist police officers (TPOs) have many chances to communicate in English with foreigners and are obliged to use English language to perform their jobs well. It would be advantageous if English training courses provided to the TPOs could be created to meet their needs of English skills that they have to use in their routine work. Consequently, it is necessary to systematically investigate the needs and problems about the English use of the TPOs to gain the data that can be employed as guidelines for improving the English skills for the TPOs.

This section recapitulates the objectives of the study, as well as the participants, materials and procedures of the study.

##### **5.1.1 Objectives of the Study**

This study concentrated on investigating the needs and problems about using English both in listening and in speaking skills among tourist police officers (TPOs) who need to use English to communicate with foreign tourists when working at Suvarnabhumi Airport.

Thus, the research attempted to address the following research questions involving the work of the tourist police officers as follows:

- 1) What language functions require improvement?
- 2) What are the problems concerning the improvement of language functions?

### **5.1.2 Participants, Materials, and Procedures**

The participants of this research study comprised 50 tourist police officers, both female and male, who were working at Suvarnabhumi Airport.

The research instrument employed for gathering data in this study was a questionnaire including checklist questions and a Likert rating scale. The questionnaire was created and designed to address the research questions; hence, it was separated into four sections, which consisted of the participants' general background information, needs of English use for the TPOs, problems of English use for the TPOs and suggestions about English training courses to be provided for the TPOs.

Before collecting the data, the questionnaire was validated by the project advisor. The questionnaires were distributed to 50 TPOs at Suvarnabhumi Airport. The questionnaires were gathered and returned to the researcher within one week. After checking for questionnaire completion, the SPSS statistical program was applied for data analysis. The findings of the research were presented and explained in the descriptive tables and charts by using percentages, frequency count, rank, average mean score and standard deviation.

## **5.2 SUMMARY OF THE FINDINGS**

The findings of this study can be recapitulated as follows:

### **5.2.1 The Participants' General Background Information**

As shown in the previous chapter, most of the TPOs (90%) were male. The majority of them or 28% were between 41-45 years old. The largest group of participants (82%) graduated with a bachelor's degree. Concerning the amount of years participants had studied English, most of them or 70% had studied English for more than nine years, while only 2% had learned English less than one year. Furthermore,

most of participants (62%) had been working as tourist police at Suvarnabhumi Airport for more than nine years.

## **5.2.2 Needs of English Use for the TPOs**

### **5.2.2.1 Level of Needs of Using English Language in Listening Skill Activities**

As can be seen from the results, the majority of the TPOs needed to use the English language skill of listening for their work at a “high” level with a mean score of 3.93. The most significant activities in listening were listening to tourists’ questions with a mean score of 4.02. This was followed by listening to tourists’ complaints, listening to tourists’ English conversations on the phone and listening to various non-native English accents, which was ranked second obtaining the same mean score at 4.00. Meanwhile, listening to English idiomatic expressions was ranked third with a mean score of 3.92. All of these English language functions in listening were considered to be necessary for the TPOs’ work.

### **5.2.2.2 Level of Needs of Using English Language in Speaking Skill Activities**

The overall findings show that most of the TPOs needed to use the English language skill of speaking to perform their tasks at a “high” level with a mean score of 4.04. The most significant activities in speaking were giving immigration and customs information as well as communicating through the phone with foreigners, which received the same mean score at 4.18. This was followed by speaking skill in order to offer tourist information and describe people, which was ranked second, receiving the same mean score at 4.08. Meanwhile, introducing their position or responsibility, and asking for tourists’ personal details were ranked third, receiving the same mean score of 4.06. All these English language functions in speaking were considered to be necessary for the TPOs’ work.



### **5.2.3 Problems of English Use for the TPOs**

#### **5.2.3.1 Level of Problems of Using English Language in Listening Skill Activities**

The overall results indicated that the majority of the TPOs encountered difficulties in English listening skill at a “high” level with a mean score of 4.08. The most problematic activities in listening for the TPOs were the incapability of translating words or conversations with a mean score of 4.28. This was followed by the inability to remember the entire information when listening with a mean score of 4.24, which was the second most problematic activity for them. Meanwhile, the difficulty of listening to general English conversations with a mean score of 4.22 was ranked third. All these activities of English listening were considered problems for the TPOs.

#### **5.2.3.2 Level of Problems of Using English Language in Speaking Skill Activities**

From the overall findings, most of the TPOs confronted difficulties in English speaking skill at a “high” level with a mean score of 4.06. The most problematic activities in speaking that the TPOs confronted when communicating in English language were pronouncing English consonant sounds and vowel sounds with a mean score of 4.24, which was at the highest level of problem in speaking skills. Next, speaking English with appropriate word stress with a mean score of 4.16 was regarded as the second most problematic activity in speaking for the TPOs, which was rated at a “high” level of problems in speaking skill, followed by presenting information in the correct sequence, which was ranked third with a mean score of 4.10. All these activities of English speaking were considered problems for the TPOs.

### **5.2.4 Suggestions about English Training Courses Provided for the TPOs**

Based on the findings of the study about English training courses for the TPOs, the majority of them would like to study basic English conversations and they needed to improve their English skills by using English textbooks. English classes should provide the opportunity for the TPOs to practise English by using language games while the morning time of working days would be the most appropriate time for

organising English training programs for them. Apart from that, most of them preferred to be trained up to five day per week and one hour per day. Eventually, most of the TPOs recommended that the course should be instructed by a native English speaker.

### **5.3 DISCUSSION**

This section involves the interpretation and the implications of the findings. The findings displayed in the previous chapter are discussed based on the research questions to accomplish the purpose of this research. As cited in Chapter 1, this study had the objective to address the following research questions.

#### **5.3.1 What Language Functions Require Improvement?**

This research investigated the TPOs' needs about using English both listening and speaking skills when they perform their routine jobs at the Suvarnabhumi Airport Tourist Police Office. The study found that the outcomes of mean score of each need of English language were different for both listening and speaking skills. Nevertheless, the demands in both skills were at a high degree overall.

Concerning the needs of using English language in listening skill activities for the TPOs, the findings revealed that functional listening aspects the TPOs needed to improve the most were listening to tourists' questions, followed by listening to tourists' complaints, and listening to tourists' English conversations on the phone. These listening skill activities were rated at the "high" level of needs. It is probable that the TPOs used most of these English listening language functions in their work. Since the tourist police officers are accountable for the safety and security of the lives and property of foreign visitors, it is necessary for the TPOs to develop listening skills in order to have a better understanding when tourists inquire and complain; then, they can provide assistance to tourists correctly and effectively. The results of this study correspond to what Tipmontree (2007) found, in that Thai tourist police officers working in Sub-Division 2 in Bangkok always use these language functions to communicate with foreign visitors in their daily work tasks as well.

Regarding the needs of using English language in speaking skill activities for the TPOs, the findings revealed that the functional speaking aspects the TPOs needed to improve the most were giving immigration and customs information, such as

notification of residence for foreigners as well as communicating through the phone with foreigners, followed by offering tourist information, such as accommodations, tourist attractions, transportation, shopping or entertainment places, and describing people like physical characteristics, appearance, clothing or special peculiarities, which were second ranked. These speaking skill activities mentioned above were rated at the “high” level of needs. This is true to the nature of tourist police and their job functions that focus on providing protection, safety, assistance, and convenience for tourists when staying in the country. In order to fulfill the TPOs’ missions, the English language functions mentioned above were identified as the most needed language functions that they would like to improve. The outcomes of this study are in line with the study of Khamkeaw (2009) in that metropolitan police officers needed to improve their English ability in major functions for communicating with foreigners, such as asking about personal details and problems and wants; greeting; offering help; giving information regarding accommodations, transportation, tourist attractions, and emergency calls; and giving directions and instructions, or advice concerning travel, safety, and entertainment places.

Based on the findings the TPOs’ needs of using English both listening and speaking skills, the majority of them strongly needed to improve their English language in the aspects of listening and speaking skills to serve and communicate with foreign visitors productively. The overall results of this study are in consonance with the findings of Fahmongkolchai’s study (2011) investigating the needs and problems in using the skills of listening and speaking in English for Thai bank tellers of CIMB. It revealed that listening and speaking skills were the biggest needs for the tellers when they communicate with foreign customers. Even though the participants of the two research studies were in distinct industries, they perform their job duties in a service context, and, notably, the outcomes of both studies likewise indicated that English listening and speaking were at the “high” level of needs for their careers. According to Mountford (1981) and Mackay (1978), the English language is a requirement for particular jobs. Consequently, in this study, English is required for the TPOs for communicating with foreign tourists in particular situations. Likewise, Brindley (1989) and Robinson (1991) mentioned that objective needs are needs that are inferred from the factual information of learners and their demand to use language in real

communication situations. As Moore (2012) explained, the requirement for English language in a career is one of the characteristics of English for Specific Purpose (ESP), or, as he described, English for Occupational Purpose or EOP. In regard to this, the participants in this study need English to perform all or part their professional duties. Additionally, the TPOs should be provided with special training or ESP courses in order to be more professional and perform their functions more effectively. In Robin's view (1991), ESP involves work-related needs and English training for a particular career, like the TPOs in this study. Therefore, it could be said that ESP draws from the demand to use language as an instrument in order to help facilitate career success (Bracaj, 2014).

In brief, the findings revealed that English language functions in listening were regarded as the most necessary for the TPOs' work were listening to tourists' questions, listening to tourists' complaints and listening to tourists' English conversations on the phone, whereas giving customs and immigration information, communicating through the phone, offering tourist information, and describing people were considered as the most significant activities in speaking for the TPOs.

### **5.3.2 What are the Problems Concerning the Improvement of Language Functions?**

In accordance with the second research question, the TPOs were asked to indicate the difficulties in their skills of listening and speaking when communicating in English at work with international tourists. The following discussion provides more details on the findings.

With respect to listening troubles, it was discovered that their incapability of translating words or conversations and being unable to remember the entire information were considered the most serious problems. The data support the findings of Luankanokrat, (2011) in the study of needs analysis in English communication skills of the HSBC employees, which found that inability to translate words and sentences and inability to memorise whole information when communicating with their customers were the major difficulties that caused their English communication problem.

One possible elucidation of the findings is that non-native speakers often confront lexical problems in listening to native English speakers. Based on the findings on listening problems, due to an inability to interpret or translate the meaning of words or conversations, the respondents could not understand what foreigners said in English and were unable to respond to enquiries. It can be concluded that the TPOs may lack lexical knowledge. They possibly know only the job-related-vocabulary. Due to their restricted vocabulary, the TPOs may be unable to efficiently understand the messages. According to Churunsri (2011), a great number of unknown words make people suffer when communicating with a native speaker. Therefore, the problem of limited vocabulary certainly leads to being incapable of comprehending the main point of the message transmitted by the communicator.

Furthermore, the TPOs revealed that being unable to remember the entire information could cause problems in the TPOs' communication. Brown (1994) posits the view that the non-native speakers are unfamiliar with a large number of words or vocabulary. The problem of English listening occurs because they cannot recognise words when listening to an English speaker, and they also are unable to catch those words. Based on the findings in the previous chapter concerning the number of years learning English of the TPOs, even though most of them or 70% had learned English for more than nine years, they frequently still have troubles with listening comprehension. Thus, boosting their listening fluency and their ability to understand words or phrases is the most important approach to improving English listening skills (Mendelsohn & Rubin, 1995).

With respect to speaking skills, it was found that pronouncing English consonant sounds and vowel sounds was regarded as the biggest problem, followed by being unable to speak with appropriate word stress and present information in the correct sequence when they give information to international tourists. The findings of this research are similar to those in Khamkaew's study (2009), which was conducted on problems and needs concerning English use in terms of listening and speaking skills for the metropolitan police officers at the police station of Chana Songkram. The results showed that the participants mainly had troubles in English pronunciation and speaking in complete sentences.

Since English pronunciation differs from Thai language pronunciation, the TPOs did not know how pronounce or stress words correctly. Some respondents are disinclined to speak out because they might fear making a mistake, and some have also broken speech when communicating in English. Additionally, the inadequacy of knowledge in English language structure apparently causes non-native speakers to form English sentences incorrectly and hesitate when they communicate in English. Based on the findings in speaking problems, being unable to present information in the correct sequence was ranked third next to pronouncing English and word stress. It can be assumed that they are incapable of speaking English in complete sentences or have a problem in speaking with proper or correct grammar. As a result, they are unable to provide information or communicate their thoughts to international tourists correctly and clearly. According to Rungchatupat (2002), most Thais have trouble with English pronunciation. They do not sufficiently take into account consonant sounds and vowel sounds when using English language and lack the opportunity to speak English frequently. He further states that Thai people still confront difficulties regarding English grammar in the aspects of the patterns of complex sentences, preposition use, a large number of exceptions, confusion with idiomatic expressions and linking words. The lack of English structure knowledge also causes incorrect sentence construction.

In short, the findings showed that main factors causing ineffective communication among foreign tourists and the TPOs were their incapability of translating words or conversations and inability to remember the whole information. With respect to speaking, the TPOs main troubles were English pronunciation, word stress and speaking English in complete sentences.

#### **5.4 CONCLUSION**

According to the findings on the first research question, it was discovered that English listening and speaking skills play a vital part for the TPOs in contacting foreign tourists at their workplace. Both skills were rated at high levels with regard to needs; most notable was listening to tourists' questions, listening to tourists' complaints and listening to tourists' English conversations on the phone, while in terms of functional language in speaking, giving immigration and customs information, and communicating through the phone were most remarkable. Based on the outcomes of this research study,



it is suggested that the Thai Tourist Police Division (TPD) should set up an English training program based on the objective needs of the TPOs that relate to their daily work, especially answering questions, giving information about customs and immigration, and having telephone conversations. As a result, the TPOs could provide better quality service to foreign tourists.

For the problems concerning the improvement of language functions for the TPOs, most of them agreed that they had a lot of trouble in English use both in listening and in speaking skills. With respect to English listening problems, the findings indicated that main factors causing ineffective communication among foreign tourists and the TPOs were their incapability of translating words or conversations and inability to remember the entire information. With regard to speaking problems, the TPOs main troubles were English pronunciation, word stress and speaking English in complete sentences. Consequently, to overcome the obstacles of listening and speaking in English, the TPOs training should focus on the troubles they confront, particularly in aspects of pronunciation, word stress, vocabulary and grammar knowledge. This could possibly assist the TPOs in developing English communication skills, and also help to make communication with international visitors much more fluent. Moreover, it would possibly increase tourists' satisfaction with the quality of the TPOs' services as well.

## **5.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

According to the findings and conclusion of this research, it is recommended that future research should concentrate on the following matters:

1. The number of participants in this research was limited to 50 TPOs working at Suvarnabhumi Airport; hence, it might not reflect the needs and problems of all the TPOs and the results might not be generalisable to those working in other parts of the country. Further studies should explore a larger number of participants and could be conducted with the TPOs from other regions.

2. The current study was conducted using quantitative methodology concentrating on the needs and problems concerning English listening and speaking skills of the TPOs; therefore, it may not present in-depth results. Conducting interviews with the TPOs, an open-ended questionnaire and/or observations are

suggested for future studies since this method would gain more accurate and detailed information regarding the TPOs' needs and problems.

3. All the English training courses of the TPOs provided should be evaluated by conducting future research to assess whether the teaching materials and language contents actually serve the learners' needs. According to Michalak and Yager (1979) and Songhori (2008), a needs analysis approach should be implemented to identify the cause of the problem as well as to assess the TPOs' current needs or deficiencies, which would be beneficial for developing training programs or a whole management system.

This research was conducted in order to provide an insight into the needs and problems of English use for the TPOs. Even though the current study did not intend to represent all the tourist police in Thailand, the researcher believes that the sampling frame might be a good representation of the TPOs working in this country. It is expected that the findings of this research might be beneficial to policymakers or course designers as well as related divisions or organisations in order that they have a greater understanding of the various English needs and problems of tourist police.



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## APPENDIX

### QUESTIONNAIRE

#### NEEDS AND PROBLEMS IN ENGLISH LISTENING AND SPEAKING OF TOURIST POLICE OFFICERS AT SUVARNABHUMI AIRPORT

This questionnaire is part of an independent study to be submitted for the Master's degree of Arts in English for Career at the Language Institute, Thammasat University. All questions below aim to examine tourist police officers' needs and problems in using the English language at their workplace. The participants' identify and responses will be kept confidential and used for the research purposes only. The questionnaire is divided into four parts as follows:

Part 1: Participant's Background Information

Part 2: Needs of English Use for the TPOs

Part 3: Problems of English Use for the TPOs

Part 4: Suggestions about English Training Courses Provided for the TPOs

#### **Part 1: Participant's Background Information**

Instructions: Please answer the following questions by putting a tic ( ✓ ) in the box.

1. Gender

Male

Female

2. Age

20-25 years

26-30 years

31-35 years

36-40 years

41-45 years

46-50 years

51-55 years

56-60 years

3. Educational Background

High school certificate

Vocational certificate

Bachelor's degree

Master's degree

Other (please specify).....

4. Have many years have you studied English?

- Less than 1 year                       1-3 years  
 4-6 years                                       7-9 years  
 More than 9 years

5. How long have you been working as tourist police officers at Suvarnabhumi Airport?

- Less than 1 year                       1-3 years  
 4-6 years                                       7-9 years  
 More than 9 years
- 

## Part 2: Needs of English Use for the TPOs

**Instructions:** The questions in this part aim to investigate needs of English for your job. Please rate a degree of needs by ticking (✓) in each item provided. The criteria used in scoring are as follows:

- 5 = Very High                      4 = High                      3 = Moderate  
 2 = Low                                      1 = Very Low

Listening Skill Activities	Level of Needs				
	1	2	3	4	5
1. Listening to tourists' requests					
2. Listening to tourists' questions					
3. Listening to tourists' complaints					
4. Listening to tourists' general English conversations					
5. Listening to tourists' English conversations on the phone					
6. Listening to English idiomatic expressions					
7. Listening to native English accents					
8. Listening to various non-native English accents, e.g., Chinese, Indian, etc.					

Speaking Skill Activities	Level of Needs				
	1	2	3	4	5
1. Greeting foreign tourists in English					
2. Introducing yourself, e.g., position or responsibility					
3. Offering assistance to tourists					
4. Asking tourists' personal details, e.g., name, age or nationality					
5. Inquiring about tourists' problems or wants, e.g., robberies, lost property, accidents, etc.					
6. Communicating through the phone with foreigners					
7. Giving explanations and directions to tourists					
8. Giving immigration and customs information, e.g., notification of residence for foreigners or required documents					
9. Informing the tourists about emergency calls, e.g., tourist police (1155) or police (191)					
10. Offering tourist information, e.g., accommodations, tourist attractions, transportation, shopping or entertainment places					
11. Giving instructions and advice about safety, e.g., money, credit cards or belongings, etc.					
12. Describing people, e.g., physical characteristics, appearance, clothing or special peculiarities, etc.					

### Part 3: Problems of English Use for the TPOs

**Instructions:** The questions in this part aim to examine problems in English listening and speaking skills for the TPOs at work. Please indicate a level of problems by ticking (✓) in each item provided. The criteria used in scoring are as follows:

5 = Very High                      4 = High                      3 = Moderate  
 2 = Low                                1 = Very Low

Listening Skill Activities	Level of Problems				
	1	2	3	4	5
1. Listening to general English conversations					
2. Understanding various English-language accents					
3. Comprehending of unknown vocabulary					
4. Understanding telephone conversations					
5. Remembering the entire information when listening					
6. Being unfamiliar with English idioms or slang					
7. Being incapable of translating words or conversations					
8. Being unable to catch words when tourists speak too fast					
9. Differentiating final sound, e.g., “cash” vs. “catch”, etc.					

Speaking Skill Activities	Level of Problems				
	1	2	3	4	5
1. Having general English conversations					
2. Pronouncing English consonant sounds and vowel sounds					
3. Responding with appropriate words					
4. Being unable to present information in the correct sequence					
5. Speaking according to grammatical rules					
6. Speaking in complete sentences					
7. Speaking English with appropriate word stress					
8. Speaking English with correct sentence intonation					
9. Being nervous when speaking English in front of the foreign tourists					

**Part 4: Suggestions about English Training Courses Provided for the TPOs**

Instructions: Please indicate your choice by putting a tic ( ✓ ) in the box.

1. What kind of English training courses would you like to study further in order to meet your needs? (You can choose more than one.)
  - Technical terms
  - Basic English Conversation
  - Pronunciation
  - English grammar
  
2. What kind of teaching materials would you prefer to use in order to improve your English listening and speaking skills? (You can choose more than one.)
  - English textbooks
  - ESP textbooks
  - Newspapers
  - Journals
  - DVDs
  - On-line materials
  - Technical manuals
  - Brochures
  
3. What kind of learning activities would you prefer in order to improve your English listening and speaking skills? (You can choose more than one.)
  - Group work
  - Pair work
  - Dialogue practice
  - Role-plays
  - Language games
  - Presentation
  - Simulation
  - Group discussion
  
4. What should be the most suitable time of day for the English training course?
  - In the morning
  - At noon
  - After work
  - Saturday and Sunday
  
5. How often does the English training course take place?
  - 5 days a week and 1 hour/day
  - 3 days a week and 1 hour 30 minutes/day
  - Once a week and 3 hours/day
  - Whole day on Saturday or Sunday

6. In English training course, the trainer should be.....
- Native English teachers
  - Thai teachers
  - Both native English teachers and Thai teachers

**Thank you very much for your time and cooperation.**



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