



**NEEDS ANALYSIS FOR ENGLISH SKILLS OF TRAIN
CONDUCTORS AND GUARDS WORKING AT THE
STATE RAILWAY OF THAILAND (SRT)**

BY

MISS NUTPAPHAT PRASITPORNKUN

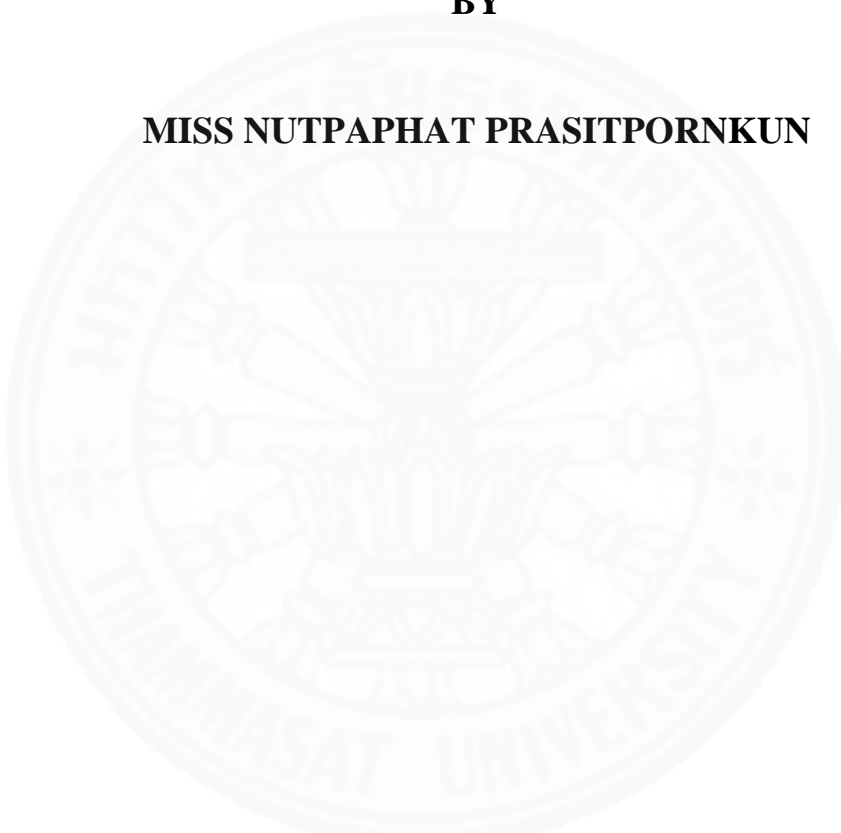
**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
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ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016**

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ENTITLED

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GUARDS WORKING AT THE STATE RAILWAY OF THAILAND (SRT)

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the degree of Master of Arts in Teaching English as a Foreign Language

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ABSTRACT

This research study was conducted to explore English skills needed by the train conductors and guards from the State Railway of Thailand (SRT) during their daily work and to investigate problems they had encountered when using English to communicate with foreign passengers while working on the trains. There were 268 participants in this study, which consisted of 176 train conductors and 92 guards who worked under the Traffic Operation Department at the State Railway of Thailand. Three instruments were applied to collect data from the participants; observations, questionnaire and semi-structured interviews. The data from the questionnaire was analysed by using statistical techniques, including frequency and percentage, mean and standard deviation. The content analysis technique was used to interpret data from the observations and the semi-structured interviews.

The results from the observations indicated that listening and speaking were the predominant skills frequently used by the SRT train conductors and guards. The findings from the questionnaire revealed that the English language was perceived by nearly all of the respondents as important in their current job. The findings from the questionnaire and interviews pointed out that listening, speaking and vocabulary related to tourism and providing services on the train were the greatest needs for the SRT train conductors and guards' jobs. Listening, speaking, vocabulary related to tourism and providing services on the train, and proper pronunciation were reported as the skills which the SRT train conductors and guards deemed most problematic. Based on this study, English training courses and appropriate teaching and learning materials are highly recommended for the SRT train conductors and guards. The findings from the interviews also suggested that such English training courses should focus predominantly on listening, speaking and job-related vocabulary.

Keywords: ESP courses, needs analysis, curriculum development, syllabus design

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Ms. Nutpaphat Prasitpornkun

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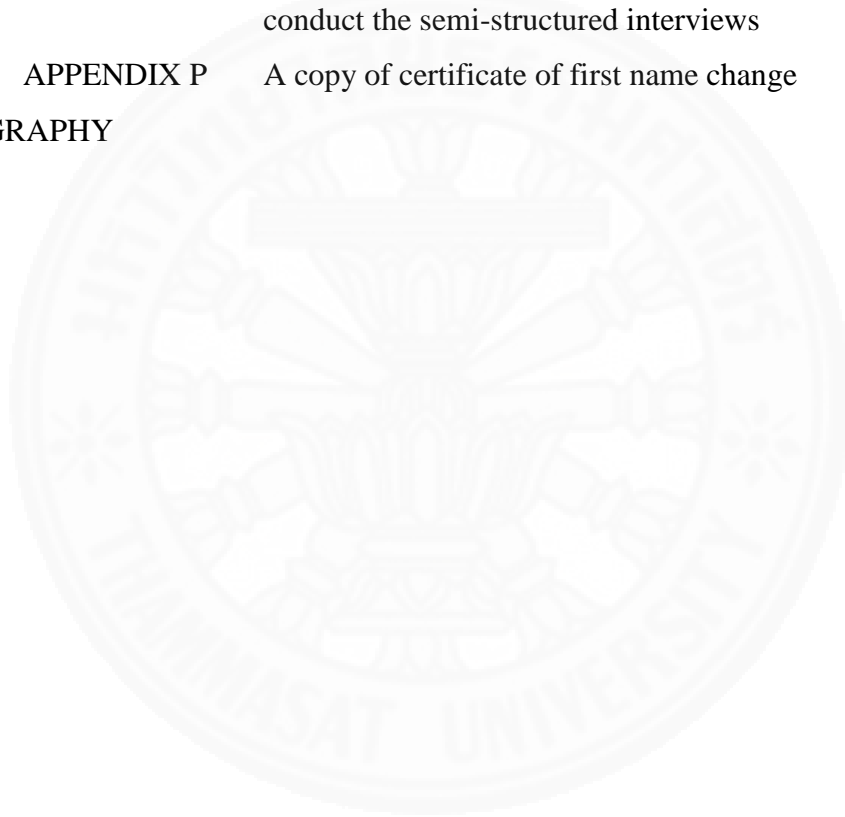
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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The history of the Royal Thai Railway services can be traced back to the reign of King Chulalongkorn (King Rama V), who issued a Royal Proclamation on March 9, 1891 to construct the first state railway line in Thailand (also known as “Siam” during that time) from Bangkok to Nakhon Ratchasima (State Railway of Thailand, 2016). Since then, the people of Siam learned how to travel by train across the country as the railways had been developed to facilitate their long journey over time. From 1896 up until now, all the trains and railway services in Thailand have been solely operated by the Train Operation of Thailand, also known as the State Railway of Thailand (SRT), which became a state enterprise by virtue of the State Railway of Thailand Act B.E.2494 (1951). As of September 14, 2016, the State Railway of Thailand currently operates the trains across Thailand for the total distance of 4,507.884 kilometers (State Railway of Thailand, 2016).

According to an official record regarding the number of passengers using railway services in the booklet called “Safety in Tourism to support the Year of Tourism in Thailand 2015” issued by the Passenger Division under the Traffic Department, it is stated that from the total number of 242 railway lines open to traffic across Thailand each day, there are approximately 40 million passengers travelling by train each year (Traffic Department, 2015). The passengers can be divided into two groups: the group of approximately 11 million passengers who choose to travel on the Commercial Train such as Special Express Train, Express Train and Rapid Train and

the group of approximately 29 million passengers who travel on the Public Service Obligation Train such as Mixed Train, Bangkok Commuter Train, Local Commuter Train and Ordinary Train. To add to this, the Tourism Authority of Thailand has recently proposed a number of campaigns to encourage more tourists to travel by railways. This will undoubtedly boost the number of both Thai and foreign passengers to travel around Thailand by train.

Regarding the number of foreign tourists using Thailand's national train services, it is clearly stated in the SRT's official letter issued by the Passenger Standard Working and Safety Division that the latest official record pertaining to the number of passengers using railway trains in the year of 2016 was approximately 100,000 per day or approximately 36,500,000 passengers per year. It is also reported that 6 percent of such passengers were foreign passengers, which means that there were approximately 2,190,000 foreign passengers using Thailand's national train services in 2016 (for the SRT's confirmation letter regarding the number of foreign passengers using Thailand's national train services, see Appendix L). With an increasing number of foreigners visiting Thailand each year, the needs for the English language skills in many fields, careers and professions are unquestionable, particularly those who work in the field of service industries such as travel agencies, tourist guides, waiters, taxi drivers, bank tellers and airline cabin crew since these people have to deal with tourists and foreign customers almost every day. Judging by the number of foreign tourists travelling by train mentioned above, officers working at the State Railway of Thailand are without doubt one of them.

1.2 SRT OFFICERS WHO ARE EXPOSED TO ENGLISH AT WORK

According to the State Railway of Thailand, there are two main sections of the organisation whose officers are likely to encounter foreign passengers and deal with documents written in English. These two sections are the Traffic Department and the Foreign Affairs Division.

1.2.1 Traffic Department

The Traffic Department consists of three sub-departments as follows:

1.2.1.1 Traffic Operation Department

This department's work involves with everything that concerns the operation of the trains run by the State Railway of Thailand. It can range from planning timetables for the trains, traffic control, signaling for the trains, operating public relations to providing services on the train and platforms. Despite the fact that there are many officers with different positions and duties working under this sub-department, only the following officers are entrusted with tasks and duties that lead them to the situations where they are required to use English to communicate with foreign passengers: (a) train conductors (also known as "brakemen"); (b) guards assigned to be positioned on the train; and (c) ticketing officers positioned at Hua Lamphong Station.

1.2.1.2 Passenger Service Department

The main jobs of the officers working under this sub-department include planning the marketing, boosting tourism and sale promotion, pricing the tickets and selling tickets to passengers, particularly at the train station located in each province of Thailand. Like ticketing officers from the Traffic Operation Department, the chance

of ticketing officers from the Passenger Service Department in using English while working is unquestionable.

1.2.1.3 Freight Service Department

This sub-department provides services for those who wish to transport their goods by train across the country. Unlike the other two sub-departments stated above, officers working for this sub-department are not required to use English in their job since their work only involves issuing invoices, delivering goods and so on.

1.2.2 Foreign Affairs Division

This division is subject to the Governor Bureau, which is one of the departments in the State Railway of Thailand. The officers working for the Foreign Affairs Division are mainly in charge of letters and documents written in English, including attending international meetings and producing an English version of minutes of meetings.

Based on the information stated above, it can be concluded that there are four types of officers from the State Railway of Thailand who are required to use English in their jobs: (1) train conductors; (2) guards positioned on the train; (3) ticketing officers at the train stations; and (4) officers from the Foreign Affairs Division who deal with documents written in English. For the purpose of this research study, however, the researcher only focuses on the officers whose main responsibility is to work on the trains since there is a strong possibility that this group of people will be required to use English skills to communicate with foreign passengers face-to-face while performing their duties. In this particular case, such officers are from the Traffic Operation Department – that is the train conductors and the guards assigned to be positioned on the trains. Currently, there are 530 train conductors and 278 guards

working under the Traffic Operation Department whose positions are to work and provide services to passengers on the trains.

To enable the aforementioned career workers involved in the tourism and service industries, including train conductors and guards from the State Railway of Thailand, to successfully communicate with foreign tourists in the long run, the most effective way is that either the workers need to improve their English skills by themselves or their company or organisation would provide English training courses for them, though the latter one would highly be advisable. However, before developing English courses, needs analysis should be conducted so as to gain information as to what exactly that learners need to study and how they are going to study.

In the context of Thailand, many research studies related to needs analysis for English language skills have been conducted in the past few years. Such studies explored the areas of needs analysis for English language skills of specific careers such as flight attendants, bank tellers, travel agents, police officers, taxi drivers, Thai sales staff in English bookstores and 7-Eleven employees. Case studies related to needs analysis for English skills of officers working at the train stations are extremely scarce.

Recently a research study regarding needs for English skills of officers working at the State Railway of Thailand was conducted by Colonel Prapas Boontub in 2015. In his Ph.D. paper entitled “English for the State Railway of Thailand Staff for the Upcoming ASEAN Economic Community”, Boontub (2015) intended to discover the English language skills used and required by all of the SRT’s officers whose job requires communicating with foreign passengers. He also wanted to investigate their problems with English use on the job. Due to a great diversity of

officers in terms of their job responsibilities, most of the items or language functions used in the questionnaire in Boontub's (2015) study could not be made specifically in favour of a particular group of officers. Accordingly, such items predominantly contained generic language functions so that officers from different departments could at least relate to a few items. This also means that several items in the questionnaire were irrelevant to the nature of work of some officers selected as participants in this study. As a result, this would make it difficult for the SRT's course designers or curriculum developers to construct and develop English training courses that are perfectly compatible with and suitable for officers from different departments who had distinctive job responsibilities.

To make it more specific in terms of the targeted officers, this present research study will only focus on English language needs of train conductors and guards who work on the trains under the Traffic Operation Department at the State Railway of Thailand.

1.3 STATEMENT OF PROBLEMS

According to the considerable number of foreign tourists using railway services to travel across Thailand as stated earlier, there are times when the SRT officers, including train conductor and guards from the SRT's Traffic Operation Department, have to interact and communicate with foreign passengers in English while performing their duties. Based on the job description issued and posted by the Human Resource Division of the State Railway of Thailand on the State Railway of Thailand's job announcement website to recruit potential candidates to work as train conductors (State Railway of Thailand, 2016), the key responsibilities of train conductors include:

- 1) To perform duties on the passenger train and freight train and prepare any equipment deemed necessary for the duties on the train
- 2) To perform duties on the passenger train and freight train in accordance with regulations and orders assigned
- 3) To separate the train cars, arrange the train cars in accordance with their correct order or with the commander's order
- 4) To check train couplings, brake pipe, equipment and the cleanliness of the train
- 5) To arrange and prepare the passengers' seats, to ensure that everything is in order, to provide help to passengers while they are getting on and off the train and while they are on the train, to ensure the passengers' safety, to inspect the passengers' train tickets and assist them with their journey while they are on the train
- 6) To keep any documents
- 7) To collect any relevant statistical information
- 8) To contact and liaise with other relevant organisations
- 9) To perform other duties under the commander's order

The job description also states that candidates who are interested in applying for the train conductor position are required to meet certain qualifications and personal qualities set by the State Railway of Thailand. One of the qualifications and qualities stated in the job description, which is extremely relevant to this research study, is that the potential candidates should be able to master English skills of reading, speaking, writing and listening. The fact that this particular requirement is included in the job description apparently means that competency in English is considered crucial to the

train conductor's job and that the train conductors are expected to use English in their job on a daily basis (for job description of train conductor, see Appendices H and I for Thai and English versions, respectively).

As for the candidates who are interested in applying for the guard position, they are required to have experience working as a train conductor. Guards are required to perform their duties in a similar way to the duties of the train conductors' stated earlier, except for a few extra tasks that the guards working on the train are also expected to fulfil. For example, the guards are required to monitor the train conductors' working performances to make sure that the latter's performances are compliant with their job responsibilities and with the State Railway of Thailand's working regulations. Further, the guards are required to control and monitor the process of obtaining posts, books, documents or other printed matters to be delivered to their destination by means of train transportation, including to collect profits (money from train tickets) earned from passengers getting on the train along the way from the departure station to the destination one and give such money to the railway station that is the final destination of that train journey (for job description of guard, see Appendices J and K for Thai and English versions, respectively).

As far as research studies of needs analysis are concerned, there has been only one study -- Boontub' (2015) study -- exploring and investigating needs and problems of English use of the railway officers working at the State Railway of Thailand. It was reported in his research that listening and speaking skills were frequently used by the Thai railway staff when they interacted with foreign passengers and had to use English to communicate with them while doing their job. The conversations between the railway staff and foreign passengers mainly involved greeting and asking for railway

services and information. Due to the railway staff's insufficient English proficiency, they had difficulties using English to communicate with foreign passengers. One of the major problems stated in Boontub's (2015) study was that the railway staff failed to grasp the whole messages when foreign passengers spoke in English using long sentences. Furthermore, the railway staff tended to avoid having conversations with long sentences and opted not to ask foreign passengers directly if they did not understand what the foreign passengers said or when they misunderstood something. This particular problem resulted from the railway staff's lack of confidence in using English for communication.

However, the results in Boontub's (2015) study did not specifically target one particular group of the railway staff, but all of the SRT officers who needed to use English in their work in general. Considering the train conductors and guards' job responsibilities provided earlier as well as the results from Boontub's (2015) study, the researcher of this study strongly believes that there are other interesting new aspects concerning the train conductors and guards' needs and problems of the English use that have not yet been investigated in the previous research. Hence, the researcher decided to conduct a needs analysis aiming at exploring English language needs of the SRT train conductors and guards and investigating their problems when using English in their daily work.

According to the researcher's observations as stated in more details in Chapters 3 and 4, when encountering foreign passengers on the trains, the train conductors and guards normally must use English skills to answer questions to inform foreign passengers as to the train times and destinations. For instance, they would normally need to answer questions as to how many hours until the train arrives at the passenger's

destination, how long it takes from the original destination to the final destination, how many stopping stations before the train arrives at the final destination or at the passenger's destination, the location of the luggage racks and toilets on the train as well as questions regarding meals and drinks to be served on the train. Based on the data derived from the observations, it shows that the necessity for the train conductors and guards from the SRT's Traffic Operation Department to be able to use the English language effectively in their workplace is undeniable.

Considering the qualifications regarding the English competency required from the candidates who aim to work as train conductors and guards as mentioned above, one would expect that those who are accepted to work as train conductors and guards for the State Railway of Thailand must possess the ability to communicate with foreign passengers in English. In reality, however, the train conductors and guards working on the trains still have difficulties in using English skills to communicate with foreign passengers. The data from the observations revealed that most of the train conductors and guards being observed were able to understand questions asked of them by foreign passengers, though those questions were predominantly in the format of simple sentences. Still, what they struggled most was to come up with vocabulary or form proper sentences to answer such questions to the foreign passengers, particularly in the situation where the train is delayed or the train stops at one station longer than it is supposed to be stopped. From the researcher's observations, not even once did the train conductors and guards make any announcements in English through speakers on the train or inform foreign passengers, face-to-face style, as to the reason why the train was delayed or why the train had to make a long stop at the station in question. This created great confusion among foreign passengers who, in one case of the observations,

misunderstood that the train was broken or was suspended, which subsequently resulted in them frustratedly getting off the train by not knowing what actually happened in that situation. Should this kind of situation keep happening again and again, this will definitely and undoubtedly create certain negative image not only to the train conductors and guards themselves, but to the State Railway of Thailand as well.

The observations simply proves that the current number of train conductors and guards from the SRT's Traffic Operation Department who have mastered English language sufficiently is extremely low and inadequate compared to the number of foreign passengers using the SRT services. Therefore, the English language training or English courses for those train conductors and guards who have to use the English language in their daily work should specifically be designed and developed so that they can improve their English, particularly listening and speaking skills, so as to not only alleviate their problems in communicating in English with foreign customers, but to also enhance the good image of the State Railway of Thailand and its effectiveness in providing high standard of services.

1.4 OBJECTIVES OF THE STUDY

This research study is conducted with an attempt and intention to:

- (1) Study English skills needed by the train conductors and guards from the SRT's Traffic Operation Department during their daily work.
- (2) Investigate what problems the train conductors and guards from the SRT's Traffic Operation Department encounter when using English to communicate with foreign customers or when using English in their daily work.

1.5 RESEARCH QUESTIONS

This present research study aims at answering the following questions:

- (1) What are English language needs for the train conductors and guards working at the State Railway of Thailand?
- (2) What problems do the train conductors and guards from the State Railway of Thailand encounter when using English in their daily work?

1.6 SIGNIFICANCE OF THE STUDY

Within the field of English for Specific Purposes (ESP), there is a number of research studies regarding the needs and problems of the use of English skills in many different careers and professions in Thailand; for instance, the needs analysis research studies regarding the needs and problems of English skills use of flight attendants and cabin crew, lawyers, travel agents, police officers, taxi drivers, nursing students, bank tellers, 7-Eleven employees and officers working at the State Railway of Thailand as stated earlier.

Although a study regarding the needs and problems in terms of English skills of officers working at the State Railway of Thailand has already been conducted by Boontub (2015), the findings in his research study did not target officers from one particular department, but all officers from various departments who needed to use English in their job. Hence, the skills and language functions provided in Boontub's (2015) study were broad and generic. This could eventually affect how the SRT's course designers or curriculum developers shape up their English training courses as well as teaching materials.

In this present study, the researcher narrowed down her targeted officers, – specifically focusing on exploring needs for English skills and investigating problems

of English use of officers from one particular department who work on the trains: train conductors and guards working under the Traffic Operation Department at the State Railway of Thailand. The researcher of this present study strongly believes that the findings of this study will provide useful information to both train conductors and guards such as the information regarding the English skills or language features necessary for their daily work, what English skills or language features they currently lack and how they can improve their English skills to be able to perform their duties more effectively. In other words, such information will help the train conductors and guards from the SRT's Traffic Operation Department realise their needs and problems of using English skills in their work. More importantly, the results to be obtained from this study will also be beneficial for the SRT's administrative officers to learn and understand the needs and problems of their employees better. In addition, in terms of improving the standard of its services, the State Railway of Thailand can also use the results of this study as a guideline in designing appropriate English language training programmes as well as developing suitable teaching materials to be applied with such programmes for their employees and staff.

1.7 DEFINITION OF TERMS

The terms used in this study are defined as set forth below:

SRT: State Railway of Thailand

Train conductors: Train officers working under the Traffic Operation Department, which is one of the three sub-departments of the Traffic Department at the SRT. The position "train conductors" mentioned in this research study is entitled and called as "brakemen" among officers working at the SRT. Train conductors' main responsibilities are to ensure that everything

on the train is in order, to provide help to passengers while they are getting on and off the train and while they are on the train; and to inspect the passengers' ticket to see if the passengers have paid the fare before boarding the train.

Guards: Officers working under the Traffic Operation Department, which is one of the three sub-departments of the Traffic Department at the SRT. For the purpose of this study, guards mentioned throughout this study are those who are assigned to work on the trains only. Apart from providing services for passengers on the trains like the train conductors, guards are also required to monitor the train conductors' working performances to make sure that the train conductors perform their duties actively and well in accordance with their job responsibilities and with the State Railway of Thailand's regulations.

Officers/participants from the State Railway of Thailand: Train conductors and guards who work under the Traffic Operation Department (Traffic Department) at the SRT, and who are positioned on the trains.

Foreign tourists/passengers: Foreigners who travel around Thailand by train operated by the State Railway of Thailand. They communicate with train conductors or guards in English.

English skills: Four English language skills, which are listening, speaking, reading and writing. Related skills, which are pronunciation, vocabulary related to tourism and providing services on the train, and grammar, are also included in this definition.

English language needs: Needs for English skills of train conductors and guards working on the trains. The needs can be categorised into two groups described below:

Necessities for skills: the English skills that the train conductors and guards have to know so as to be able to perform their duties effectively in the target situation.

Wants: the train conductors and guards' awareness of what English skills they wish to improve. In this study, the researcher also inquired "wants" in regard to English course training.

Problems: Difficulties in using English skills to communicate with foreign passengers encountered by the train conductors and guards while performing their duties on the trains. The problems include the train conductors and guards' lacks or their awareness of the gap between the target proficiency and their own existing English proficiency.

1.8 SCOPE OF THE STUDY

This study mainly aims to investigate and analyse the needs and problems that the train conductors and guards working under the Traffic Operation Department at the State Railway of Thailand have when using English in their work. The data of this study is to be collected from 268 participants; 176 train conductors and 92 guards. Observations, questionnaire and semi-structured interviews will be applied as tools to collect data from the participants in this research study.

Due to the limited time and budget, the researcher opted to conduct the observations on the trains that only passed and/or stopped at train stations where famous

tourist attractions were located or where many foreign tourists would normally use Thailand's national train services as means of transportation. In addition to this, the researcher observed the train conductors and guards working on the trains during the daytime only. In other words, the researcher did not observe the train conductors and guards travelling on the night trains even though there are many foreign tourists choosing to travel at that time. Partly, it is because of the researcher's safety issues, but mainly it is because passengers spend most of the time on the night train sleeping. As such, there would not be many interactions happening between foreign passengers and train conductors and guards on the night trains. More importantly, there is a strong likelihood that should there be some interactions between officers and passengers on the night train, they would be with the officers called the "coach attendants" whose main jobs are to assist passengers while they are boarding the night train such as making passengers' beds, ensuring the passengers' safety while boarding the train, looking after passengers' property and waking the passengers up when arriving at the passengers' destinations. The fact that the researcher decided not to conduct the observations at night time on the night trains leads to the result of not including coach attendants to be part of the participants in this research study.

1.9 ORGANISATION OF THE STUDY

This current study consists of six chapters as follows:

Chapter 1 provides the introduction of this research study, which includes the background of the study, SRT officers who are exposed to English at work, statement of problems, objectives of the study, research questions, significance of the study, definition of terms, scope of the study and organisation of the study.

Chapter 2 first discusses various theories regarding English for Specific Purposes (ESP) and needs analysis and its significance in the field of English for Specific Purposes, (ESP). It then examines problems Thai learners experience when using English and describes the English skills in the field of English for Tourism before discussing previous research studies regarding needs analysis.

Chapter 3 provides information as to the research methodology of this study. It is divided into four sections, which include the research design, the observations, the questionnaire and interviews, and the data analysis.

Chapter 4 reports the results derived from the observations conducted during Phase 1 of the study.

Chapter 5 reports the results derived from the questionnaire and semi-structured interviews conducted in Phase 2 of the study. It also provides the explanation of the research findings.

Chapter 6 provides a summary of the study, summary of the findings, the discussion of the research findings, conclusion, limitations, suggestions for the target organisation and pedagogical implications, and recommendations for further studies.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews relevant literature and theories regarding English for Specific Purposes (ESP) and needs analysis, including related research studies. This chapter is divided into five sections: (1) English for Specific Purposes (ESP), (2) Needs Analysis, (3) Problems Thai learners experience when using English, (4) English for Tourism and (5) Related Research Studies.

2.1 ENGLISH FOR SPECIFIC PURPOSES (ESP)

2.1.1 The emergence of ESP

As pointed out by Hutchinson and Waters (1987), English for Specific Purposes (ESP) was not a planned or a coherent movement as with most developments in human activity, but it was rather a phenomenon derived from a number of converging trends, which eventually led to the emergence and development of ESP teaching. According to Hutchinson and Waters (1987), the emergence of the ESP can be traced back to a combination of the following three major factors:

2.1.1.1 The expansion of demand for English to suit particular needs

Hutchinson and Waters (1987) marked two key historical periods that resulted in the emergence of ESP. The first one was when the World War II ended in 1945. After the end of the war, there came “an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale”. With such expansion, the world was then “unified and dominated by two forces; technology and commerce, which in their relentless progress soon generated a demand for an international language” (Hutchinson and Waters, 1987). With the United States becoming the new nation possessing the most economic power in the

post-war world, the role of such international language demanded as mentioned above inevitably became English. The other historical event leading to the development of ESP was the Oil Crisis occurred in the early 1970s, which caused a massive flow of funds and Western expertise into the oil-rich countries. As commercial pressures began to exert an influence, English suddenly became big business.

As the realities of the market place exert considerable pressure on the language teaching profession to deliver the required goods – that is to teach English pursuant to the people's needs, English could no longer decide its own destiny as it previously used to for it now becomes subject to the wishes, needs and demands of people other than language teachers and students in a formal educational system (Hutchinson and Waters, 1987).

2.1.1.2 Developments in the fields of linguistics

In the field of linguistics, describing the rules of English usage, also known as grammar, had traditionally been the aim of subject. However, as the demand for English courses tailored to specific needs was growing, the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication (Winddowson, 1978 as cited in Hutchinson and Waters, 1987). It was discovered in one of the studies that language we speak and write varies considerably from one context to another. In English teaching, it led to the view that English used in one context might be different from another as in English for law is different from English for engineering. This eventually resulted in the development of English courses for specific groups of learners.

2.1.1.3 Educational psychology

New developments in educational psychology also played a crucial role to the rise of ESP by means of emphasising the central importance of the learners and their attitudes to learning (Hutchinson and Waters, 1987). Each learner has different needs and interests, which would have a huge effect on their motivation to learn as well as their effectiveness of their learning. Therefore, the development of courses relevant to the learners' needs and interests became paramount.

2.1.2 Definitions of ESP

Regarding the question as to what the ESP is, many scholars and researchers in the field of ESP have given numerous definitions of the ESP as provided below.

ESP was viewed by Hutchinson and Waters (1987) as an approach, not a product. In other words, ESP by its meaning does not involve a particular kind of language, teaching material or methodology. Instead, it is involved with the learners, the language required and the learning context since they suggest that the foundation of ESP is the simple question: Why does this learner need to learn a foreign language? Need is defined by the reasons for which the student is learning English, which will vary. These purposes finally determine the language to be taught.

Stevens (1988, as cited in Dudley-Evans and St. John, 1998) defined ESP by making a distinction between four absolute characteristics and two variable characteristics of ESP as set forth below.

(a) *Absolute characteristics of ESP* – ESP consists of English Language

Teaching which is:

- designed to meet specified needs of the learner;

- related in content (that is in its themes and topics) to particular disciplines, occupations and activities;
- centered on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse;
- in contrast with ‘General English’.

(b) *Variable characteristics of ESP* – ESP that:

- may be restricted as to the learning skills to be learned (for instance, reading only or writing only);
- may not be taught according to any pre-ordained methodology (p. 3).

Robinson’s (1991) definition of ESP is based on two key defining criteria and a number of characteristics. One of the criteria is that ESP is ‘*normally goal-directed*’ – that is the students learn English because they need it for study or work purposes, not necessarily because they are interested in the English language or English culture. The second one is that ESP develops from a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English. As for the characteristics, Robinson stated that ESP courses are generally constrained by a *limited time period*, in which their objectives have to be achieved and that the courses are taught mostly to *adults in homogeneous classes* in terms of the work or specialist studies that the students are involved in.

According to Dudley-Evans and St. John (1998), they believe that all ESP teaching should reflect the methodology of the disciplines and professions it serves and that in more specific ESP teaching, the nature of the interaction between the teacher and learner may be very different from that in a general English class. Similar to Strevens, Dudley-Evans and St. John also defined the definition of ESP into two

main characteristics; absolute and variable characteristics even though the features of each characteristic provided by Dudley-Evans and St. John are different from those of Strevens’.

(a) *Absolute characteristics of ESP*

- ESP is designed to meet specified needs of the learner;
- ESP makes use of the underlying methodology and activities of the disciplines it serves;
- ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

(b) *Variable characteristics of ESP*

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situation, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. However, it could be used for learners at secondary school level;
- ESP is generally designed for intermediate or advance students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners (p.4-5).

2.1.3 Types of ESP

According to Carver (1983), ESP can be divided into three main types:

2.1.3.1 English as a restricted language

Some samples qualifying as English as a restricted language proposed by Carver (1983) are the language applied by air-traffic controllers or by waiters. As

clearly illustrated by Mackey and Mountford (1978), the dissimilarity between the restricted language and the normal language is that the restricted language such as the language of international air-traffic control could be regarded and considered as ‘special’ in the way that the repertoire required by the controller is strictly limited and can be accurately determined situationally. This also applies to people working as dining-room waiters or flight attendants. However, such restricted repertoires are not languages just as a tourist phrase book is not grammar. Knowing a restricted language would not allow the speaker to be able to communicate effectively in a novel situation or in contexts outside the vocational environment.

2.1.3.2 English for Academic and Occupational Purposes

Carver (1983) indicated that this English should be at the heart of ESP although he refrained from developing it any further. However, Hutchinson and Waters (1987), who had tried to figure out how EPS related to the rest of English Language Teaching (ELT), established the “Tree of ELT”, in which the subdivisions of ESP are clearly illustrated (see Figure 1).

Based on the Tree of ELT illustrated in Figure 1, ESP is broken down into 3 branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE) and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches – that is English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Hutchinson and Waters (1987) then explained that these two subdivisions can be differentiated according to whether the learner requires English for academic study, which would fall under EAP, or for work/training, which would fall under EOP/EVP/VESL: English for Occupational Purposes/English for Vocational Purposes/Vocational English as a Second Language.

Hutchinson and Waters (1987) also pointed out that people can work and study simultaneously and that it is perfectly possible that “in many cases, the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job”, it is therefore not a clear-cut distinction between EAP and EOP.



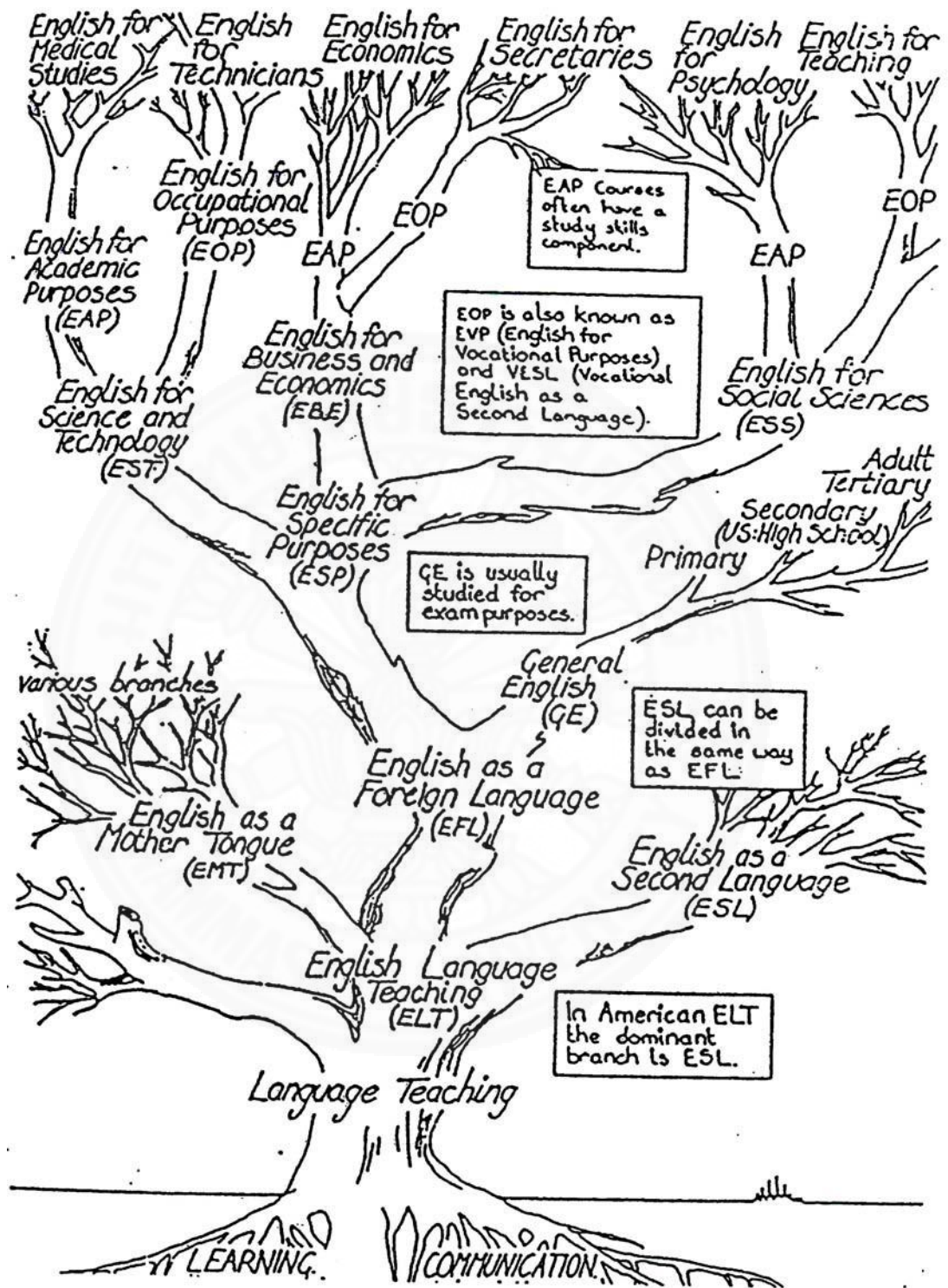


Figure 1 Tree of English Language Teaching (ELT) (Hutchinson and Waters, 1987, p.17)

2.1.3.3 English with Specific Topics

This type of ESP, as explained by Carver (1983), is uniquely concerned with anticipated future needs in English language use; for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. Still, it can be argued that this is not a separate type of ESP. Rather, it is an integral component of ESP courses or programmes which focus on situation-specific language. This situation language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings (Tangniam, 2006).

Apart from the types of ESP proposed by Carver (1983) and Hutchinson and Waters (1987) mentioned earlier, Robinson (1991) stated that there are many types of ESP and many acronyms. A major distinction is often drawn between EAP (English for Academic Purposes), involving academic study needs, and EOP (English for Occupational Purposes), involving work-related needs and training. Cutting across these is EST (English for Science and Technology), predominantly used for ESP work in the United States, which can refer to both work and study-related needs. Moreover, Robinson (1991) also noted that a further essential distinction must be made between those students who are newcomers to their field of work or study and those who are already expert (or on the way to becoming so), via the medium of their own language. This distinction, as Strevens (1988) noted, is “between English which is instructional and English which is operational”. Students who are newcomers to their field may need some instruction in the concepts and practices of that field. Experienced students ‘require operational ESP materials, where the knowledge, the concepts, the instruction and the training are taken for granted, and where it is the ability to function in English

which is being imparted'. Each situation has implications for the kind of content knowledge which the ESP teacher may need to deploy and for the degree of generality or specificity of the ESP course.

To sum up, ESP is perceived as a revolution in language teaching. While traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics have begun to focus on the ways in which language is used in real communication. Given the particular context in which English is used, the variant of English will change. In other words, the English used will vary according to the particular context. In this research study, English will involve work-related needs and training for train conductors and guards working under the Traffic Operation Department of the State Railway of Thailand. English courses will be developed and designed to meet the specific needs of those employees related to their occupations.

2.2 NEEDS ANALYSIS

2.2.1 Definitions of needs

Before implementing a needs analysis study, the researchers are normally required to clarify the meanings of needs and needs analysis so as to not only understand the concepts and principles underlying the process of needs analysis, but to also be able to know which direction their research study should take. The followings are some of the definitions of 'needs' defined by a number of theorists:

Widdowson (1982 as cited in Pochakorn, 2012) stated that needs are students' study or job requirement. In other words, it is what the students have to be able to do at the end of their language course or what is called goal-oriented needs. Needs in this sense are perhaps more appropriately described as objectives (Berwick, 1989 as cited in Pochakorn, 2012). Moreover, Widdowson also viewed needs as 'what the learner

needs to do to actually acquire the language. This is a process-oriented definition of needs and relates to transitional behaviour, the means of learning.

According to Mackey (1978 as cited in Pochakorn, 2012), needs mean “what the user-institution or society at large regards as necessary or desirable to be learnt from a programme of language instruction”.

Stufflebeam (1977 as cited in Pochakorn, 2012) gave the definition of needs as a discrepancy between desired performances and observed or predicted performance. A need is something whose absence or deficiency proves harmful. Furthermore, a need is the direction in which improvement is predicted given information about the current status.

Berwick (1989 as cited in Pochakorn, 2012) simply defined a definition of needs as “a gap or measureable discrepancy between a current state of affairs and a desired future state”. He also suggested that needs are what the students themselves would like to gain from a language course and that the students may have personal aims apart from the requirement of their study or jobs. Such personal needs may be (and often are) devalued by being viewed as ‘wants or desires’. Needs may be interpreted as shortfalls – that is what the students do not know or cannot do in English.

Gupta, Sleezer & Russ-Eft (2007) noted that a need is a gap between current outcomes and desired (or required) outcomes. The gap occurs when current outcomes or outputs are not equivalent to the desired (or required) outcomes and or output. The nature and importance of the gaps are critical, for if we choose trivial or incorrect needs to resolve, then we will not achieve the results we set out to accomplish.

2.2.2 Types of needs

Many theorists and scholars in the fields of needs analysis and English for Specific Purposes have established different types of needs as presented below:

The followings are two types of needs proposed by Mackay (1978 as cited in Pochakorn, 2012):

- *Academic needs*: this type of needs is where English is required for further academic study; for instance, medical students requiring English in order to understand lectures or be able to read medical textbooks in English, or law students requiring English in order to understand legal technical terms.
- *Job needs*: this type of needs is where English is required in order to perform a particular practical job; for example, a technician requiring English so that he could work on a project for which English is used.

Hutchinson and Waters (1987) gave a definition of needs, in the language centered approach, as the ability to comprehend and/or produce the linguistic features of the target situation. Additionally, needs can be referred to as wants and preferences or expected requirements for the future. Based on Hutchinson and Waters (1987), needs are divided into two main parts: target needs and learning needs.

1. *Target needs* refer to what the learners need to do in a target situation

The target needs can be categorised into three terms as follows:

- *Necessities* (also called ‘objective needs’) are the type of needs determined by the demands of the target situation or by what the learner has to know in order to function effectively in the target situation.
- *Lacks* is the gap between the target proficiency and the existing proficiency of the learners. In other words, it is important to know what

the learner knows already so that it can be decided which of the necessities the learner lacks.

- *Wants* (also called ‘subjective needs’) simply refer to learners’ awareness of their needs.

2. *Learning needs* refer to what the learners need to do in order to learn.

Hutchinson and Waters (1987) used an analogy to describe what learning needs are. According to their analogy, an ESP course is a journey. By considering needs in terms of target situation, “what we have done so far is to consider the starting point (lacks) and destination (necessities), though we have also seen that there might be some dispute as to what that destination should be (wants). What we have not considered yet is the route. How are we going to get from our starting point to the destination? This indicates another kind of need: learning needs”. Hutchinson and Waters also suggested that “we must choose our route according to the vehicles and guides available (i.e. the conditions of the learning situation), the existing roads within the learner’s mind (i.e. their knowledge, skills and strategies) and the learners’ motivation for travelling”.

Brindley (1989) focused on two different characteristics of needs, which are objective needs and subjective needs.

- *Objective needs*: this type of needs is gathered from different kinds of factual information regarding learners, their use of language in real-life communication situations and their level of language proficiency and language difficulties.

- *Subjective needs*: this type of needs is derived from information about affective and cognitive factors such as learners' personality, confidence, attitudes, learners' wants and expectations concerning learning strategies.

Dudley-Evans and St. John (1998) identified needs into three terms: target situation analysis (TSA), learning situation analysis (LSA) and present situation analysis (PSA).

- *Target Situation Analysis (TSA)* is what the learner needs to do in the target situation. TSA is the professional information about the learners as well as the tasks and activities learners are/will be using English for.
- *Learning Situation Analysis (LSA)* is what the learner needs to do so as to learn. LSA is the personal information regarding the learners and factors which may affect the way they learn; for instance, previous learning experiences, cultural information, reasons for attending and expectations of the course, and attitudes toward English.
- *Present Situation Analysis (PSA)* is what learners already know. PSA is the English language information concerning the learners, and what their current skills and language usage are.

Dudley-Evans and St. John (1998) also pointed out that TSA includes objective, perceived and product-oriented needs; LSA includes subjective, felt and process-oriented needs; and PSA includes approximate strengths and weakness in language, skills and learning experiences.

2.2.3 Definitions of needs analysis

It is widely accepted that needs analysis is considered as the first step of designing a curriculum (Richard, 2001). The term 'Needs Analysis' has been defined

by many scholars and practitioners in the field of ESP in various ways and from different points of view as provided below:

Strevens (1980 as cited in Tangniam, 2006) referred to needs analysis as “a procedure starting from the standpoint that is not ‘general English’ and that the learner (or his sponsor) can apply comprehensive information about the aims, purposes, needs, wants, roles, and functions for which English is required in his or her circumstances”.

Widdowson (1983 as cited in Pochakorn, 2012) mentioned that needs analysis has come to signify a whole group of techniques that result in an understanding of the parameters of the learning situation: ego, career expectations and job satisfaction. Needs analysis has also become a vital aspect of course management and important in ultimately allowing the learner to assume responsibility for his own learning.

Richards (1985) stated that needs analysis is the requirement of fact-finding or the collection of data from various sources; for instance, the data regarding learners, materials and so on. The goals of the needs analysis under the phase of curriculum planning are to determine for what a particular group of learners expect to use English and what their level of competence is.

Hutchinson and Waters (1987) pointed out that needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of particular groups of participants.

Nunan (1988) defined needs analysis as a group of procedures for gathering information about learners and about communication tasks for use in syllabus design.

Brindley (1989) simply stated that needs analysis is a process of finding out as much as possible as to the learners' current and future language use before learning begins.

Ellis and Johnson (1994 as cited in Tangniam, 2006) provided their definition of needs analysis that it is a method of gaining a description of learner's needs (or group of learners' needs). It will take into account the specific purposes for which the learner will use the language, the kind of language to be used, the starting level, and the target level, which is to be achieved. The data is obtained from a range of different people: company, staff, trainers and the learners themselves. It will have implications for the approach to training that will be taken.

Songhori (2008) stated that the needs analysis approach has been developed to judge the learner's present needs or wants, which may be called an analysis of a learner's deficiencies or lacks.

2.2.4 Frameworks of needs analysis

A number of frameworks concerning needs analysis are provided as follows:

2.2.4.1 Target Situation Analysis

It can be said that many have known the term '*Target Situation Analysis*' (TSA) from the work of Robinson (1991), who categorised needs analysis into two terms: *target situation analysis* and *present situation analysis*. According to Robinson, TSA is a framework of needs analysis which "focuses on students' needs at the end of a language course". The term 'Target Situation Analysis' was actually introduced and discussed in an article written by Chambers (1980 as cited in Robinson, 1991), in which he tried to clarify the confusion of terminology. TSA, in

the sense of Chambers (1980), is a needs examining learners' language requirements in the occupation or situation they are prepared for.

However, the most well-known model of TSA is the one formulated by Munby (1978) called the "Communicative Needs Processor" (CNP). The basis of Munby's model is a two-part instrument consisting of the "Communicative Needs Processor" and the "Profiles of Communication Needs" (Munby, 1978). The CNP takes account of the variables that have an effect on communication needs by organising them as parameters in a dynamic relationship to each other. Such parameters comprise two kinds; one set of constraints (*a posteriori*) that are dependent upon input from another set of constraints (*a priori*) before they can become operational (Munby, 1978). For *a priori*, the parameters consist of purposive domain, setting, interaction and instrumentality, whereas *a posteriori* includes dialect, target level, communicative event and communicative key (see Figure 2).

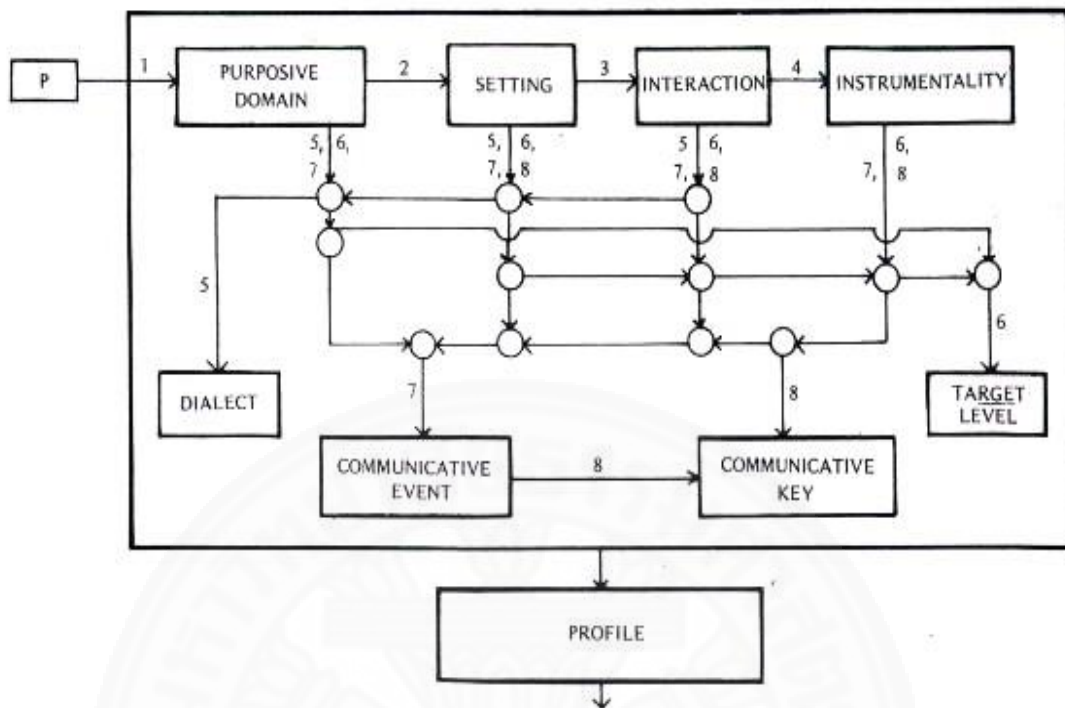


Figure 2 Communicative Needs Processor (CNP) (Munby, 1978, p. 33)

According to Figure 2, the process of CNP (Munby 1978 as cited in Tangniam, 2006) can be elaborated as follows:

“**P**” for **Participant** refers to the relevant baseline data on the person, which includes:

- (a) **Identity**: the learner’s age, sex, nationality and place of residence
- (b) **Language**: mother tongue (L1); target language (TL); present level/ command of the TL i.e. zero, false beginner, elementary, lower intermediate, upper intermediate, advanced; other language (s) known as L2, extent of command in broad terms of L2.

The eight parameters specified by Munby (1978) are:

1. **Purposive domain**; what one wants to specify is the occupational or educational purpose for which the target language is required.

1.1 If occupational, will it be pre-experience or post-experience ESP?

1.2 If educational, will it be discipline-based or school subject ESP?

1.2.1 If *discipline-based*, will it be pre-study or in-study ESP?

1.2.2 If *school subject*, will it be independent or integrated ESP?

2. **Setting**; the situation variable that refers to the time and place of the communication.

2.1 Physical setting: spatial

2.1.1 *Location* e.g. country, town, en-route

2.1.2 *Place of work* (occupational) e.g. hotel, factory, airport

2.1.3 *Place of study and study setting* e.g. university, classroom

2.1.4 *Other places*

2.2 Physical setting: temporal

2.2.1 *Point of time* i.e. when is English required most?

2.2.2 *Duration* i.e. how many hours per day/week is English required?

2.2.3 *Frequency* i.e. is English required regularly/ often/ occasionally/ seldom?

2.3 Psychological setting in which the participant will use English e.g. culturally similar or different, age/sex discriminating or not, public private, formal or informal.

3. **Interaction**; the situational variable that identifies the other participants with whom the input communicates in the target language and the relationship that may be predicted between them i.e. social relationship e.g. instructor-learner.

4. **Instrumentality**; how information is obtained i.e. the medium and channel of communication that the particular participant required.

4.1 Medium of communication: is it spoken or written?

4.2 Mode of communication: is it written to be read or written to be spoken?

4.3 Channel of communication: is it face-to-face (bilateral)? Is it a public address system?

5. **Dialect**; is it necessary to identify the dialects of the target language which he/she will have to command receptively and productively?

5.1 Temporal dialect e.g. old, middle, modern English

5.2 Regional dialect e.g. English-English, American-English, Australian-English

5.3 Social-class dialect e.g. upper class, middle class, working class English

6. **Target level**; is it to act as reference points in the development of the learning programmes for specific categories of learners? It should be stated in terms that will guide the further processing through the model.

7. **Communicative event**; it is the main and other events that the participant is required to handle English and then specify for each event its activities and subject matter.

8. **Communicative key**; how (in the sense of manner) one does the activities comprising an event (what he does). This is based on input information from relevant derivational sources, namely the participant's identity, role-set identity, social relationships and psychosocial setting.

Once the eight parameters of the CNP mentioned above have been processed, the Profile of Communication Needs will be systematically arrived at. This Profile of

Communication Needs is applied to decide what particular language skills and functions the learners need to master so as to fulfill all the requirements in the variables (Munby, 1978). As summarised by Robinson (1991), the Munby model has been widely studied and discussed. Many researchers even adopted his work as a needs analysis model to conduct their own study as “its useful features contain comprehensive data banks; for example, of micro-skills and attitudes, which can be used as checklists for the resultant syllabus”. Apparently, Munby’s (1978) needs analysis model has established the place of learner needs as central to an ESP course, which is considered a necessary starting point for a design of materials and a particular course.

2.2.4.2 Present Situation Analysis

The Present Situation Analysis (PSA) is considered a complement to TSA. While the TSA tries to establish what the students are expected to be like at the end of the course of the language course, the PSA then attempts to identify what they are like at the beginning of it (Songhori, 2008). The term “Present Situation Analysis” was first introduced by Richterich and Chancerel (1980 as cited in Songhori, 2008), who suggested that there are three basic sources of information, which are the students themselves, the language-teaching establishment and the user-institution; for instance, the students’ place of work. For each of these, the learner’s respective levels of ability, their resources and their views on language teaching and learning are information sought by researchers using PSA as a framework to conduct a research. Based on Dudley-Evans and St. John’s (1998) notion, PSA estimates strengths and weaknesses in language, current skills and learning experiences of the learner. If the destination

point to which the students need to get is to be established, first the starting point has to be defined, and this is provided by means of PSA.

An important issue is the relationship between PSA and TSA. Some scholars, including Munby (1978 as cited in Robinson, 1991), are of the view that the PSA represents constraints on the TSA, which will have been conducted first. Munby (1984 as cited in Robinson, 1991) slightly modified this stance by allowing political factors to be considered at the initial phase of needs analysis, but suggesting that factors relating to time, resources, and styles and traditions of learning should not be considered until the syllabus specification stage. For McDonough (1984 as cited in Robin, 1991), the PSA involves ‘fundamental variables’, which must clearly be considered before the TSA. In practice, one cannot rely on either the TSA or PSA as a reliable indicator of what is needed to enhance learning and reaching the desired goals; as a consequence, needs analysis may be seen as a combination of TSA and PSA.

Nunan (1988a as cited in Pochakorn, 2012) proposed two types of needs analysis: *learner analysis* and *task analysis*.

2.2.4.3 Learner Analysis

The learner analysis is based on information about the learner. The central question of concern to syllabus design is ‘for what purpose or purposes are the learners learning the language?’

2.2.4.4 Task Analysis

The task analysis is applied to specify and categorise the language skills needed to carry out real-world communicative tasks, and often follows the learning analysis, which establishes the communicative purposes for which the learner wishes to learn the language. The central question of this framework is ‘what are the

subordinate skills and knowledge required by the learner in order to carry out real-world communicative task?’

2.2.4.5 Deficiency Analysis

The definition that Hutchinson and Waters (1987) gave it to the term ‘*Lacks*’ – that is the gap between the target proficiency and the existing proficiency of the learners – can be matched with deficiency analysis (Songhori, 2008). As stated by Allwright (1982, as cited in West, 1994 and Songhori, 2008), “the approaches to needs analysis that have been developed to consider learners’ present needs or wants as well as requirements of the target situation may be called analysis of learners’ *deficiencies* or *lacks*”. Allwright (1982, as cited in Tangnium, 2006) referred to this process as a combined target-situation analysis and present-situation analysis. Smith and Arun’s (1980 as cited in Tangniam, 2006) mirrored Allwright’s statement, suggesting that the process “starts from the target situation and then design the curriculum around the gap between the present abilities of the target trainees and the needs of the situation in which they will find themselves at the end of the training programme”.

Most systems taking this framework include two central components: a) an inventory of potential target needs expressed in terms of activities, and b) a scale that is used to establish (and subsequently re-establish) the priority that should be given to each activity. For example, Allwright and Allwright (1977 as cited in Tangniam, 2006) listed 12 activities that, on past experience, were judged to be potential needs for a doctor visiting Britain – reading medical textbooks, writing medical papers, giving papers/lectures at medical conferences and so on. Firstly, learners were asked to give information whether or not each potential need is an actual need. Then, they were

asked to provide their present level of difficulty (=deficiency) in each activity on a none/some/a lot scale.

2.2.4.6 Means Analysis

According to Dudley-Evans and St. John (1998 as cited in Songhori, 2006), means analysis focuses on “the environment in which a course will be run or the environment in which a project will take root, grow healthily and survive”. Means analysis acknowledges that what works well in one situation may not work in another one. As identified by Holliday (1984 as cited in West, 1994 and Songhori, 2006), there are four principal steps in a means analysis framework: 1) observing lessons by taking random notes on all important features; 2) using the notes to construct a report on the lesson to form the basis of discussion with the instructor; 3) reviewing all the original notes and taking out essential features common to all observation and 4) constructing a communicative device (e.g. chart, diagram), which expresses the findings. These primary steps subsequently form the basis of realistic negotiation of the course between all interested parties in the light of available resources and options.

2.2.4.7 Frameworks summarised by Dudley-Evans and St. John

The concepts and frameworks of needs analysis proposed by many scholars were summarised by Dudley-Evans & St. John (1998), which contain aspects of the following elements:

- Professional information about the learners, which focuses on the tasks and activities learners are/will be using English for (*target situation analysis and objective needs*)
- Personal information about the learners, which focuses on factors that may affect the way they learn such as previous learning experiences, cultural

information, reasons for attending the course and expectations of it, attitude to English (*wants, means, subjective needs*)

- The English language information about the learners, which focuses on the question of what their current skills and language use are that allows us to assess (*present situation analysis*)
- The learners' lacks (*lacks*)
- Language learning information, which focuses on effective ways of learning the skills and language (*learning needs*)
- Professional communication information, which involves the knowledge of how language and skills are used in the target situation (*linguistic analysis, discourse analysis and genre analysis*)
- Information about the environment in which the course will be run (*means analysis*)

Since ESP was introduced to the world of English language teaching, various ESP practitioners have defined numerous types of needs analysis as illustrated above. Many of them have been adopted by researchers as well as EPS course designers as frameworks and guidelines to conduct needs analysis research in the hope of gaining useful information for English courses that would meet the needs of their target learners. Following the footsteps of those researchers and ESP course designers, the researcher of this present study will take some of the above ESP frameworks as guidelines for carrying out this research study.

2.2.5 Significance of needs analysis

In the field of English for Specific Purposes (ESP), English for Academic Purposes (EAP) and adult education courses, needs analysis has played a significant

role since it is considered a useful tool for researchers and course designers in developing a suitable syllabus design for their target learners. Needs analysis is important in various ways according to different scholars; for instance, Robinson (1980) noted that one of the main values of needs analysis is its ability to “demonstrate the teacher’s interest in the students and to lead to some useful discussion”.

For Hawkey (1980 as cited in Aunruen, 2005), there are two things that course designers are able to achieve when applying needs analysis: to produce a detailed profile of what the learner needs to be able to do in English in an occupation or study for which he or she is being trained; and to produce a specification of the language skills, functions and forms required to carry out the communication described in the needs profile.

According to Nunan (1988b as cited in Pochakorn, 2012), needs analysis serve three main purposes in language programme planning or any language curriculum development as provided below:

- 1) Providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language programme through involving such people as learners, administrators and employees in the planning process.
- 2) Identifying general or specific language needs that can be addressed in developing goals, objectives and the content for a language programme.
- 3) Providing data that can serve as the basis for reviewing and evaluating an existing programme.

Johnson (1989 as cited in Aunruen, 2005) stated that even though the roots of needs analysis derive from the learner-centeredness and ESP curriculum design, needs

analysis has been widely applied in other fields of applied linguistics research. Moreover, applying needs analysis to determine course content such as curriculum or syllabus in ESP and EAP, it can be a helpful tool in the planning of course duration, course intensity, teaching methodology, staff matters, the group of learners and any language policy or planning situation.

Based on the notions provided above, it can be concluded that prior to the implementation or development of any course or series of courses, needs analysis should be conducted so that the course designers would be able to use such information to create appropriate and useful courses for learners. As suggested by Robinson (1991), teachers, course designers or developers can repeat the process of needs analysis during the learning process since the learners' present abilities and language skills may change over time. Where a proper procedure of needs analysis is conducted, not only will it be beneficial to the learners, but it additionally will enhance those teachers, course designers and developers' ability in developing an effective curriculum.

As for this particular research, the researcher decided to conduct this needs analysis study using the target situation analysis and present situation analysis frameworks to find out the SRT train conductors and guards' English language needs and problems when using English at work. The researcher hopes that the results of this study will yield useful information for administrative officers at the State Railway of Thailand to learn and better understand the English language needs and problems of train conductors and guards. More importantly, the researcher hopes that at the end, the State Railway of Thailand would be able to use the results of this study as a guideline in designing appropriate English language courses, including developing

suitable teaching materials to be applied with such courses for train conductors and guards.

2.2.6 Methods for data collection in needs analysis

There are a number of methods and procedures for researchers who wish to conduct a needs analysis study to choose from for their data collection. Such procedures are presented below:

2.2.6.1 Questionnaires

According to Dudley-Evans and St. John (1998), questionnaires are generally more wide-ranging than checklists and, as they are applied for quantitative information, they need careful construction. Checklists are narrower in scope and more commonly used for a qualitative feel. They can determine facts or attitudes. More importantly, when using questionnaires with large samples, constructing decent questionnaires is not a simple task since only objective responses can be analysed, which restricts the information collected. Striking the balance between enough answers and data, and time/boredom for responders is another difficult issue. Moreover, wording the questions so that they and the responses are unambiguous takes time. It is highly recommended that all questionnaires should be piloted before extensive use, and statistical techniques should be used to analyse the results. In large-scale projects, they can have a valuable role as one among several methods. For small-scale work, other methods may be more informative and reliable.

For evaluation purposes, attitude scales such as paired comparisons, Likert scales, balanced non-comparative rating scales and adjective checklists can quickly assess views, but not the reasons behind them. Of the attitude scales, the easiest to construct is an adjective checklist. The Likert scale consists of statements that

respondents agree or disagree with. It reveals useful information and is easy to administer but the statements need careful thought, particularly when the language is not the respondents' mother-tongue. Rating scales are easier to use and useful for broad distinctions. The respondent ticks on a numbered descriptive scale and the more positions there are, the finer the distinctions respondents are asked to make; between five and seven positions is normal for most rating scales.

2.2.6.2 Structured interviews

According Mackey and Gass (2005), interviews are often associated with survey-based research as well as being a technique used by many qualitative researchers. In fact, despite a range of qualitative research techniques available for researchers, the interview is the most often used method in qualitative inquiries (Dornyei, 2007). In structured interviews (also known as standardised interviews), researchers usually ask all respondents an identical set of questions, which have been carefully thought out and selected in advance (Dudley-Evans and St. John, 1998). Structured interviews resemble verbal questionnaires and allow researchers to compare answers from different participants. In addition to this, questions may be asked to follow up responses for clarification and more detail. Structured interviews are time-consuming; still, they yield valuable information that may not otherwise be obtained. And for this matter, Dudley-Evans and St. John (1998) suggested that the interviews should be recorded so that the interviewer can really listen to the content of the conversation rather than take lots of notes. They also stated that the key skills for interviewers are active listening – that is combining both hearing and processing, summarizing and asking open questions. Interviewing takes up other people's time;

hence, it is good policy to let them know the results and what action will follow from their help.

2.2.6.3 Observation

For needs analysis, the activities that count as observation can range from watching a particular task being performed to shadowing individuals at work – that is to follow everything they do for a block of time such as a day, several consecutive days or one day or a month (Dudley-Evans and St. John, 1998). In other words, observation is used to find out the target-level behaviour and performance to supplement the respondents' opinions obtained from the implementation of questionnaires and interviews (Robinson, 1991).

However, people in business who are being observed or shadowed may feel a personal threat at having their movements watched and their words noted or recorded. As a result, it is advisable for the researcher to clearly and carefully explain what we are looking and listening for and why; equally, what does not concern us and why not. Dudley-Evans and St. John (1998) suggested that good groundwork beforehand is a crucial part of the process so as to explain the purpose, give confidentiality assurances; for example, showing the results of previous observation or shadowing and thus gain people's confidence. In situations where English is not a medium of communication, observation and shadowing are still very useful for understanding work patterns even though they cannot provide language data for material production.

2.2.6.4 Analysis of authentic texts

A crucial stage of needs analysis is when the researcher analyse authentic texts. The text can be written documents or audio and video recordings of events such as lectures, meetings, telephone interactions, classroom activities. Similar to

observation, confidentiality is an extremely important issue; people may wish to leave out information such as figures and company names. The analysis might be for TSA purposes to determine the key linguistic features of a communicative event or genre that is new to us. Alternatively, the texts may be samples of participants' language and help us to carry out a PSA (Dudley-Evans and St. John, 1998).

Authentic texts are invaluable for learning about real and carrier content. They can also form the basis of classroom materials with three conditions: the client/source has given permission; fictitious facts replace confidential ones; and anything which can directly identify the author is removed. Regarding the evaluation, the texts that learners produce in class can be looked at to evaluate progress towards the objectives and to identify needs that have not yet been met (Dudley-Evans and St. John, 1998).

2.2.6.5 Assessment

Assessment, in the sense of Dudley-Evans and St. John (1998), include formal and informal judgements of students' performance and progress through classwork, assignments and tests. Testing or assignments may form part of a pre-course PSA or evaluate progress. According to Robinson (1991), tests should be used so that the course designer can have some idea about the students' present level of ability. The test may require students to perform target-level tasks, thereby revealing what they are already capable of performing and where their deficiencies lie. Tests of proficiency in English can be used to investigate the students' level of ability as well as their comprehension. To make the scores easily interpretable, the tests should be reliable and valid (Robinson, 1991).

2.2.6.6 Discussion

Unlike other data collection methods which require the researcher to prepare and make a plan beforehand, discussions are, as Dudley-Evans and St. John (1998) put it, more informal. In short, they can be planned, but they are often more spontaneous. Talking informally to students over coffee or taking a few minutes of class time can provide insights into how activities went, what was most beneficial, where difficulties arose, what else they would like to cover. However, it is important to check if the views are representative of everyone or only reflect the vocal minority (Dudley-Evans and St. John (1998)).

2.2.6.7 Record keeping

Robinson (1991) as well as Dudley-Evans and St. John (1998) suggested that for evaluation in needs analysis, record keeping is a must. Such record keeping can be teacher records of what actually happened in lessons and learner records such lessons as diaries and journals. What is needed in record keeping is systematicity: records must be made immediately since other events might dull the memories. Information on similar points over time is essential for comparative purposes. However, a record-keeping system will only work if it is simple, quick, easy to use and suits the culture.

In this present research study, observations, questionnaire and semi-structured interviews are to be applied as tools to collect data from the participants. The reasons that the researcher of this study chose semi-structured interviews instead of structured interviews are provided in Chapter 3.

2.3 PROBLEMS THAI LEARNERS EXPERIENCE WHEN USING ENGLISH

It is quite appalling to learn that not many Thai people are able to master the English language skills effectively despite the fact that most have learnt from an early age - English has been one of the compulsory subjects at school, starting from the primary and secondary level through to higher education.

In Chumchaiyo's study (2002, as cited in Pochakorn, 2012), the following were problems encountered by Thai learners when using English:

a) Psychological Problems

Psychological problems include feeling nervous when communicating with foreigners, being afraid of making mistakes and lacking confidence to speak or write English. Learners are reportedly shy to speak or to speak up, and to ask a native speaker to speak slowly or to repeat the sentence or to say "I don't understand".

b) Pronunciation Problems

Admittedly, there are quite a number of sounds in English that Thai does not have; for instance, /th/, /z/, and /v/. Accordingly, it is likely that Thai learners might pronounce words in English incorrectly due to such difficulty. According to Chumchaiyo's study (2002), learners mispronounce some consonant sounds such as /r/, /l/, or ending sounds of /Id/ and /Is/, stresses syllabus and intonation.

c) Listening Problems

Since spoken English has various accents and dialects pursuant to the region such speaker comes from, Thai learners are not accustomed to such diverse accents. This results in them listening to vocabulary and analysing the sentence structure rather than imagining the story.

In addition, there are a number of problems suggested by Underwood (1989 as cited in Khamprated, 2012) that affect the listening ability of English second language learners. First, the fact that listeners cannot control the speaking pace of the speaker is what many English language learners believe causes the greatest difficulty to their listening comprehension. Second, there are times in which the listeners are unable to have what they heard repeated such as when they are watching the television or listening to the radio. Third, listening to native English speakers' speech that contains unfamiliar or unknown words can lead to the listeners' failure in comprehending what they are hearing. This is because they have to stop and think about the meaning of such words, thereby missing the next part of the speech. Fourth, not knowing signals or sequencing words such as "first, second and third" can cause confusion to listeners about what they are hearing. It will be difficult for the listeners to follow directions or instructions if they do not know these signals. Finally, listeners' lack of necessary vocabulary or background knowledge about the context they are hearing can lead to problems with interpretation.

d) Speaking Problems

Thai people do not have much chance to practice speaking due to the fact that English is not commonly used by Thais in everyday conversation. Therefore, when they are required to speak English, it is likely that they would think of what they want to say in Thai first, then translate into English before speaking. What is more, Thai learners do not practice speaking English with emotional expressions – that is they seem to speak it with a monotonic sound, which is not natural.

Furthermore, second language learners or non-native speakers of English who have limited English vocabulary tend to face problematic issues when communicating

with native speakers of English. Another cause that results in speaking problems can be traced back to the second language learners' lack of English sentence structure or English syntax. Without knowledge of how to arrange words or phrases to create well-formed grammatical English sentences, speakers may find it hard to compose messages that are comprehensible to their listeners (Fahmongkolchai, 2011).

e) Reading Problems

Thai learners are rarely trained how to skim texts for main idea or how to scan texts for specific details. This leads to Thai learners trying to read every word instead of catching the key words in the texts. They lack the ability to understand the main idea and put too much emphasis on details.

f) Other Problems

Thai learners seem to lack knowledge of slang, idioms, proverbs and tenses.

According to Pochakorn (2012) the aforementioned problems of Thai learners can be traced back to the following issues:

English background

Wilkins (1974) noted that early language learning experience can be one of the factors that can cause failure to learn English. Pochakorn (2012) pointed out that there can be various problems in teaching and learning if teachers have to deal with students who have stopped learning the language for some years. Consequently, it is vital for language teachers to be aware of students' learning backgrounds. Teaching in a favorable and enjoyable manner is highly advisable for teachers who have to teach students who have not been successful in learning the language. By doing this, it might increase their willingness and motivation to learn English.

Cultural background

Foley (2005 as cited in Pochakorn, 2012) listed problems of Thai learners when using English to communicate with foreigners, stating that such problems stem from Thai cultural background, which are presented below:

- (a) Status and respect: Thai learners are rather quiet in the classroom as they are taught to pay respect to their teachers.
- (b) “Krengjai”: the combination of diffidence, deference and consideration, which stop learners from asking their teachers to repeat their explanation. “Krengjai” can result in a lack of initiative, weakness and subservience or unquestioning obedience.
- (c) Cross-cultural Pragmatics: the pragmatic cultural difference between Thai and English cultures leads to misunderstanding. It is no easy task to translate into the classroom the way the teachers and learners perceive different lifestyles and culture.

There are two more factors, as pointed out by Foley, that cause the majority of Thai learners to fail to achieve the standards required in using English as described below:

- (a) More Thai than English in class – as Thai language is used up to approximately 80% of the time in the classroom, Thai learners have little exposure to the English language.
- (b) University entrance examination – the university entrance examination regarding English subject usually tends to focus merely on grammar and reading; as a consequence, Thai learners do not pay much attention to learning and practicing listening, speaking and writing skills.

Communicator anxiety

According to Pochakorn (2012), there are two types of anxiety: situational anxiety and trait anxiety. The situation anxiety is caused by a new or different situation, while trait anxiety is the result of a speaker's personal feelings that are not related to the situation. Generally speaking, when people get anxious, nervous or excited, some actions occur within their bodily systems that cause the heart rate to accelerate, and respiration to slow causing a lack of breath. Surprisingly, some people who are anxious or excited can control their actions and make them disappear completely, whereas poor communicators who probably have physical reactions to situation anxiety and believe that they are poor speakers might not be able to communicate well in English.

Based on Hamilton and Parker's (1993 as cited in Pochakorn, 2012) notion, communicator anxiety can be an obstacle to effective communication. Comparatively, the talkative and outgoing people seem to gain more advantages from their personality than those who have high anxiety. This is probably because people who have high anxiety are perceived to have less potential and less likely to make a good impression in communication such as interview or presentation. As a result, it is not easy for them to show off a good image in terms of their English ability.

Attitude

Brown (1987 as cited in Pochakorn, 2012) stated that attitudes are like the development of cognition and affect humans in all aspects. Attitudes are developed early in childhood and affected by parental and peer attitudes, contact with different and various kinds of people, including affective factors in human experience. The attitudes will establish one's perception toward self, others and one's own culture.

Many studies have shown that learners with positive attitudes towards their language learning achieve higher attainment and outcomes than learners with negative attitudes.

2.4 ENGLISH FOR TOURISM

As a consequence of the ubiquity and expansion of the English language, the study of English has become necessary for everyone, including train conductors and guards who can be regarded as service providers working in Thailand's tourism industry. According to Crystal (1997 as cited in Aunruen, 2005), for people whose international travel brings them into a world of package holidays, business meetings, academic conferences, international conventions, community rallies, sporting and military occasions and other official gatherings, the domain of transportation and accommodation are mediated through the use of English as an auxiliary language. In addition to this, safety instructions on international flights, information about emergency procedures in hotels and directions to major locations are now increasingly in English alongside local languages.

As far as English for Specific Purposes is concerned, there seems to have been no specific English courses developed for people working at the train station. Also, research studies regarding the use of English of train officers working at the train station are extremely rare. As a result, the researcher of this study will adapt the English language skills and functions commonly provided in English for Tourism instruction, particularly English for travel agents, and use them in this study for the purpose of the implementation of the questionnaires, observation and interviews.

The English language skills and functions for the travel agents, as classified by Aunruen (2005) can be divided into eight categories. Such language skills and

elements consist of listening, speaking, reading, writing, translation, pronunciation, vocabulary in tourism and grammar and expression.

The English language functions of each skills are based on various English for tourism textbooks (Stott and Holt, 1991; Utawanit, 2000 and 2003 as cited in Aunruen, 2005) and contents in the syllabus of various English for tourism courses (Walker, 1996 as cited in Aunruen, 2005).

1. Listening skills include language functions as follows:

- 1.1 Listening to verbal instructions
- 1.2 Listening to spoken discourse on tourism topics
- 1.3 Listening to face to face conversations
- 1.4 Listening to telephone conversations
- 1.5 Understanding what clients want
- 1.6 Listening to reservation details (flight, hotel or tickets reservations)
- 1.7 Getting personal details of clients
- 1.8 Listening to news related to tourism

2. Speaking skills include language functions as follows:

- 2.1 Conducting face to face conversations with clients
- 2.2 Conducting telephone conversations with clients
- 2.3 Providing information about travel plans (e.g. itineraries, tour programmes)
- 2.4 Suggesting travel information (e.g. information about tourist attractions, accommodation, restaurant, insurance, etc.)
- 2.5 Giving details about transportation (e.g. air, rail, and bus travels)
- 2.6 Giving clients directions

- 2.7 Asking for information from clients
- 2.8 Inquiring clients' needs and decision
- 2.9 Negotiating for mutual understanding
- 2.10 Taking reservations
- 2.11 Giving details about foreign exchange
- 2.12 Making long distance calls for clients
- 2.13 Explaining pricing

3. **Reading skills** include language functions as follows:

- 3.1 Reading written documents related to the tourism industry
- 3.2 Reading news related to tourism
- 3.3 Reading articles from tourism journals
- 3.4 Getting detailed information of tourist documents
- 3.5 Reading information from the Internet, e-mails
- 3.6 Reading telexes, faxes
- 3.7 Reading business letters
- 3.8 Reading brochures or tourist leaflets
- 3.9 Reading articles from travel magazines

4. **Writing skills** include language functions as follows:

- 4.1 Producing business letters and memos in appropriate formats
- 4.2 Producing faxes in a proper format
- 4.3 Producing tourist leaflets or brochures
- 4.4 Writing texts for giving information
- 4.5 Writing travel timetables
- 4.6 Writing travel plans

4.7 Taking telephone messages

4.8 Writing advertisements

4.9 Writing e-mails

5. **Translation skills** include language functions as follows:

5.1 Translating information for clients

5.2 Translating written documents

5.3 Translating news

5.4 Translating business letters

5.5 Translating signs and notices

6. **Pronunciation skills** include language functions as follows:

6.1 Pronouncing English consonant sounds

6.2 Pronouncing English vowel sounds

6.3 Speaking English with appropriate word stress

6.4 Speaking English with appropriate word intonation

7. **Vocabulary in tourism skills** include language functions as follows:

7.1 Knowing vocabulary related to the tourism industry

7.2 Knowing vocabulary in tourism news

7.3 Knowing vocabulary related to transportation such as air, rail and bus
travel

7.4 Knowing vocabulary related to accommodation

7.5 Knowing vocabulary related to culture

7.6 Knowing vocabulary related to festivals and holidays

7.7 Knowing vocabulary related to ceremonies

7.8 Knowing vocabulary related to food

7.9 Knowing vocabulary related to giving directions.

8. **Grammar/expression skills** include language functions as follows:

- 8.1 Greetings and leave taking
- 8.2 Welcoming clients
- 8.3 Expressing thanks
- 8.4 Expressing regrets/ offering apologies
- 8.5 Showing understanding
- 8.6 Dealing with complaints
- 8.7 Making confirmations
- 8.8 Giving advice and suggestions
- 8.9 Making appointments
- 8.10 Expressing agreement and disagreement
- 8.11 Expressing cultural differences
- 8.12 Explaining obligations and necessity
- 8.13 Using telephone language

2.5 RELATED RESEARCH STUDIES

In the field of English for Specific Purposes (ESP), a considerable number of research studies regarding needs analysis for the English language skills have been carried out worldwide in recent years. Some of them explored needs analysis for English skills in different areas of academic settings, whereas many of them investigated and revealed needs for English skills of those who worked in the fields of business and tourism. However, for the purposes of this discussion, only needs analysis research studies conducted to investigate the needs for the English language

skills in relation to the fields of business, tourism and service industries, and specific professions will be mentioned.

2.5.1 Needs Analysis in relation to the business fields

Holliday (1995) performed a survey study regarding the needs for the English language for local staff working for an oil company in the Middle East. Once the data was interpreted, the results indicated that the local staff had insufficient English skills when asking for clarification, that the expatriate supervisors were not quite sure if their subordinates understood instructions given and that local staff were generally unable to communicate with expatriate supervisors. Holliday suggested that English training courses for local staff members should be provided by the company so as to establish and maintain effective communication within the international oil companies and commercial business communities.

Li and Mead (2000) conducted a needs analysis study to investigate the needs for English skills of merchandisers who worked in the field of textile and clothing and had to communicate in the international marketplace. The aim of their study was to gain up-to-date information regarding the types of communication required in the industry so as to help develop appropriate teaching and learning materials that match the specific workplace needs. The findings of the study showed that the participants were aware of the possibility that they would need to communicate English with customers. The results also showed that the most preferred channel of communication was through fax. Further, following up on order, advising updated order status and clarifying order queries were the main purposes of written communication.

Yutdhana (2000) carried out a needs analysis, aiming to investigate the needs for the English language skills of businesspersons who run their businesses in Chiang Mai. The study aimed to investigate and reveal the role and importance of English in business circles in Thailand. The study was carried out by using a survey as a tool to gather data from businesspersons working in different types of businesses, including agriculture and agro-industries, health and education, the tourism business, trading, finance and banking, real estate and decoration, and handicrafts and industries. The result reveals that the level of needs for English skills of businesspersons were tremendously high with listening skill as their greatest need. The English language training for the businesspersons in Chiang Mai was advisable as suggested in the study. Such courses should focus on conversation skills as well as the use of English for business contacts.

Kuen (2001) conducted a needs analysis to examine the communicative needs of sales personnel working for a Malaysian owner-managed group of companies. The focuses of this study were the use of speaking and writing skills which sales personnel needed in their job, the types of communicative situations sales personnel were involved in and the communicative skills that they needed. The findings revealed that sales personnel needed to communicate in English both in speaking and written modes. To be able to perform their job effectively, Kuen suggested that the sales personnel should equip themselves with a repertoire of communication skills in English.

2.5.2 Needs Analysis in relation to the tourism and service industries

Jungsatitkul (1988) carried out an analysis of taxi drivers' needs for English language in Bangkok metropolis. The researcher also investigated problems faced by

the participants when using English to communicate with foreigners. Questionnaires and interview forms were applied as research instruments. The results suggested that the participants needed English to communicate with foreign customers. English was used most when the participants had to introduce tourist spots to foreign tourists. It was reported that listening and speaking skills were frequently used, while speaking skills were what taxi drivers wanted to improve the most. The problem the participants encountered the most was that foreign tourists and the participants could not understand each other.

Boonjaipet (1992) investigated needs for English skills and problems in English use of officers at the counters of the post offices located in the Bangkok metropolis. Interviews and questionnaires were applied in the research. The findings showed that speaking and listening skills were needed the most. Both the supervisors and the officers stated that they needed speaking and listening skills training. Also, they revealed that the problematic issues they often faced involved listening and speaking skills.

Ketkaew (1997) carried out a survey regarding the needs for English language skills of cabin attendants working for Thai Airways International. The study focused on the cabin attendants' needs for the English language skills, the important functions of the language, the cabin attendants' problems when using English and their needs to improve their English skills. According to the results, the air stewards, air stewardesses, air pursers and flight managers were of the view that English was absolutely crucial to them and listening and speaking skills were their greatest need. Problems of using the four skills were moderate for all of them. While the results suggest that air pursers and flight managers needed to improve all four skills in

moderate to high levels, listening and speaking were skills that air stewards and air stewardesses needed to improve.

Keyoonwong (1998) carried out a survey of needs and wants of English in tourism careers. Speaking and listening skills were rated by the tourism personnel in Chiang Mai as the most important and necessary skills, followed by reading, writing and translation. It was reported that the tourism staff were not satisfied with their English proficiency and nor were the employers. Skills that the staff needed to practice included listening, speaking, reading and translation skills.

Sucompa (1998) conducted a survey of current needs and problems of English use in the tourism industry in Thailand on various Rajamangala Institute of Technology (RIT) campuses. The participants applied four sets of questionnaires to collect data from the participants, including 394 tourism workers, 95 employers or owners of travel agencies, 20 English language teachers and 135 tourism students. The results revealed that tourism workers considered reading, speaking and listening to be somewhat more important than writing and translation. However, tourism students considered translation the most important skill, followed by reading, listening, speaking and writing. All participants suggested that an English course for tourism needed to be developed.

Boonyawattana (1999) conducted needs analysis of English in the tourism business. Listening and speaking skills were revealed to be more important skills in tourism business careers than reading and writing skills. Speaking skills were the most needed skill, followed by listening, reading and writing. Listening skills were the most problematic, followed by speaking, writing and reading.

Meemark (2002) conducted a survey to explore the needs for and problems of English for tourist police officers. The objectives of this research consisted of the attempt to explore the use of the English language in routine jobs, the problems encountered by tourist police officers and the degree of English training needs defined by the tourist police officers. The results showed that all the English language skills, which include listening, speaking, reading and writing, were important for all sections of the tourist police, though listening skills were reported to be the most important skill for the participants. The study also stated that English training course focusing on listening, speaking and vocabulary with equal proportions of Thai and native English teachers were recommended.

Phadungsilp and Thanudkasikij (2004) investigated the English language needs of call center employees working for a private company. The purposes of this study were to explore which English skills and sub-skills that call center employees needed the most, to investigate problems the employees encountered, to examine the employees' needs for English training courses and to explore which English skills should be emphasised in such courses. According to the findings, English was perceived as essential for call center employees. It was reported that all employees agreed that speaking skills were the most needed skill followed by listening, reading and writing skills, respectively, and that they were interested in the English training courses.

Chenaksara (2005) conducted a research study regarding needs analysis for English communication skills of Thai Airways International Cabin Crew. The objectives of her study were to study the general characteristics of the cabin crew, to determine English communication skills apart from the working routine of Thai

Airways International cabin crew, to determine English communication problems between cabin crew and passengers and to analyse the English training needs for English communication skills improvement. Questionnaires were used as tools to collect data from 330 cabin crew in her study. The analysis of the data shows that cabin crew needed to have non-working routine English training course every six months for three consecutive days. The activities should be in English and Thai when necessary by both Thai and native speaker instructor team.

Aunruen (2005) conducted a needs analysis of English for Travel Agents in Chiang Mai. The research study aimed at exploring the English language needs of travel agents in Chiang Mai for the English language and problems the travel agents encountered in using English in their jobs through the use of a questionnaire. The number of participants was 365 who were travel agents from 109 registered travel agencies in Chiang Mai. According to the findings, English training courses for speaking and listening skills together with grammar and expressions, writing and translation should be emphasised.

Tangniam (2006) examined the English language needs of Thai Airways ground staff who, according to the key findings, perceived that the English language was essential and almost all of them agreed that the English course provided by Thai Airways was not sufficient. The majority of them considered that an English training course would help them improve English skills to communicate with passengers more fluently. As for English skills needs, listening and speaking were rated extremely needed skills, whereas reading and writing skills were viewed as moderately needed. Based on the results, Tangniam recommended that English training courses should

emphasise listening and speaking skills, while reading and writing should be a part of courses to complete job procedures.

Pochakorn (2012) conducted a needs analysis study which analysed the needs of 7-Eleven employees in terms of necessities, lacks, wants and problems in English use so as to improve the employees' English proficiency to make the communication with foreign customers more efficient. The findings revealed that English grammar use was the most problematic issue that the participants encountered, whereas the speaking skills were required to improve the most. The 7-Eleven employees also wanted to attend English training courses with both Thai and English native teachers. Such courses should focus on speaking and listening skills.

Boontub (2015) conducted a needs analysis for English skills and problems of English use of Thai Railway staff working at the State Railway of Thailand. The purpose of this research was to discover needs required for more effective English communication skills for Thai Railway staff. The participants in this study were separated into two groups: a group of officers from the State Railway of Thailand and a group of foreign passengers. The SRT officers ranged *from* public relations officers, ticketing officers, officers positioned on the platforms, officers positioned at the information counters, officers working on the trains *to* other officers whose job had to deal with using English skills in their work. Questionnaires, interview and observation were applied as tools to collect data from the participants. The findings revealed that speaking and listening skills were found by the railway staff to be the most problematic aspects of communicating in English with foreign passengers. The foreign passengers perceived that railway staff used English comprehensibly, even though some barriers in communication were found in terms of pronunciation, and inadequate vocabulary.

The findings also demonstrated that the interplaying factors causing the railway staff to react to queries from foreign passengers incorrectly were their limited English communication skills, lack of English pragmatic knowledge, and influence of the Thai language.

2.5.3 Needs Analysis in relation to specific professions and careers

Sonsaardchit (1980) conducted a survey study to examine the needs for the use of English skills of personnel working for government offices and government enterprises. The study aimed at investigating the degree of English use in each skill and the level of English proficiency of those governmental personnel. The participants were 360 division heads of government offices and 45 department heads of state enterprises. The instruments applied to collect data were questionnaire and interview. It was reported that English was used at a moderate degree in most of government offices and state enterprises. The results also showed that reading was used most, while there was minimal use of translating.

Jiranapakul (1996) carried out a needs analysis study to investigate the language needs for communication of Thai engineers. The main objective of this study was to reveal the actual usage of English in engineering companies. The data of this study was collected from 21 operational engineers and 21 managerial engineers by using the interview as a method to collect data. The findings indicate that both groups of participants considered that English was very useful for them as it was an additional factor in career advancement. Based on the results, the operational engineers needed listening and speaking most, while managerial engineers needed writing and speaking most.

Chimroylarp (1998) performed a survey study with an attempt to investigate the needs for the English language of the overseas going Buddhist Missionary Monks. The objectives of the research were to examine the needs for the English language of the monks for daily use in living abroad and performing religious tasks in order to develop an ESP course outline for their orientation training. The results reveals that listening and speaking were the most needed skills. It also shows that the situation where the monks needed to use the English language the most was when they were at the immigration and custom of the country they were going to be on duty.

Dejkunjorn (2005) explored the English language needs of Thai pilots. According to the result, most of the pilots assessed their English language abilities as moderate. They also rated listening and speaking as their most needed skills. The pilots felt that they needed to improve their listening and speaking skills the most since they made some mispronunciations during their flight duties.

Khamkaew (2009) carried out a research study of needs analysis in English listening and speaking skill for the Metropolitan Police Officers at Counter Service at Chana Songkram Police Station. The instruments applied in her study were questionnaires and the interview questions. The participants in this study were 30 metropolitan police officers working at Chana Songkram Police Station. The result of the study indicates that the Metropolitan Police Officers needed to improve their English in listening and speaking skills in functions such as greeting and offering help, asking personal details, problems and wants and giving advice and instruction regarding safety. Based on the result, Khamkaew suggested that an English training course should be conducted on Saturday and Sunday for a duration of 1 hour and 30 minutes per day for a period of 3 months.

Fahmongkolchai (2011) explored the CIMB Thai Bank tellers' needs and problems in English listening and speaking skills when communicating with foreign customers by using a questionnaire as a tool to collect data from 118 CIMB Thai Bank tellers working at 48 branches of CIMB Thai Bank in three Bangkok metropolitan areas. The results showed that the need for English language listening and speaking skills of the tellers was at a high level. The major factor causing communication problems to the tellers in English listening skills was being unfamiliar with different accents of foreign customers. Regarding the speaking skills, the tellers encountered difficulties the most in selecting appropriate vocabulary according to situation

From the review of the related research studies regarding needs analysis for the English language skills of people working in different types of careers and in various fields of expertise as provided and discussed earlier, the majority of the findings reveal that listening and speaking skills in English were considered to be the most important and needed skills for most of the participants mentioned in the studies above.

In summary, as far as a review of literature is concerned, there has been only one research study exploring and investigating the needs for English skills of the officers working at the State Railway of Thailand. Regarding Boontub's (2015) research, its findings served different purposes from the ones provided in this present study. Boontub (2015) conducted a needs analysis in the hope that his findings would benefit all of the SRT officers who needed to use English skills in their work. In other words, his research was carried out on a large scale as he explored the needs for English skills and investigated problems of English use of the SRT officers from every department whose officers were required to use English to communicate with foreign

passengers. Consequently, most of the items used in Boontub's (2015) questionnaire could not help but contain generic language functions so that they could be generalised to the whole SRT officers selected as the participants of the study despite their different departments and job responsibilities. This could probably result in the difficulty of the SRT's course developers or syllabus designers in planning and developing English training courses that would truly meet the needs of the SRT officers whose responsibilities are different from one another.

To alleviate such problems, the researcher of this present study decided to examine the needs for English skills and investigate problems of English use of the SRT's officers from one particular department only. This present study is conducted in an attempt to discover the needs for English skills of the train conductors and guards from the SRT's Traffic Operation Department during their daily work. In addition to this, it also aims at investigating the problems that the train conductors and guards from the SRT's Traffic Operation Department encounter when using English to communicate with foreign customers as well as trying to find out which English skills are needed most for their jobs. The results of this study will yield useful information which the State Railway of Thailand can use as a guideline to develop English training courses and create suitable teaching and learning materials that meet the needs of the train conductors and guards working under the Traffic Department at the State Railway of Thailand.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides details as to the methodology applied in this research study. Such information is divided into four main sections: (1) research design, (2) the observations, (3) the questionnaire and interviews, and (4) the data analysis.

3.1 RESEARCH DESIGN

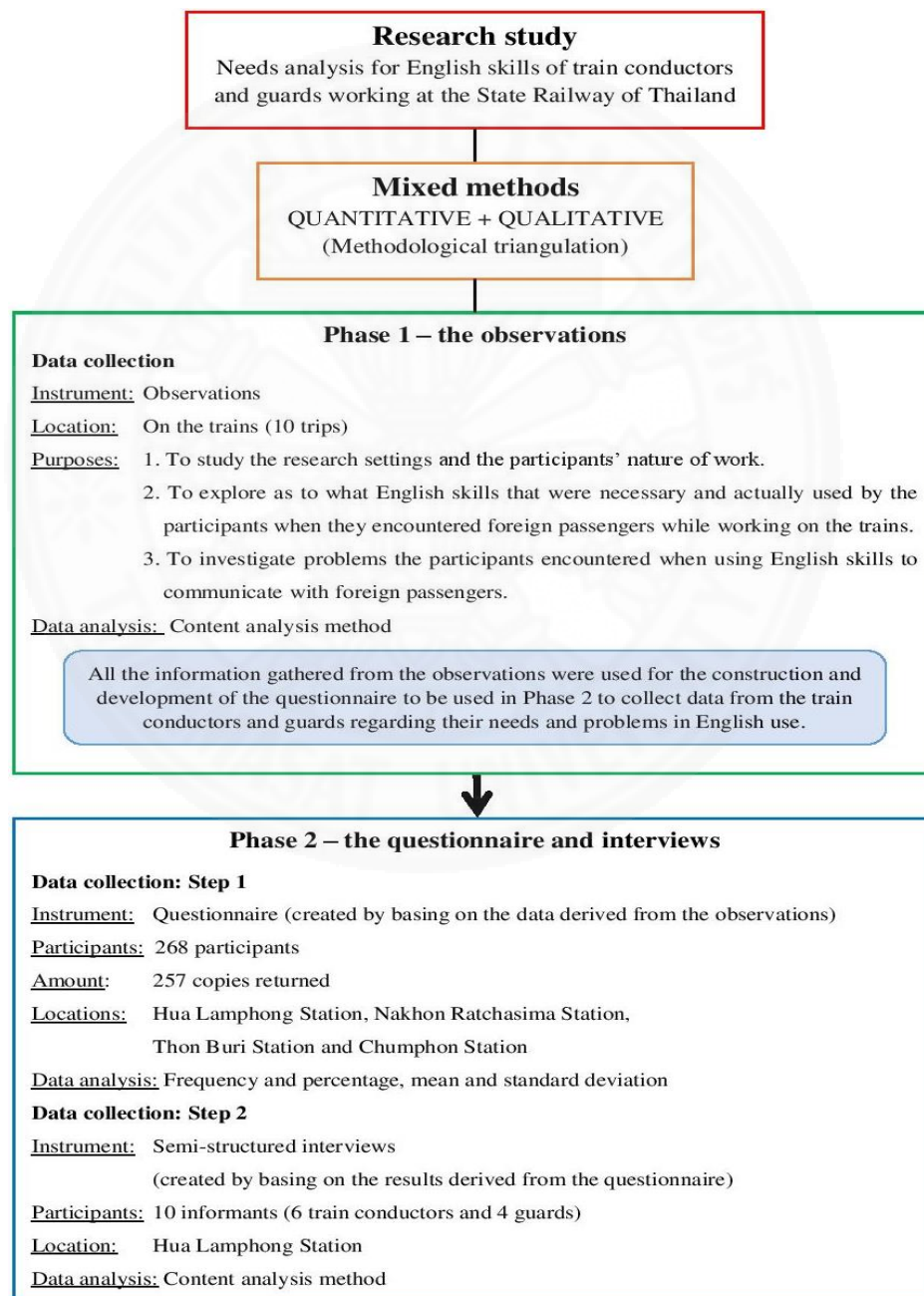


Figure 3 Research design of this present study

As illustrated in Figure 3, the research methods used in this present study were a combination of quantitative and qualitative methods. The strength of the quantitative research was that “the quantitative inquiry is systematic, rigorous, focused and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalisable to other contexts” (Dornyei, 2007). Meanwhile, qualitative research was used to gain better understanding of opinions, problems, underlying reasons or situation being observed, which the quantitative research cannot provide. By applying both quantitative and qualitative methods, it was extremely helpful for the researcher to gather reliable and comprehensive data to answer the two research questions stated in Chapter 1. Three research instruments were applied in the study to collect data from the participants: observations, questionnaire and semi-structured interviews.

This research study was divided into two phases as briefly discussed below:

Phase 1 was for the researcher to conduct the observations. In order to know what English skills were necessary for train conductors and guards and what problems they encountered when using such English skills to communicate with foreign passengers while working on the trains, the researcher had to immerse herself in the research settings, which in this case were on the trains and around several of Thailand’s national train stations, so as to observe the participants’ behaviour and reactions when using English skills at workplace. The observations were carried out on different types of trains that journeyed to different destinations. The data derived from the observations was used for the purpose of constructing and developing the questionnaire to be subsequently used in Phase 2 of the study.

Phase 2 was the second part of the study which aimed at collecting more information concerning the participants' needs of English skills and their problems in English use when they faced foreign passengers on the trains. To do this, two research instruments were applied as tools to collect data from the participants. Such instruments included the questionnaire and the semi-structured interviews. The questionnaire, which was largely developed and constructed by basing on the data retrieved from the observations, was distributed to 268 participants at four different train stations. 257 copies were returned to the researcher for the data analysis. Once the data from the questionnaire was completely analysed and interpreted, the semi-structured interviews were then conducted with ten participants, which consisted of six train conductors and four guards. This was to collect in-depth information regarding the participants' needs of English skills as well as their problems in English use. The questions applied in the interviews were based on the results from the questionnaire.

A detailed discussion and explanation as to the methodologies conducted in Phase 1 and Phase 2 of the study are provided in sections 3.2 and 3.3, respectively.

3.2 PHASE 1: THE OBSERVATIONS

To ensure that all of the items in the questionnaire to be used in Phase 2 of the study would certainly yield some significant and meaningful information regarding the participants' needs for English skills and their problems in English use, it was therefore crucial for the researcher to learn the nature of the participants' jobs as well as the work culture of the State Railway of Thailand prior to the process of data collection in Phase 2 of the study. To achieve this, the researcher carried out Phase 1 of the study by means of observations. The purposes of conducting this phase were to explore what English skills and language functions that were necessary and actually used by the train

conductors and guards when they encountered foreign passengers and to investigate problems when they used English to communicate with foreign passengers while working on the trains. By conducting the observations, not only did it provide the researcher a better understanding of the participants' duties, but it extensively helped the researcher with the process of constructing the research instruments to be used later on in Phase 2 of the study.

3.2.1 Observation as a tool to collect data during Phase 1 of the study

Observation is one of the most popular and useful techniques that many researchers use as a tool to gather data in qualitative research. According to Mason (1996 as cited in Mackey and Gass, 2005), observation normally refers to “methods of generating data which involve the researcher immersing [him or herself] in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events and so on, with it”. In this study, the observation was used as the first research instrument, which allowed the researcher to be able to examine a phenomenon or a behaviour of participants of the study at close range.

Although Boontub (2015) conducted a needs analysis regarding the SRT officers' needs for English skills in their work, he merely inquired about generic language functions in his research instruments. By carrying out the observations, it enabled the researcher to examine the target setting and then figure out what other research instruments were subsequently suitable for the study. As it turned out, the two instruments used in the study after the observation were the questionnaire and the interview, which are discussed in 3.3.3.

Every observation conducted during Phase 1 was held on the trains while the train conductors and guards were performing their duties since it would provide an

ample opportunity for the researcher to observe the train conductors and guards closely when they interacted with foreign passengers on the trains and used English skills to communicate with them.

3.2.2 The researcher's itinerary of the observations

Due to the limited time and budget, the researcher could not travel on all 242 lines open to traffic by the State Railway of Thailand to conduct the observations. The researcher opted to conduct the observations on the trains that only passed and/or stopped at train stations where famous tourist attractions were located or where many foreign tourists would normally use Thailand's national train services as means of transportation to journey somewhere else. In addition to this, issues regarding the researcher's safety when boarding the trains were greatly taken into consideration before arranging the researcher's itinerary. Owing to these safety issues, the researcher eventually decided to not travel on the night trains or sleeper trains to conduct the observations.

With respect to the researcher's timeframe, budget and safety issues, the observations were finally carried out on the trains that journeyed to the destinations as shown in the table below.

Table 1 The researcher's itinerary of the observations

No.	Date	Train No.	Type of train	Itinerary	Observed distance and time	Means of observation
1	12 Jul 2016	209	Ordinary	From Bangkok to Ban Takhli (Duration: 11.20 am. – 3.40 pm.) Hua Lamphong, Sam Sen, Bang Sue Junction, Nikhom Rotphai Khomo Sip-et, Bang Khen, Thung Song Hong, Lak Si, Don Muang, Khlong Rangsit, Rangsit, Chiang Rak, Thammasat University, Chiang Rak Noi, Khlong Phutsa, Bang Pa-in, Ban Pho, Ayutthaya , Ban Ma, Map Phra Chan, Phra Kaeo, Ban Phachi Junction, Don Yha Nang, Nong Wiwat, Ban Plug Rad, Tha Rua, Ban Mo, Nong Don, Ban Klap, Ban Pa Wai, Lop Buri , Tha Khae, Khok Kathiam, Nong Tao, Nong Sai Khao, Ban Mi, Huai Kaeo, Phai Yai, Chansen, Ban Khok Kwaow, Chong Khae, Phon Thong, Ban Takhli	Total train travel time: 4 hours 20 minutes (42 stations) Observed distance: Hua Lamphong – Ayutthaya (17 stations) Approximate observed travel time: 30 minutes	Non-participant observation
2	12 Jul 2016	106	Rapid	From Sila At to Bangkok (Duration: 7.30 am. – 2.40 pm.) Sila At, Uttaradit , Tron, Tha Sak, Ban Dara Junction, Phichai, Nong Tom, Phrom Phiram, Phitsanulok , Bang Krathum, Phichit , Wang Krot, Taphan Hin, Bang Mun Nak, Chumsaeng, Nakhon Sawan , Ban Takhli, Chong Khae, Ban Mi, Lop Buri , Ban Mo, Tha Rua, Ban Phachi Junction, Ayutthaya , Bang Pa-in, Rangsit, Don Muang, Lak Si, Bang Khen, Nikhom Rotphai Khomo Sip-et, Bang Sue Junction, Sam Sen, Hua Lamphong	Total train travel time: 7 hours 10 minutes (33 stations) Observed distance: Ayutthaya – Hua Lamphong (10 stations) Approximate observed travel time: 30 minutes	Non-participant observation
3	14 Jul 2016	261	Ordinary	From Bangkok to Hua Hin (Duration: 9.20 am. – 1.35 pm.) Hua Lamphong, Sam Sen, Taling Chan Junction, Bang Sue Junction, Sala Thammasop, Bang Bamru, Sala Ya , Wat Suwan, Khlong Maha Sawat, Wat Ngiu Rai, Nakhon Chaisi, Ton Samrong, Nakhon Pathom , Sanam Chandra Palace, Phrong Madua, Khlong Ban Tan, Nong Pla Duk Junction, Ban Pong, Nakhon Chum, Khlong Ta Khot, Photharam, Chet Samian, Chulalongkorn Bridge, Rachaburi , Pak Tho, Nong Pla Lai, Phetchaburi , Khao Thamon, Nong Mai Luang, Nong Chok, Nong Sala, Ban Cha-am , Hua Hin	Total train travel time: 4 hours 15 minutes (32 stations) Observed distance: Hua Lamphong – Hua Hin (32 stations) Approximate observed travel time: 50 minutes	Non-participant observation
4	19 Jul 2016	SP 7	Special Express	From Bangkok to Chiang Mai (Duration: 8.30 am. – 7.30 pm.) Hua Lamphong, Sam Sen, Bang Sue Junction, Bang Khen, Lak Si, Don Muang, Rangsit, Ayutthaya , Lop Buri , Nakhon Sawan , Taphan Hin, Phichit , Phitsanulok , Uttaradit , Sila At, Den Chai, Ban Pin, Nakhon Lampang , Khun Tan, Lamphun, Chiang Mai	Total train travel time: 11 hours (21 stations) Observed distance: Hua Lamphong – Chiang Mai (21 stations) Approximate observed travel time: 4 hours 30 minutes	Non-participant observation

No.	Date	Train No.	Type of train	Itinerary	Observed distance and time	Means of observation
5	22 Jul 2016	201	Ordinary	From Bangkok to Phitsanulok (Duration: 9.25 am. – 5.55 pm.) Hua Lamphong, Sam Sen, Bang Sue Junction, Nikhom Rotphai Khomo Sip-et, Bang Khen, Lak Si, Don Muang, Khlong Rangsit, Rangsit, Chiang Rak, Thammasat University, Chiang Rak Noi, Khlong Phutsa, Bang Pa-in, Ban Pho, Ayutthaya , Map Phra Chan, Phra Kaeo, Ban Phachi Junction, Nong Wiwat, Tha Rua, Ban Mo, Nong Don, Ban Klap, Ban Pa Wai, Lop Buri , Tha Khae, Khok Kathiam, Nong Tao, Nong Sai Khao, Ban Mi, Phai Yai, Chansen, Chong Khae, Ban Takhli, Dong Maku, Hua Wai, Nong Pho, Hua Ngiu, Noen Makok, Khao Thong, Nakhon Sawan , Pak Nam Pho, Thap Krit, Khlong Pla Kot, Chumsaeng, Wang Krang, Ban Mun Nak, Ho Krai, Dong Takhop, Taphan Hin, Huai Ket, Hua Dong, Wang Krot, Phichit , Tha Lo, Bang Krathum, Mae Thiap, Ban Mai, Phitsanulok	Total train travel time: 8 hours 30 minutes (60 stations) Observed distance: Hua Lamphong – Ayutthaya (16 stations) Approximate observed travel time: 1 hour	Non-participant observation
6	22 Jul 2016	71	Express	From Bangkok to Si Sa Ket (Duration: 10.05 am. – 7.50 pm.) Hua Lamphong, Sam Sen, Bang Sue Junction, Nikhom Rotphai Khomo Sip-et, Bang Khen, Lak Si, Don Muang, Rangsit, Ayutthaya , Ban Phachi Junction, Saraburi, Kaeng Khoi Junction, Pak Chong, Nakhon Ratchasima , Thanon Chira Junction, Chakkarat, Huai Thalaeng, Lam Plai Mat, Buri Ram , Huai Rat, Krasang, Surin , Sikhoraphum, Samrong Thap, Huai Thap Than, Uthumphon Phisai, Si Sa Ket	Total train travel time: 9 hours 45 minutes (29 stations) Observed distance: Ayutthaya – Pak Chong (5 stations) Approximate observed travel time: 50 minutes	Non-participant observation
7	24 Jul 2016	261	Ordinary	From Bangkok to Hua Hin (Duration: 9.20 am. – 1.35 pm.) Hua Lamphong, Sam Sen, Taling Chan Junction, Bang Sue Junction, Sala Thammasop, Bang Bamru, Sala Ya , Wat Suwan, Khlong Maha Sawat, Wat Ngiu Rai, Nakhon Chaisi, Ton Samrong, Nakhon Pathom , Sanam Chandra Palace, Phrong Madua, Khlong Ban Tan, Nong Pla Duk Junction, Ban Pong, Nakhon Chum, Khlong Ta Khot, Photharam, Chet Samian, Chulalongkorn Bridge, Rachaburi , Pak Tho, Nong Pla Lai, Phetchaburi , Khao Thamon, Nong Mai Luang, Nong Chok, Nong Sala, Ban Cha-am, Hua Hin	Total train travel time: 4 hours 15 minutes (32 stations) Observed distance: Hua Lamphong – Hua Hin (32 stations) Approximate observed travel time: 1 hour 45 minutes	Non-participant observation

No.	Date	Train No.	Type of train	Itinerary	Observed distance and time	Means of observation
8	28 Jul 2016	257	Ordinary	From Bangkok to Nam Tok (Duration: 7.50 am. – 12.35 pm.) Thon Buri, Jaran Sanitwong, Bang Ramat, Taling Chan Junction, Banchimphli, Sala Thammasop, Sala Ya , Wat Suwan, Khlong Maha Sawat, Wat Ngiu Rai, Nakhon Chaisi, Tha Chalaep, Ton Samrong, Nakhon Pathom , Sanam Chandra Palace, Phrong Madua, Khlong Bang Tan, Nong Pla Duk Junction, Tanon Songpol, Sa Kosi Narai, Luk Kae, Tha Rua Noi, Thung Thong, Kanchanaburi , Saphan Kwaie Yai , Wang Yen, Wang Takhian, Ban Kao, Tha Kilen, Lumsum, Saphan Tam Krasae , Wang Pho, Ko Maha Mongkol, Nam Tok	Total train travel time: 4 hours 45 minutes (34 stations) Observed distance: Thon Buri – Nam Tok (34 stations) Approximate observed travel time: 1 hour 50 minutes	Non-participant observation
9	28 Jul 2016	258	Ordinary	From Nam Tok to Bangkok (Duration: 12.55 pm. – 5.40 pm.) Nam Tok , Ko Maha Mongkol, Wang Pho, Saphan Tam Krasae , Lumsum, Tha Kilen, Ban Kao, Wang Takhian, Wang Yen, Saphan Kwaie Yai , Kanchanaburi , Thung Thong, Tha Rua Noi, Luk Kae, Sa Kosi Narai, Tanon Songpol, Nong Pla Duk Junction, Khlong Bang Tan, Phrong Madua, Sanam Chandra Palace, Nakhon Pathom , Ton Samrong, Tha Chalaep, Nakhon Chaisi, Wat Ngiu Rai, Khlong Maha Sawat, Wat Suwan, Sala Ya , Sala Thammasop, Banchimphli, Taling Chan Junction, Bang Ramat, Jaran Sanit Wong, Thon Buri	Total train travel time: 4 hours 45 minutes (34 stations) Observed distance: Nam Tok – Thon Buri (34 stations) Approximate observed travel time: 1 hour	Non-participant observation
10	2 Aug 2016	43	Special Express	From Bangkok to Surat Thani (Duration: 8.05 am. – 4.45 pm.) Hua Lamphong, Sam Sen, Bang Sue Junction, Bang Bamru, Sala Ya , Nakhon Pathom , Ban Pong, Rachaburi , Phetchaburi , Hua Hin , Prachuap Khiri Khan , Ban Krut, Bang Saphan Yai, Map Ammarit, Pathiu, Chumphon , Sawi, Lang Suan, Tha Chana, Chaiya, Surat Thani	Total train travel time: 8 hours 40 minutes (21 stations) Observed distance: Hua Lamphong – Surat Thani (21 stations) Approximate observed travel time: 2 hour 45 minutes	Non-participant observation

Note: the train stations that marked in **bold** are those stations where either tourist attractions were located or where many foreign tourists would use Thailand's national train services.

As can be seen from the researcher's itinerary tabulated in the table above, the observations were conducted between July and August, 2016. They were carried out on different dates, on different types of trains and at different train times. Each train that the researcher took to conduct the observations would pass and stop at train stations where famous tourist attractions were located or where many foreign tourists would use

Thailand's national train services as means of transportation to journey somewhere else. Such stations were marked in bold as shown in the table above. It took the researcher ten trips of observation to reach the state of data saturation – that is the state where there was a repetition of the same situations in which English skills and language functions were used by the participants being observed. Since there were no more new aspects of English skills used by train conductors and guards emerging during the last trip, the researcher ended the observations.

3.2.3 Data collection in Phase 1 of the study

A permission letter issued by the State Railway of Thailand was presented to the train conductors and guards prior to the observations (for the SRT's permission letter, see Appendix M). More importantly, the researcher also gave the participants confidentiality assurances as recommended by Dudley-Evans and St. John (1998).

The researcher conducted two different types of non-participant observation. One of the approaches was that the researcher sat in the same spot and observed the participants while they were performing their duties on the train. The other one was that the researcher shadowed the participants along the aisles of the train bogies to observe their interactions with foreign passengers.

The observations conducted during the first three trips as shown in Table 1 were done secretly without letting the participants know before the observations that they were being watched. Due to the fact that the train conductors and guards had to walk back and forth along the aisles from the first bogie to the last to do their work, it was challenging for the researcher to follow or shadow them along the aisles while they were working and not to arouse their curiosity of the researcher's presence and

intention. Hence, the researcher simply sat still in the same spot, observing the participants from afar.

As it turned out, the first three observations did not provide as much information as the researcher had expected. All the observations being carried out after that were then conducted overtly, in which all participants were fully informed as to the reasons and purposes of the observations prior to the commencement of the observations.

The researcher would normally spend at least 30 minutes up to an hour observing the participants from the moment the train departed from the first station of the trip. After that, the researcher took a break until the train reached the next station where tourist attractions were located or where the researcher saw that there were new foreign passengers getting on the train. From that point, the researcher carried on with the observation again for about 15 – 20 minutes. This observation cycle remained like this for the whole trip until the train reached the proper destination.

The observations used in this study were unstructured or open observation. The data from every observation were recorded on the observation sheet and field notes designed by the researcher to describe the observed scenes (see Appendix A). The data derived from the observations were subsequently analysed by using the content analysis technique. The results were then used in the construction and development of the questionnaire to be used for data collection in Phase 2 of the study.

3.3 PHASE 2: THE QUESTIONNAIRE AND INTERVIEWS

3.3.1 Population

The whole population of this research study were 808 officers whose position was either a train conductor or a guard working on the train under the Traffic Operation

Department at the State Railway of Thailand. These 808 officers were divided into two groups as follows:

3.3.1.1 530 train conductors

Train conductors are officers whose main duties are to ensure that the journeys are safe and comfortable and to assist all passengers, both Thai and foreigners, when they ask for information, make requests or had problems while travelling on the trains

3.3.1.2 278 guards

Guards are officers whose main duties are to make sure that the journeys are safe and comfortable and to ensure the passengers' convenience in general. Guards are also required to monitor the train conductors' work performances to make sure that the latter's performances are compliant with their job responsibilities and with the State Railway of Thailand's working regulations.

These two groups of officers were chosen to be the participants in this study due to the fact that there was a strong possibility that they would be required to use English skills in their job to communicate with foreign passengers as already explained in Chapter 1. Regarding the sample size of the participants from which the data was collected, it will be explained in 3.3.2 sampling.

3.3.2 Sampling

This research study focused predominantly on discovering needs and problems regarding the use of the English language skills of the SRT's train conductors and guards who worked on the train. Thus, the majority of the samples of this study was drawn from the SRT's officers working under the Traffic Operation Department as stated in 3.3.1 above. In this study, the researcher employed a couple of sampling

techniques to calculate the minimum sample size to obtain the appropriate number of participants from each section.

Regarding the sample size of train conductors and guards from the Traffic Operation Department stated in 3.3.1, the researcher used the Yamane's (1973 as cited in Tangniam, 2006) formula to compute the number of the sample size to represent the whole population of the train conductors and guards from the Traffic Operation Department as shown below:

Yamane's formula

$$n = \frac{N}{1+N(e)^2}$$

n = Sample size

N = Population

e = Acceptable error (which is 0.05)

According to the official record issued by the Traffic Department regarding numbers of train conductors and guards, the total number of the train conductors and guards working under the Traffic Operation Department across Thailand was 808, which consisted of 530 train conductors and 278 guards. Therefore, the calculation was as follows:

$$n = \frac{808}{1+808(.05)^2}$$

$$n = 267.54$$

From the calculation presented above, the sample size for the participants who were train conductors and guards from the Traffic Operation Department stated in 3.3.1

was 268. Therefore, the number of the samples in each position was distributed by using proportional stratified random sampling as shown below:

Position	Population	Sample size
Train conductors	530	176
Guards	278	92
Total	<u>808</u>	<u>268</u>

In conclusion, the total number of participants in this research study was 268 as stated earlier. They were then randomly selected from the whole population through the use of convenience or opportunity sampling technique for the purpose of completing the questionnaire. Regarding the number of participants being chosen for the interviews, the purposive sampling techniques were used to select ten participants to be the interviewees of this research study.

3.3.3 Instruments used for the data collection in Phase 2 of the study

To ensure the validity and reliability of this research study's findings and conclusions, the methodological triangulation, a method involving the use of multiple qualitative and/or quantitative research techniques to gather data related to the phenomenon the researcher is studying and investigating (Guion, 2002), was applied. Such research techniques comprised the following instruments: the observations, questionnaire and semi-structured interviews. The observations were conducted and served as a tool to collect data during Phase 1 of the study so as to explore what English skills or language functions that the train conductors and guards used when communicating with foreign passengers as well as to investigate problems encountered by the participants when using such skills in their job. In Phase 2, the questionnaire and semi-structured interviews were conducted and served as tools to collect data from the

participants of this research study. As already mentioned earlier, the data gathered from the observations were subsequently used for constructing and developing the questionnaire and semi-structured interview questions.

3.3.3.1 Questionnaire

It is widely accepted that the questionnaire, a printed form of data collection containing a series of questions or statements to which individuals are expected to respond and complete independently (Selinger and Shohamy, 1989), is one of the most popular research instruments applied by educational researchers (McDonough & McDonough, 1997). This is because of the fact that questionnaires are considered “easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in the form of readily processing” (Dornyei, 2007).

The common technique that has been considerably and extensively used to collect data through questionnaires is the five-point Likert scale, a technique that “asks individuals to respond to a series of statements by indicating, for example, whether they ‘strongly agree’ (SA), ‘agree (A), ‘are undecided’ (U), ‘disagree (D), and ‘strongly disagree’ (SD) with each statement” (Selinger and Shohamy, 1989). ‘Strongly disagree’ may be assigned a score of 1 point, whereas a weight of 5 points is given to ‘strongly agree’. The value assigned to each Likert item enables the researcher to analyse and interpret the data from those questionnaires once they are completed and returned to the researcher.

3.3.3.1.1 The construction and development of the questionnaire in this study

Regarding the process of constructing and developing the questionnaire used in this study, many research studies, journals, books related to needs analysis and English for Specific Purposes (ESP) were reviewed and studied, particularly questionnaires

provided in each study. The first draft of the questionnaire in this research was greatly influenced by the questionnaire provided in Aunruen's (2005) study entitled "Needs Analysis of English for Travel Agents in Chiang Mai". The researcher adopted many of the English language features and elements provided in Aunruen's questionnaire, most of which are English functions being used in the tourism industries.

However, when this researcher finished the observations, the researcher then learnt that many of the items or English language functions stated in the first draft of the questionnaire would not be able to effectively answer the research questions of this study stated in Chapter 1. This is because most of the items or the English language functions provided in the first draft were merely items regarding general English language features, which were too generic and some of them were not relevant to the language functions used in the real situations when the train conductors and guards encountered foreign passengers. Accordingly, this researcher eliminated language functions that were not related to the participants' nature of work from the second draft of the questionnaire. Such language functions involved with the translation skill, which participants did not use in their job. However, some of the language functions provided in Aunruen' (2005) study that were relevant to the train conductors and guards' job still remained in the second draft of the questionnaire.

In addition, the researcher used the information from the observations to help revise and add more relevant language functions, particularly those being used in real situations by train conductors and guards when encountering foreign passengers while performing their duties on the train. Similar to the first draft, the second draft of the questionnaire was also translated into Thai, which was subsequently checked and approved by the thesis advisor and two thesis experts to ensure that both versions share

the same language equivalence and contain the original content that the researcher intended to convey.

The second draft of the questionnaire contained two types of questions: one type of questionnaire was based on the five-point Likert scale mentioned above, and the other was of open-ended questions. The questionnaire was divided into four parts as described below:

Part 1: General information

This part involved participants' general information or demographic data such as the participants' gender, age, educational background, current position, duration of work in the State Railway of Thailand and their frequency of using English in their jobs. The participants were also asked to give their opinions as to the importance of English and their English proficiency.

Part 2: General opinions

In this part, the participants had to indicate their opinions towards two questions. Question 1 focused on the frequency level in using English skills in the participants' job. Such language skills included listening, speaking, reading, writing, pronunciation, vocabulary related to tourism and providing services on the train, and grammar. To answer this question, the participants were required to put a tick in one of the five boxes (illustrated in Table 2 below) for each skill stated above so as to provide their opinions as to how often they used such skills in their job.

Table 2 A sample of the questionnaire format in Part 2 – Question 1

Skills	Most	A lot	Somewhat	A little	Not use at all
Listening					
Speaking					

Question 2 asked what level of difficulty the participants had when using English skills in their job. Similar to Question 1, the participants were asked to put a tick in one of the five boxes (illustrated in Table 3 below) for each skill so as to provide their opinions regarding their level of difficulty in using English skills in their work.

Table 3 A sample of the questionnaire format in Part 2 – Question 2

Skills	Most	A lot	Somewhat	A little	No difficulty because	
					<i>Able to use it fluently</i>	<i>Not use at all</i>
Listening						
Speaking						

Part 3: Needs for the English language skills of train conductors and guards working at the State Railway of Thailand

Part 3 of the questionnaire contained questions related to the needs of train conductors and guards from the State Railway of Thailand for the use of English skills in their job. The questions covered seven main fields of English skills, namely listening, speaking, reading, writing, pronunciation, vocabulary related to tourism and providing services on the train, and grammar. Within each skill, the questions split into sub-items, asking about the needs for English skills in various functions and situations in which the train conductors and guards from State Railway of Thailand encountered. To complete this part of the questionnaire, the participants were required to indicate their answers on a five-point Likert scale as follows:

- 1 = Not use at all
- 2 = Not necessary
- 3 = Fairly necessary
- 4 = Very necessary
- 5 = Most necessary

Part 4: Problems in using the English language to communicate with foreign passengers and tourists

The last part of the questionnaire required the participants to provide their answers on open-ended questions regarding their problems when using the English language to communicate with foreign passengers and tourists. By using open-ended questions in this part, the researcher expected to receive more detailed information than using closed questions to elicit the participants' point of view concerning their problems in using the English language in their job.

Based on the assumption that the participants of this study might not have sufficient English competency to complete the English version of the questionnaire with full understanding for the meaning of the questions, the questionnaire used in this study was therefore written in English first and then translated into Thai in order to avoid misinterpretation and difficulty for the participants in completing the questionnaire. For the preservation of language equivalence and the original intent, as mentioned earlier, the translated version of the questionnaire was checked and approved by the thesis advisor as well as the thesis experts before being distributed to the participants.

3.3.3.1.2 Pilot study

Seliger and Shohamy (1989) suggested that before the questionnaire can be used with the actual participants in the research study, the questionnaire needs to be tried out first. The purpose of the pilot is to assess the questionnaire's quality while it can still be revised and improved before it can be distributed to the research participants. As a result of this, a pilot study was conducted prior to the actual data collection process so

as to ensure the effectiveness of the questionnaire to be used in this research study as well as to identify and eliminate ambiguity in the questions.

At the beginning of November, 2016, a pilot study was administered at Hua Lamphong Station where ten participants were asked to complete the Thai version of the questionnaire and to give comments or suggestions on items that should be added or excluded. When the researcher received the questionnaire back from the participants, it turned out that most of the participants only finished the first three sections and left the last part blank, except for one participant who answered only one open-ended question in Part 4. That part contained seven open-ended questions where participants were supposed to write about their problems when using English skills to communicate with foreign passengers.

In the participants' own defence, they explained that in their common practice in terms of performing their work, the train conductors and guards are required to arrive at the platform where the train they are to board is located at least 30 minutes before the train departs. This period of time is necessary for train conductors and guards to check if the train is ready to leave, to welcome the passengers and help get the passengers' belongings on board as well as to write reports such as the number of bogies, the list of passengers' belongings – the ones which are too big for the passengers to keep it with them like motorcycles, for instance. With plenty of work for them to do, they did not have much time to linger on an 8-page questionnaire for they had to read through each item before answering them all. When they got to the last part, they did not feel like doing it anymore because it was quite time-consuming to give their opinions as to problems when using English in their work by means of writing.

As a result of the pilot study, the questionnaire was eventually revised. Only the last part of the questionnaire was turned into close-ended questions while the rest of the questionnaire remained the same. In Part 4 of this final revision, the participants were asked to give their opinions toward questions regarding problems when using English skills to communicate with foreign passengers by means of putting a tick in the bracket with statements they thought were relevant to their own experience. Such statements provided in each question underlined the actual problems faced by train conductors and guards when using English skills to communicate with foreign passengers.

These statements were based on the information that the researcher had recorded and witnessed from the real situations during the observations. Since there might be more than one statement that was relevant to what they have experienced, the participants were allowed to select more than one statement in this section. Like the other sections of the questionnaire, should the participants have had further problematic issues regarding the use of English skills in their job apart from the statements provided in the questionnaire, they were free to write their own statements to clarify their point of view. This last version of the questionnaire was used in Phase 2 of the study. (for both English and Thai versions of the questionnaire, see Appendices C for English version and D for Thai version).

3.3.3.1.3 Validity and reliability of the questionnaire

The questionnaire in this study was developed and constructed based on relevant research studies, journals, books related to needs analysis and English for Specific Purposes (ESP) as well as the information from the observations. The first draft of the questionnaire was constructed based on the questionnaire used in Aunruen's (2005) research study as described above. It was then checked by the thesis advisor and

the thesis committees before it was revised in accordance with their suggestions as well as the information gathered from the observations.

To ensure the validity of the second draft of the questionnaire, the face and content were checked and revised under the supervision of the thesis advisor and thesis experts through the use of Indexes of Item-Objective Congruence (IOC). The English version and the Thai translation of the second draft of the questionnaire were reviewed and checked by three experts. Both versions were also evaluated for the language equivalence and the original intent. To determine whether the items provided in the questionnaire served the objectives of the study and connected with research questions, each thesis expert separately and independently rated each item on the questionnaire. The rating scales are as follows:

- 1 = certain that the test is congruent with the objectives or content
- 0 = uncertain that the test is congruent with the objectives or content
- 1 = certain that the test is NOT congruent with the objectives or content

The Indexes of Item-Objective Congruence (IOC) were calculated by the formula below.

$$IOC = \frac{\Sigma R}{N}$$

ΣR = the sum of scores rated by thesis experts

N = the number of thesis experts

The results revealed that the average IOC score was 0.77, which was considered acceptable since the value of the IOC was higher than 0.5. The items that were unclear were subsequently revised based on thesis experts' suggestions, while the items that were irrelevant to the research objectives were removed.

After finishing the pilot study, the researcher was able to develop the final questionnaire to use in Phase 2 of the study with the comments and suggestions provided by the participants involved in the pilot study and by the thesis advisor, including the information from the observations. As a result, the questionnaire in this study is valid and appropriate to use as a tool to collect the data.

In terms of the reliability of the questionnaire, after ten copies of the questionnaires were returned to the researcher from the participants involved in the pilot study, the researcher employed the Cronbach's Alpha formula to ensure the reliability of the questionnaire. The result is as follows:

Number of subjects = 10

Number of questions = 49

ALPHA = 0.9253

This result revealed that the reliability of the questionnaire was 0.9253, which could be considered a high reliability.

3.3.3.2 Semi-structured interviews

According to McDonough & McDonough (1997), interviews may be used as the primary research tool and as a checking mechanism to triangulate data collected from other sources. In fact, interviews are another method of asking questions, but this time in face-to-face interaction rather than in questionnaire format. Since this research study applied the methodological triangulation, the interview, which in this case was the semi-structured interview, was used as a tool to collect data.

The reason why the researcher decided to use the semi-structured interview instead of using structured interview was because of the explanation of Mackey and Gass (2005) on the advantages of using semi-structured interviews. According to

Mackey and Gass (2005), the researcher using structured interviews would normally ask all respondents an identical set of questions in order to ensure that the interviewee focuses on the target topic area. This, however, results in little room for variation or spontaneity in the responses because the interviewer should record the responses according to a coding scheme. On the other hand, those using semi-structured interviews would rather use a written list of questions as a guide because this type of interview is more flexible in that it provides the researcher the freedom to digress and probe for more information from the participants.

In this research study, only ten participants from 268 were selected for the interviews due to the limited budget and timeframe. These ten participants consisted of six train conductors and four guards. To make sure that the information from these ten participants would answer the research questions, the researcher used a combination of purposive sampling techniques to select the participants. Such techniques consisted of homogeneous sampling, criterion sampling and snowball or chain sampling. How to choose the informants by using purposive sampling was described by Allen (1971, as cited in Tongco, 2007) who suggested that “criteria are set on what would make a good informant, and what would make a bad informant. Based on these, a list of qualifications is composed. It is especially important to be clear on informant qualifications when using purposive sampling”. Moreover, Hammiche and Maiza (2006, as cited in Tongco, 2007) stated that to be able to select the right informants, “the conditions for the desired informant may be very specific”.

Considering the purposes of this research study combining with the information received from the observations and questionnaire, the researcher firstly set criteria or qualifications of the participants who were to be chosen for the interviews. For instance,

the participants to be involved had to work as a train conductor or guard at least ten years, the participants had to have experience in working on the trains that went to various destinations and the participants had to have experience working on the trains with many foreign passengers on board or to have experience encountering foreign passengers while working on the train. Apart from the said criteria, the researcher also based the selection of the participants for the interviews on their responses in the questionnaire.

To seek for the participants with such criteria, the researcher asked for help from the officer working as a scheduler at Hua Lamphong Station whose job was to plan and arrange working timetables for all train conductors and guards. The reason why the researcher chose this officer to help out with finding the participants for the interviews was because he was from the SRT community, which means he knew the culture of the SRT and his work colleagues better than the researcher. Hence, he would know which of the participants would match the criteria or qualifications set by the researcher. More importantly, asking resource people would surely save much time for the researcher since the train conductors and guards would feel more comfortable and be more cooperative when being approached by a person with whom they have worked and associated for years rather than an outsider like the researcher. After the process of selecting ten participants was done, the interviews were conducted in the middle of February, 2017 at Hua Lamphong Station.

Regarding the interview questions that the researcher used to collect data from the participants in this research study, the first draft of the interview questions were greatly influenced by the interview questions created by Rattaneekorn Pochakorn (2012) which she used in her research study “Needs Analysis in English Use of 7-

Eleven Employees”. Like the process of developing the questionnaire, the interview questions were subsequently revised in accordance with comments and suggestions of the thesis advisor, thesis committees and thesis experts. Furthermore, the researcher also used the information derived from the observations and the findings from the questionnaire as resources to construct the final draft of the interview questions used in Phase 2 of the study (for both English and Thai versions of the semi-structured interview questions, see Appendices E and F, respectively).

3.3.4 Data collection in Phase 2 of the study

As stated earlier, the researcher applied two research instruments as tools to collect data from the participants during the process of data collection in Phase 2. They were the questionnaire and the semi-structured interviews.

3.3.4.1 Questionnaire

The process of collecting data from the questionnaire started in the middle of November, 2016. 268 copies of the questionnaire were distributed to the participants to fill in. Most of the questionnaires were given to the participants at Hua Lamphong Station for it was the biggest hub for train travelling, whereas some of them were distributed at Thon Buri Station, Nakhon Ratchasima Station and Chumphon Station. It took the researcher about one month to receive 257 copies of questionnaire back from the participants for the process of data analysis.

Similar to the process of collecting data from the observations, the researcher showed a permission letter issued by the State Railway of Thailand to the train conductors and guards before asking them to fill in the questionnaire (see Appendix N). In addition to the instructions provided in the front page of the questionnaire, the

researcher also explained to the participants how to complete the five-point Likert scale as well as other parts of the questionnaire in order to avoid doubts and reduce confusion.

3.3.4.2 Semi- structured interviews

As stated earlier, ten participants from 268 were selected for the interviews. These ten participants consisted of six train conductors and four guards who were carefully chosen by the researcher with the kind assistance of an SRT officer working as a scheduler at Hua Lamphong Station whose job was to plan and arrange working timetables for train conductors and guards.

Once the data analysis of the questionnaire was complete, the semi-structured interviews were then conducted. Each participant chosen for the interview was invited to Hua Lamphong Station to meet the researcher on the appointed date and time for the interview. A permission letter issued by the State Railway of Thailand was shown to the train conductors and guards prior to each interview (see Appendix O). The data collected from the participants was recorded by using field notes and a voice recorder to record the conversations between the participants and the researcher for the purposes of the data analysis that was to be done later on.

3.4 DATA ANALYSIS

Regarding the data collected from the observations in Phase 1, the content analysis method was applied to interpret the meaning of the data recorded in the observation field notes. Such data was coded into two themes: (1) the English language functions that were used by train conductors and guards and (2) their problems encountered when using such English language functions in their work. These two themes were coded according to keywords from the review of literature regarding the

language functions used in the English for tourism and the problems Thai learners experience when using English.

Once the questionnaires were returned to the researcher, the descriptive statistics analysis through the use of Statistical Package for the Social Sciences (SPSS) programme was carried out as a statistical tool to interpret the meaning of data collected from the participants. The questionnaires were computed for frequency, mean and standard deviation (SD) in order to reveal the needs for the English language skills of the train conductors and guards from the State Railway of Thailand and to report the problems that the train conductors and guards had when using English skills to communicate with foreign passengers.

The researcher also applied the content analysis technique to interpret the data obtained from the semi-structured interviews. The interviews were transcribed into Thai and then translated into English. The translations were checked for their accuracy before they were used in the coding process. The findings revealed in-depth information as to what English skills that were necessary to the participants' job and reported what problems were encountered by the participants when using English skills at workplace. The findings also suggested that English training courses designed and developed specifically for train conductors and guards should be provided to the participants. The ten interview participants were given pseudonyms according to their positions as shown in Table 4 below.

Table 4 Pseudonyms of the interview participants

Train conductors (CDT)	Guards (G)
CDT1	G1
CDT2	G2
CDT3	G3
CDT4	G4
CDT5	
CDT6	



CHAPTER 4

RESULTS FROM PHASE 1: THE OBSERVATIONS

This chapter reveals the results derived from the observations conducted in Phase 1 of the study. The results are divided into two main sections: (1) Language functions that were necessary and used by the participants through listening and speaking skills and (2) Problems encountered by the participants when using listening and speaking skills to communicate with foreign passengers.

After closely studying train conductors and guards' behaviour and reactions when they encountered foreign passengers on the trains and had to use English skills to communicate with them, the researcher found that English skills that the participants frequently and usually applied in their daily work predominantly involved listening and speaking skills. The researcher did not come across situations where the participants were required to use reading and writing skills to communicate with foreign passengers while the participants were performing their duties on the trains. Therefore, the summary of the observations can be divided into two main categories: 4.1) Language functions that were necessary and used by the participants through listening and speaking skills and 4.2) Problems encountered by the participants when using listening and speaking skills to communicate with foreign passengers.

4.1 LANGUAGE FUNCTIONS THAT WERE NECESSARY AND USED BY THE PARTICIPANTS THROUGH LISTENING AND SPEAKING SKILLS

Based on the observations, the researcher found six language functions involving listening skill and ten language functions related to speaking skill used by train conductors and guards when they encountered foreign passengers on the trains

and used English skills to communicate with them. While analysing the observation field notes obtained from all the observations, the researcher realised that there were six language functions from the part of speaking skill that overlapped and, at the same time, corresponded with the language functions through the use of listening skill.

The summary of the language functions used by the participants through listening and speaking skills is tabulated in the table below.

Table 5 Language functions used by the participants during the observations

4.1.1 Listening	4.1.2 Speaking
4.1.1.1 Listening to questions related to train times	4.1.2.1 Providing information related to train times
4.1.1.2 Listening to questions related to destinations	4.1.2.2 Providing information related to destinations
4.1.1.3 Listening to questions related to train tickets	4.1.2.3 Providing information related to train tickets
4.1.1.4 Listening to questions related to the dining car or meals provided on the train	4.1.2.4 Providing information related to the dining car or meals provided on the train
4.1.1.5 Listening to passengers' requests	4.1.2.5 Dealing with passengers when they make requests
4.1.1.6 Listening to passengers' complaints	4.1.2.6 Dealing with passengers when they make complaints
	4.1.2.7 Asking for tickets from foreign passengers for the inspection
	4.1.2.8 Dealing with foreign passengers when they sit on the wrong seat
	4.1.2.9 Providing information related to the area on the train
	4.1.2.10 Informing foreign passengers as to the Do's and Don'ts while boarding the train

As shown in Table 5, the language functions between 4.1.2.1 to 4.1.2.6 from the part of speaking skill were overlapped and corresponded precisely to the language functions of the listening skill.

4.1.1 Listening skill

4.1.1.1 Listening to questions related to train times

According to the observation field notes, train conductors and guards were often required to use listen skill when foreign passengers asked them in English about train timetables. Most foreign passengers often asked the participants about train times because they wanted to know the estimated time when the train would arrive at their destination. This can be seen from Trip 5 in which the researcher observed a foreign passenger asking one of the participants about train times.

(1) Trip 5: Bangkok to Ayutthaya

Foreign passenger: Excuse me, is it two hours from here to
Ayutthaya?

Train conductor 1: Yes, train to Ayutthaya [nodding this head].

However, some group of foreign passengers would ask the participants questions about train times in relation to journey delays as shown in the case of Trip 3 below.

(2) Trip 3: Bangkok to Hua Hin

Foreign passenger: Why aren't we at Cha-Am Station yet?

Train conductor: รถไฟมันล่าช้า...มัน delay [the train's late...it's delayed]

Foreign passenger: When will we arrive at Cha-Am Station?

Train conductor: [looking at his watch] น่าจะบ่ายโมงสี่สิบ...บ่ายโมงสี่สิบ

[Probably around 1.40 pm... 1.40 pm.]

Umm... one...one...one-forty. One-forty.

4.1.1.2 Listening to questions related to destinations

While many foreign passengers frequently asked the participants about the destination of the train so as to check if they got on the right train, some were curious about how many stops there would be until the train arrived to where they wanted to go.

(3) From Trip 4: Bangkok to Chiang Mai

Foreign passenger: How many stopping stations until we get to Chiang Mai?

Train conductor: [turning to the researcher] คำถามจอดที่สถานี จะบอกว่าหลายสถานีต้องพูดยังไงอะ [The passenger asked about stopping stations. How do we say ‘many stations’ in English?]

The researcher then checked the train timetable on the mobile phone for the number of stopping station and then told the participant in Thai that there would be 19 stops before the train arrived at Chiang Mai Station. Still, the participant could not say that in English.

4.1.1.3 Listening to questions related to train tickets

The typical case where the participants would be asked about train tickets was in the event where foreign passengers bought tickets to one destination, then they changed their mind later on as they wanted to get off at a different train destination. This usually happened during the journey; accordingly, it caused foreign passengers to interact with either a train conductor or guard so that they could ask for help on changing the tickets or buying new ones.

(4) From Trip 7: Bangkok to Hua Hin

There were two Asian passengers boarding the train who firstly bought tickets to Nakhon Pathom, but they changed their mind later and wanted to get off at Hua Hin Station. They handed the participant the tickets, stating that Nakhon Pathom was their destination, then asked the participant what they had to do if they wanted to get off at Hua Hin Station. Should they have to buy new tickets, where could they do so? The participant looked at the tickets and then said “Station...you buy ticket...umm Station...Nakhon Pathom Station and you on this train again”. However, the foreign passengers looked puzzled and unsure if they really understood what the participant meant. Eventually, the researcher had to help the participant with the translation.

4.1.1.4 Listening to questions related to the dining car or meals provided on the train

The participants who would be frequently asked by foreign passengers about the dining car or meals being served on the train were those participants who worked on the Special Express trains or other types of train in which its duration of journey was quite lengthy. Apart from being asked by foreign passengers right to the point about where the dining car was, would there be food and beverage provided on the train or what food would be served for them, there were times in which the participants had to listen to foreign passengers asking for reasons why the food and drinks were not provided for them.

(5) From Trip 4: Bangkok to Chiang Mai

Foreigner 1: Why didn't we get the food like others?

Train conductor: Ticket, please [looking at the passengers' tickets and turning to the researcher] โห อธิบายยากเลยคราวนี้

น้องช่วยพี่แปลหน่อยนะ คือเค้าเนี่ยซื้อตั๋วไปอุตรดิตถ์ในราคา 150 บาท ซึ่งเป็นตั๋วราคาพิเศษ มันจะไม่รวมอาหารและเครื่องดื่มในนั้น ส่วนคนอื่นที่ได้อาหารกับเครื่องดื่ม นั่นคือเค้าซื้อตั๋วราคาปกติ 400 บาท

[Oh, it's difficult to explain this. Can you help me with the translation? The thing is they bought tickets to Uttaradit Station by the amount of 150 Baht. They are special rate tickets, so the food and drinks are not included in the service. The others got their food and drinks because they bought a normal rate ticket by the amount of 400 Baht.]

4.1.1.5 Listening to passengers' requests

In most cases, foreign passengers would ask train conductors and guards to help them lift their heavy luggage and put it on the luggage rack above the passengers' seats or ask if the participants could provide more toilet paper. Another case in which the participants were often requested to do for foreign passengers was to remind them to get off the train when the train reached their destination.

(6) From Trip 4: Bangkok to Chiang Mai

Foreign passenger: I have to get off at Phitsanulok Station. Can you remind me when I have to get off?

Train conductor: Don't worry [then turning to the researcher] จะบอกเค้าว่า ไม่ต้องห่วง เดี่ยวจะบอกเค้าให้ตอนที่ถึงสถานีพิษณุโลก นี่พี่ต้องพูดยังไงอะ ใช้พูดว่า I tell you when you get there หรือเปล่า

[Don't worry. How do we say 'He doesn't have to worry about getting off the train for I'll tell him when we arrive at Phitsanulok Station' in English?
Is it 'I tell you when you get there'?]

4.1.1.6 Listening to passengers' complaints

The issue in which foreign passengers would make complaints about Thailand's national train services predominantly involved with the delay of the journey as can be seen from the observation filed notes capturing the moment when the researcher observed the participants while working on the train scheduled to Nam Tok Station in Kanchanaburi province. In this case, both Thai and foreign passengers made serious complaints about a lengthy delay of the journey.

(7) From Trip 8: Bangkok to Kanchanaburi

The train was delayed about 40 minutes from the original train timetable because the officers had to attach 2 extra special train cars to the end of Train No 257 for the Governor of the State Railway of Thailand and his crew who wanted to board the train to Kanchanaburi to get on. As a consequence of this, all arrival times scheduled for each stop were therefore not accurate as stipulated on the original train timetable. Many Thai and foreign passengers made serious complaints to the train conductors and guards as to the cause of the delay and some asked how many hours the train would be delayed from the original train timetable. The train conductors and guards explained the situation and deal with the passengers' complaints in a calm manner. However, the foreign passengers did not receive any clear explanation from the train conductors and guards in English as to what really happened. Luckily, there were groups of foreign passengers coming with Thai tour guides who explained the situation to the foreign passengers on board.

4.1.2 Speaking skill

As mentioned earlier, there were six language functions in relation to the speaking skill that overlapped with those of the listening skill. As shown in Table 5, such language functions included 4.1.2.1) providing information related to train times, 4.1.2.2) providing information related to destinations, 4.1.2.3) providing information related to train tickets, 4.1.2.4) providing information related to the dining car or meals provided on the train, 4.1.2.5) dealing with passengers when they make requests and 4.1.2.6) dealing with passengers when they make complaints.

In addition to these six language functions, the researcher also witnessed other language functions concerning speaking skill that were used by the participants when encountering foreign passengers on the trains as discussed below.

4.1.2.7 Asking for tickets from foreign passengers for the inspection

One of the duties that train conductors and guards were required to do once there were new passengers getting on the train was to inspect passengers' tickets. This was to check if the passengers had already paid for the train tickets or check if they got on the right train and sat on the right seat.

In general, the participants would say loudly in Thai language to their passengers, asking them to prepare the ticket for the inspection while walking from one bogie to another. When encountering foreign passengers during the ticket inspection, some participants tried to speak in English to ask for their tickets, whereas many participants only did it in their mother tongue.

(8) From Trip 4: Bangkok to Chiang Mai

Train conductor: สวัสดีครับ ผู้โดยสารกรุณาเตรียมตั๋วไว้ให้เจ้าหน้าที่ตรวจด้วยนะ
 ครับ [saying out loud for the whole passengers on
 the bogie to hear]
 [Good morning. Please kindly get your ticket ready
 for the officer's ticket inspection.]

4.1.2.8 Dealing with foreign passengers when they sit on the wrong seat

As already mentioned in 4.1.2.7, one of the reasons the train conductors and guards needed to see the passengers' tickets was to check if the latter sat on the right seat number pursuant to their ticket. Even though a train ticket provided full details about train car and seat number, the participants often had to ask foreign passengers who sat on the wrong seat to move their belongings and get back to their correct one.

(9) From Trip 10: Bangkok to Surat Thani

When the participant was walking along the aisle in one bogie, he asked a group of Chinese passengers to give their train tickets to him for the inspection. However, it turned out that the Chinese passengers sat on the wrong seat numbers. To ask the Chinese passengers to sit on their correct seat numbers, the participant returned the tickets to them and pointed to the seat numbers provided on the tickets and then pointed his finger to the seat numbers they were sitting on. This gesture was to let the passengers know that they sat on the wrong seats. After that, he said to the Chinese passengers "Can you change?" and he then guided them to the right seat numbers.

4.1.2.9 Providing information related to the area on the train

When foreign passengers got on the train, they would normally ask the participants about the locations of their seat, toilets or a dining car. Regarding the area

on the train, there would be an area or even one bogie that was reserved for officer use only. Occasionally, there would be some foreign passengers who did not know about this and tried to sit on the seats available only for train conductors and guards.

(10) From Trip 9: Kanchanaburi to Bangkok

When the train stopped at Saphan Kwae Yai Station to let the passengers get on and off the train, there was a foreign passenger who just got on the train and tried to get into the train car which was reserved for the State Railway of Thailand's officers only. A guard then quickly said to the foreign passenger in strong Thai accent "Not this bogie. This is for staff", then used his hand gesture to let the passenger know that he had to turn around and find a seat on other bogies.

4.1.2.10 Informing foreign passengers as to the Do's and Don'ts while boarding the train

There were certain rules and regulations issued by the State Railway of Thailand to prevent passengers from doing inappropriate activities on the trains. For example, passengers were prohibited to smoke or drink alcohol on the trains. Also, the passengers were not allowed to stand on the area that connected between train bogies or sit on the steps of the train entrance for their own safety. If any violations of such rules occurred, the participants were required to give warnings to such passengers conducting the violations. In this case, "Rules are made to be broken" was the statement that best described the behaviour of foreign passengers as they were often caught breaking the rules on the trains.

(11) From Trip 9: Kanchanaburi to Bangkok

While the train was passing the famous spot with beautiful view and scenery near the Death Railway, there was a foreign passenger who wanted to get a better view for his photo taking, so he sat on the steps of the train entrance, which was

prohibited by virtue of the State Railway of Thailand's regulations. The train conductor then went to tell that passenger to get back in the train bogie by saying “No sit here อันตราย เค็ด้าห้ามนั่งตรงนี้” [No sit here. It's dangerous. You are not allowed to sit here.]

To sum up, according to the observations, the researcher found six language functions involving listening skill and ten language functions related to speaking skill used by train conductors and guards when they encountered foreign passengers on the trains and used English skills to communicate with them. For the participants to be able to engage themselves in a conversation with foreign passengers, the participants needed to listen to the foreign passengers first before responding to what the latter were saying. Accordingly, it is not surprising to learn that there were several areas of language functions from speaking skill that overlapped with those of listening skill since listening and speaking skills were intimately connected and corresponded to each other.

4.2 PROBLEMS ENCOUNTERED BY THE PARTICIPANTS WHEN USING LISTENING AND SPEAKING SKILLS TO COMMUNICATE WITH FOREIGN PASSENGERS

In terms of problems, the researcher found three problematic issues faced by train conductors and guards when they used listening skill to communicate with foreign passengers on the trains and another three problems when using speaking skill in their job.

The summary of the problems encountered by the participants when using listening and speaking skills is tabulated in the table below.

Table 6 Problems encountered by the participants during the observations

4.2.1 Listening	4.2.2 Speaking
4.2.1.1 Inability to catch key words	4.2.2.1 Inability to produce grammatical sentences
4.2.1.2 Difficulty in comprehending passengers who are non-native speakers of English	4.2.2.2 Insufficient knowledge of necessary English vocabulary
4.2.1.3 Foreign passengers speaking too fast	4.2.2.3 Participants' reluctance to speak English to foreign passengers

4.2.1 Listening skill

4.2.1.1 Inability to catch key words

According to the data derived from the observations, one of the problems that occurred quite often when the participants had to communicate with foreign passengers on the trains was that they did not understand what the foreign passengers had said to them. One of the reasons was because some of the foreign passengers used words of which the participants did not know the meaning as shown in Trip 4 below.

In Trip 4, the problem occurred when the participant did not know the meaning of the word “swapped”; hence, he did not know how or what to respond to the foreign passenger.

(12) From Trip 4: Bangkok to Chiang Mai

Train Conductor: Excuse me, sir and madam. You...umm [pointing to the seat number on the tickets and then pointing to the seat numbers above the couple].

Foreign passenger: Oh sorry, I *swapped* my seat with this man [pointing to a Thai passenger sitting behind him and then making a hand gesture to help explain the

situation]. We just wanted to sit together [pointing to his girlfriend]. Is it okay to do that?

[The participant looked confused, then he turned to that Thai passenger.]

Thai passenger: คือเค้าขอเปลี่ยนที่นั่งกับผม

[He asked if we could swap seats.]

As pointed out by Underwood (1989 as cited in Khamprated, 2012), listeners, especially the second language learners, often fail to understand what they are hearing when they listen to native speakers of English talk to them by using unfamiliar or unknown words. The case scenario shown in Excerpt (12) above certainly confirms what Underwood had proposed.

Another reason that caused the participants to misunderstand their foreign passengers was that the participants could not catch the whole sentences that the foreign passengers were saying to them. They only heard some familiar words in the sentence and then they just jumped to their own conclusion for the meaning of that sentence. This seriously led to the miscommunication and misinformation between the foreign passengers and the participants. This particular problem occurred in Trip 5 which can be seen in Excerpt (1) above. In this case, the problem was that the participant missed out the true meaning of the question asked by a foreign passenger because he only picked up one word that he was familiar with, which was “Ayutthaya”. When he heard the word “Ayutthaya”, he immediately assumed that the foreign passenger had asked him if that train was the one that went to Ayutthaya. It is quite understandable why this problem often occurs to the participants. This is because the participants are frequently and usually being asked by foreign passengers about the train’s destination; therefore, the participants would only choose to hear and look for a key word in the sentence,

which is the name of the train's destination, and leave out other bits of content in the sentence.

4.2.1.2 Difficulty in comprehending passengers who are non-native speakers of English

While observing the participants' behaviour in using English and how they struggled in using it to communicate with foreign passengers when they met ones on the trains, the researcher also noticed that this very same difficulty faced by the participants also happened to some groups of foreign passengers when they tried to communicate with the participants in English. This is because these particular groups of foreign passengers came from the countries where English was not their first or official language.

From the observations, many foreign passengers who boarded the railway trains were quite mixed in terms of their place of origin. Some of them were apparently from European countries judging by their appearance and their strong European accents when they spoke English to the participants, whereas many were from Asian countries such as China, Malaysia, India and Singapore. With the fact that English is not these foreign passengers' first language, issues like poor grammatical sentences, strong accents and miscommunications while trying to communicate with the participants would undoubtedly and unavoidably happen. This scenario happened in Trip 1 where a participant encountered two Asian passengers who struggled in using English to communicate with the participant.

(13) Trip 1: Bangkok to Ayutthaya

Asian passenger 1: Is the last station of this Bangkok to Ayutthaya?

- Train conductor: No...no... [waving his hand to gesture “no”, but looking quite unsure].
- Asian passenger 2: Last station? [pointing his index finger on the train floor to gesture “this train”].
- Train conductor: No...not last station. I tell you the last station [then he walked away].

These two Asian passengers actually wanted to make sure that they boarded the right train to their destination, which was Ayutthaya Station, thereby asking the officer to confirm if the train stopped there. However, as their first language was not English, the structure of the sentences that the Asian passengers produced were short and ungrammatical, which resulted in the participant’s misunderstanding of the context. When the participant heard the phrase “last station” combining with the gesture of the Asian passenger 2 pointing to the ground, he mistook them as in asking if Hua Lamphong Station was the last station of that train. Without asking the passengers to double check his understanding, the participant then replied that Hua Lamphong Station was not the last station and that he would tell them when they got to the last station, which actually was Baan-Takhli Station, not Ayutthaya Station.

From this case, it can be seen that when the participants encountered foreign passengers with poor English competency or with strong accents like Indian-English accent or Chinese-English accent, it would increase the difficulty in English use for the participants since it would be quite difficult for them to comprehend what the foreign passengers were trying to say.

4.2.1.3 Foreign passengers speaking too fast

It is undeniable that one of the classic problems for Thai people concerning the listening skill involves the foreigners' speech rate – that is the foreigners speak too fast for second language learners like us to catch up with what they say. From the observations, the participants in this research also faced this particular problem as the foreign passengers spoke too fast for the participants to catch all the content of what they said in one go. In many cases, the participants just asked other Thai passengers or tour guides to help them with the translation, whereas some were able to ask the foreign passengers to repeat what they just said as shown below.

(14) From Trip 5: Bangkok to Ayutthaya

Foreign passenger:	How many hours to get to Lop Buri?
Train conductor 2:	Err...err...say again...slow slow, please
Foreign passenger:	How...many...hours...until...we...get ...to...Lop Buri?
Train conductor 2:	Err... [looking at his watch] ...about...three.
Foreign passengers:	Three hours?
Train conductor 2:	Yes.

According to Underwood (1989 as cited in Khamprated, 2012), one of the major causes that results in the listeners' failure to understand foreign passengers involves the passengers' speech rate. Being unable to control the interlocutors' pace inevitably creates great difficulty to listeners in terms of their listening comprehension.

In this case, the participant did not catch what the foreign passenger asked him at first for the latter spoke too fast. Therefore, he asked the foreign passenger to repeat the question again, but in slower speed. Instead of using the adverb "slowly", the

participant said “slow slow”, which was equivalent to the Thai translation “ช้า ๆ” or “slowly” in English.

4.2.2 Speaking skill

4.2.2.1 Inability to produce grammatical sentences

The first problem concerning speaking skill involved with the participants’ difficulty in producing a proper English sentence when required to speak English to communicate with foreign passengers. While observing the interactions between the foreign passengers and the participants on the trains, the researcher noticed that more than half of the participants being observed understood queries made by the foreign passengers perfectly well since the participants were able to come up with correct answers to respond to such queries. Still, their communications were not completely 100 percent successful.

Due to their lack of speaking skill in terms of the ability to produce proper or grammatical English sentences, the participants would normally reply to foreign passengers with just one word in English or combine Thai and English words in one sentence. By doing this, not only did it create bad images for the participants, but it also prevented the participants from successfully communicating with foreign passengers.

This problematic issue can be seen in Excerpts (2) and (4). In Excerpt (2), the participant only knew the word “delay”, but he did not know how to form a proper English sentence to tell the passenger that “the train was delayed”. Therefore, he ended up using Thai words with the word “delay” in one sentence. In Excerpt (4), the participant actually wanted to say that the passengers had to get off the train at Nakhon Pathom Station to buy tickets to Hua Hin from the ticketing officer at Nakhon Pathom

Station. Then, the passengers could get on the very same train again to get to Hua Hin. Owing to his lack of knowledge related to English sentence structure, what he said to the foreign passengers was therefore ungrammatical and unintelligible.

This problem also happened in Trip 4 where the participant did not know how to produce a proper sentence in English as shown below.

(15) From Trip 4: Bangkok to Chiang Mai

A foreigner walked to the place where a food and drink trolley was located.

Foreign passenger: [pointing to a bottle of water on the trolley] How much for the water?

Train conductor: No. ^๕เดี๋ยวมี้ service ให้ [His tone of voice was quite harsh.]

[No, the water will be provided as part of service.]

The foreigner pulled her face a little bit as she felt offended by the participant's tone of voice combining with the fact that she did not understand what he just said. Frustrated, she walked back to her seat without knowing why she was refused by the participant to not let her buy a bottle of water.

In line with what Fahmongkolchai (2011) had stated in her study regarding the problems affecting effective listening and speaking skills, the speakers, which in this case were the participants from case scenarios provided in Excerpts (2), (4) and (15), had difficulty composing proper English sentences due to their lack of knowledge regarding the English sentence structure or English syntax.

Apart from saying one word in English or using a combination of Thai and English words in one sentence as described above, there were cases where the participants used ungrammatical English sentences together with lots of hand gestures to communicate with foreign passengers. Surprisingly, the communications between

the participants and the foreign passengers turned out to be successful as described earlier in Trip 10 shown in Excerpt (9).

In addition to Excerpt (9), the researcher also witnessed a similar situation in Trip 7 as shown below.

(16) From Trip 7: Bangkok to Hua Hin

While inspecting the passengers' tickets, the participant encountered a group of foreign passengers, one of whom handed him a handful of tickets. He counted the tickets in his hands and then asked the passengers as to how many people boarded the train and where they sat on the bogie. This is because he had to check if the number of foreign passengers and the number of the tickets shared the same number. The participant used simple phrases – i.e. “How many?” and hand gestures to help him communicate with this foreign passenger. That foreign passenger understood him well enough for he pointed to his friends who sat next to and around him to let the participant know where his companions sat in that bogie.

4.2.2.2 Insufficient knowledge of necessary English vocabulary

As suggested by Fahmongkolchai (2011), speaking problems that usually occur to non-native speakers of English when communicating with foreigners can be traced back to their limited English vocabulary. This issue could be spotted when the train conductors and guards were observed in this study.

Apart from not being able to construct a proper sentence in English as described earlier, not knowing the English vocabulary related to the issues at hand is one of the most important problems that frequently occurred during the observations. In many cases, the participants were willing to communicate with foreign passengers to provide

information that the latter needed. Yet, they failed to do so owing to their lack of the relevant vocabulary related to the situations they were facing at that moment.

This problematic issue can be divided into two categories. The first one involved with the participants who failed to communicate with foreign passengers because they did not know any of English vocabulary that was relevant to the situation they were encountering at all. This was already described in Trip 4 shown in Excerpts (3) and (5).

In Excerpt (3), the participant did not know how to say “many stations” and “nineteen” in English, where as in Excerpt (5), the problem involved the participant’s inability to explain to foreign passengers about the type of the ticket and its services that come with it. Apparently, the language functions in Excerpt (5) were too complicated for the participant to be able to explain in English to the passengers for he needed to know the key vocabulary related to food and beverage as well as vocabulary related to the price of the train tickets. This case also showed that the participant lacked knowledge regarding the English sentence structure, particularly the ones used for explaining cause and effect.

The problem regarding the English vocabulary in the second category was slightly different from the first one. In the second case, the participants knew some of the English vocabulary as they memorised them to use for specific situation. This also happened during the observation in Trip 4 as shown below.

(17) From Trip 4: Bangkok to Chiang Mai

Foreign passenger:	How many meals are we going to get?
Train conductor:	Two [then turning to the researcher] ข้าวนี้เค้าเรียกว่า meal ไข่ไหม แล้วขนมนี้เรียกว่า snack หรือเปล่า [Do we call rice as “meal” in English? And do we call nibbles as “snack”?]

[When researcher confirmed that it was correct, he then continued his conversation with the foreign passenger]

Train conductor: Two...one meal and one snack.

In Excerpt (17), the participant remembered the words “meal” and “snack” for he often heard his peers and foreign passengers using such words when it comes to the issue of food and drinks.

(18) From Trip 4: Bangkok to Chiang Mai

Foreign passenger: Excuse me, where can I smoke?

Guard: No smoke. You smoke, I charge you money.

According to the State Railway of Thailand’s regulations, smoking on the train is prohibited. In Excerpt (18), the participant could not explain the SRT’s regulations to this passenger for he did not know words such as “prohibit”, “allow” or “forbid”. Considering the participant’s sentence structure carefully, it seemed that he tried to produce an “if clause” sentence by saying “If you smoke, I will charge you X Baht”. However, he merely said “money” because he did not know how to say 2,000 in English. The 2,000 Baht was the amount that the foreign passenger would be charged if he smoked on the train.

4.2.2.3 Participants’ reluctance to speak English to foreign passengers

Another problem that the researcher noticed from the participants’ behaviour when they were required to communicate with foreign passengers in English was that they seemed reluctant to speak English to foreign passengers in certain situations for they feared they would be bombarded with the foreign passengers’ queries or complaints and that they would not be able to understand and/or respond them back in English.

According to the observations, this problem frequently occurred in two different scenarios. The first one was when there were incidents happening during the journey such as an unexpected delay of the train or when the train stopped at one station longer than it should. Practically speaking, when this kind of problem occurs, the officers positioned at the train station would be the ones responsible for making the announcement to inform the passengers on the train and on the platforms to know what is going on in that particular situation. In reality, however, when such incidents happened, the officers did indeed make the announcement to let the passengers know what was happening, but, unfortunately, they only did it in Thai language. Based on the researcher's observations, except for the officers positioned at Hua Lamphong Station, there was no officer from any station making any announcement in English when such incidents happened. As a results, it created confusion, frustration and resentment amongst foreign passengers who boarded the train and used services of the State Railway of Thailand. This problem can be seen from the observation field notes recorded during Trip 2 as shown below.

(19) From Trip 2: Ayutthaya to Bangkok

While the train was about to leave Bang Sue Junction Station, there was a technical problem with the train, in which it suddenly stopped working. Though the train driver had tried to move the train forward many times, he eventually failed to do so. The officer positioned at Bang Sue Junction Station then announced through the speakers on the platforms to let the passengers on the train and on the platforms know that there was a technical problem with Train No. 106 and that the train would be fixed and ready to leave the station soon. However, there was no announcement made in English and the train conductors and guards on the train did not explain what actually happened to any of foreign

passengers on the train. This confused a group of foreign passengers who thought the train was broken or suspended since the train stopped dead for several minutes without a clear explanation. Eventually, they frustratedly got off the train without knowing what actually happened.

The second scenario in which the participants reluctantly spoke English to the foreign passengers occurred when the participants were required to communicate with foreign passengers while performing their duties such as asking for tickets from the passengers, telling the passengers as to the location of the toilets or the luggage racks provided on the train or even telling the participants when they dropped their belongings on the train. In such cases, the participants would rather use their hand gestures to help communicate with foreign passengers or say it in Thai language to them than produce a proper English sentence as shown in Trip 4 and Trip 6 below.

(20) From Trip 4: Bangkok to Chiang Mai

A foreign teenager walked toward the participant and asked him where the toilets were. The participant replied her back by merely pointing his finger to the direction where one of the toilets was located without saying any other words.

(21) From Trip 6: Ayutthaya to Pak Chong

A foreign passenger dropped his water bottle on the train floor. However, the participant did not tell the foreign passenger that he dropped his water bottle verbally. He just patted the passenger on the shoulder and pointed to the water bottle on the floor.

To sum up, the researcher found six problems encountered by train conductors and guards when they used listening and speaking skills to communicate with foreign passengers on the trains. For listening skill, the participants faced three problematic issues involving with the participants' inability to catch key words, the participants'

difficulty in comprehending passengers who were non-native speakers of English and foreign passengers' speech rate. Regarding problems related to the use of speaking skill, the participants also encountered three problematic issues which included the participants' inability to produce grammatical sentences in English, the participants' insufficient knowledge of necessary English vocabulary and the participants' reluctance to speak English to foreign passengers.

As stated earlier, the researcher applied the content analysis technique to analyse all the data collected from the observations (for the observation field notes, see Appendix B). The data derived from the observations was then used for the purpose of constructing and developing the questionnaire and interview questions, which were the research instruments to be used in Phase 2 of the study to collect data from the train conductors and guards regarding their needs and problems with regard to the English language.

CHAPTER 5

RESULTS FROM PHASE 2:

THE QUESTIONNAIRE AND INTERVIEWS

This chapter reveals results of the data collected from the participants through the questionnaire and the semi-structured interviews. The results derived from the questionnaire are tabulated presenting descriptive statistics, which consist of frequency and percentage, mean and standard deviation, whereas the results from the interviews are analysed using the content analysis technique.

The results of this research are split into four main parts as follows:

5.1 SRT train conductors and guards' profile

This part consists of the findings from the questionnaire, which include respondents' personal information, respondents' opinions about the importance of the English language in their job and their level of English proficiency, frequency levels of English skills use in the respondents' job and levels of difficulty when using English skills in respondents' job. The results from the semi-structured interviews revealed in-depth information regarding the participants' views on their experience in using English skills in their job as well as the participants' views on their work situations where they need to use English skills.

5.2 SRT train conductors and guards' English language needs

The results in 5.2 derived from Part 3 of the questionnaire regarding the respondents' English language needs. The results were analysed into frequency and percentage, mean and standard deviation. This part also contains findings from the interviews regarding the participants' views on English skills that were necessary and unnecessary in their job.

5.3 SRT train conductors and guards' problems when using English in their daily work

The results in 5.3 derived from Part 4 of the questionnaire, which revealed the respondents' problems when using English skills in their job. The results were analysed into frequency and percentage. The findings from the interviews pertaining to the participants' views on their problems of English skills used in their job and solutions to such problems were also included in this part.

5.4 SRT train conductors and guards' expectations and suggestions regarding English training courses

The result in 5.4 derived from the semi-structured interviews, which reflected the participants' expectations and suggestions concerning the English training courses as well as teaching and self-study materials that they wanted the SRT to provide for them so as to help enhance their English competency.

Regarding the results derived from the questionnaire, such results were analysed from the data gathered from 257 respondents, consisting of 173 train conductors and 84 guards, who completed and returned the questionnaire to the researcher. Meanwhile, the findings derived from the semi-structured interviews were analysed from the data collected from ten participants, which consisted of six train conductors and four guards. These findings reflect more in-depth information regarding the participants' needs for English skills in their job as well as their problems in English use. Since the purposive sampling was applied in this research, these ten participants were deliberately selected based on the criteria involving with the participants' duration of work, work experience, experience of encountering foreign passengers on the trains and their levels of English proficiency.

5.1 SRT TRAIN CONDUCTORS AND GUARDS' PROFILE

This part firstly reports the results from the questionnaire before revealing the findings from the semi-structured interviews.

The results can be separated into six sub-sections: 5.1.1) SRT train conductors and guards' personal information, 5.1.2) SRT train conductors and guards' opinions about the importance of the English language in their job and their level of English proficiency, 5.1.3) Frequency levels of English skills use in the SRT train conductors and guards' job, 5.1.4) Levels of difficulty when using English skills in the SRT train conductors and guards' job, 5.1.5) SRT train conductors and guards' views on their experience in using English skills in their job, and 5.1.6) SRT train conductors and guards' views on work situations where they need to use English skills.

5.1.1 SRT train conductors and guards' personal information

This sub-section shows the respondents' personal information including their gender, age, educational background, current position and duration of work in the State Railway of Thailand. The data from this part was analysed into frequency and percentage.

Table 7 SRT train conductors and guards' personal information

	(n = 257)	
Personal information	Frequency	Percentage (%)
Gender		
Male	257	100.0
Female	0	0.0
Total	257	100.0
Age		
Less than 21 years	2	0.8
21 - 25 years	4	1.6
26 – 30 years	16	6.2
31 – 35 years	24	9.3
36 – 40 years	31	12.1

Table 7 (Continued)

(n = 257)		
Personal information	Frequency	Percentage (%)
41 – 45 years	69	26.8
46 – 50 years	110	42.8
More than 50 years	1	0.4
Total	257	100.0
Education		
Lower secondary school	103	40.1
Upper secondary school	107	41.6
Vocational School	12	4.7
Bachelor's degree	34	13.2
Higher than bachelor's degree	1	0.4
Total	257	100.0
Position		
Train conductor	173	67.3
Guard	84	32.7
Total	257	100.0
Train lines		
Northern line	111	43.2
Southern line	71	27.6
Northeastern line	56	21.8
Eastern line	8	3.1
Not identified	11	4.3
Total	257	100.0
Duration of work		
Less than 1 year	8	3.1
1 - 2 years	9	3.5
3 - 5 years	18	7.0
5 - 10 years	32	12.5
More than 10 years	190	73.9
Total	257	100.0

According to Table 7 illustrated above, the total number of the respondents completing the questionnaire was 257 and 100% of them were male. This accords with the train conductors and guards' job descriptions, which clearly state that only male candidates are able to apply for the train conductor and guard positions at the State Railway of Thailand.

Referring to the respondents' age ranges, they were broken down into 8 parts as shown above. It can be seen that the majority of the respondents were the middle-aged groups of participants aged between 41-50 years old with 69.6%, followed by the respondents aged between 31 – 40 years old with 21.4%. As for the respondents' educational background, more than $\frac{3}{4}$ of the respondents (81.7%) finished their education in secondary school levels, whereas only 13.6% graduated with bachelor's degree or higher. For that matter, it is likely possible that the amount of the respondents who were confident in using English to communicate with foreign passengers were minimal.

From 257 respondents who filled in the questionnaire, 67.3% of them were train conductors and another 32.7% were guards. Out of 257 respondents, 43.2% worked on the northern line trains, 27.6% worked on the southern line trains and 21.8% worked on northeastern line trains. Only 3.1% were from eastern line. 4.3% did not provide information as to which train line they currently positioned on.

Concerning the respondents' duration of work at the State Railway of Thailand, it appears that the vast majority of them (73.9%) have been working for the State Railway of Thailand for more than ten years. With such a length of time, they must have encountered many English speaking passengers on the trains and must have used English skills to communicate with them for these past few decades.

5.1.2 SRT train conductors and guards' opinions about the importance of the English language in their job and their level of English proficiency

This sub-section shows the respondents' opinions as to the importance of the English language in their job as well as the frequency in using English in their work. It

also reflects the respondents' self-assessment regarding their level of English proficiency. The data from this part was analysed into frequency and percentage.

Table 8 The importance of the English language in the SRT train conductors and guards' job and the frequency in using English in their work

(n = 257)		
General information	Frequency	Percentage (%)
Importance of English in present job		
Important	256	99.6
Not important	1	0.4
Total	257	100.0
Frequency of using English in present job		
Seldom	21	8.1
Occasionally	95	37.0
Often	95	37.0
Regularly	46	17.9
Total	257	100.0

Table 8 firstly reflects the respondents' opinions as to the importance of the English language in their present job, to which 99.6% or nearly all of them considered the English language important in their work. In terms of the frequency in using the English language in their job, there were two groups whose statistical value shared the same number: one group of the respondents often used English in their job (37.0%), whereas the other one occasionally used it (37.0%). The successive groups of 17.9% and 8.1% were respondents who regularly used English while performing their duties and those who seldom used it in their job, respectively.

Table 9 Self-assessment regarding the SRT train conductors and guards' level of English proficiency

(n = 257)		
General information	Frequency	Percentage (%)
Level of English proficiency		
None	0	0.0
Beginner	61	23.8
Elementary	164	63.8
Lower intermediate	27	10.5
Upper intermediate	5	1.9
Advanced	0	0.0
Total	257	100.0

In Table 9, the majority of the respondents (63.8%) thought their level of English proficiency was at elementary level, 23.8% thought their English was around beginner level and 10.5% considered themselves at lower intermediate level. Only 1.9% felt their English was at upper intermediate level. From their self-assessment, it can be seen that all the respondents were confident that they could at least master the English language at certain level as 0.0% of them thought they could not use English at all. All the same, none of them were confident enough to consider themselves as those who could use the English language effectively at an advanced level (0.0%).

5.1.3 Frequency levels of English skills use in the SRT train conductors and guards' job

Although the issue as to the frequency of English use in the respondents' job has already been discussed in Table 8, it only presents the respondents' viewpoints on the use of English in general. This sub-section, however, shows the respondents' opinions regarding their frequency of using each English skill in their work. Such skills comprise listening, speaking, reading, writing, pronunciation, vocabulary related to tourism and providing services on the train, and grammar.

The data from this part was analysed into frequency, mean and standard deviation. The frequency levels of English skills use were divided into five levels, which were “most, a lot, somewhat, a little and not use at all” as shown below.

Frequency levels of English skills use	Mean range
Most	4.50 – 5.00
A lot	3.50 – 4.49
Somewhat	2.50 – 3.49
A little	1.50 – 2.49
Not use at all	1.00 – 1.49

Table 10 Frequency levels of English skills use in the SRT train conductors and guards’ job

English skills	Mean	S.D	Meaning
1. Listening	3.65	0.853	A lot
2. Speaking	3.50	0.973	A lot
3. Vocabulary related to tourism and providing services on the train	3.32	0.863	Somewhat
4. Pronunciation	3.10	0.888	Somewhat
5. Reading	2.65	0.850	Somewhat
6. Grammar	2.33	0.738	A little
7. Writing	2.32	0.866	A little
Total	2.98	0.675	Somewhat

As can be seen from Table 10, the total mean score regarding the frequency levels of the respondents using English skills in their job was 2.98 and the standard deviation was 0.675. This means that the respondents fairly used English skills while performing their duties on the train.

Considering each English skill from Table 10, the listening and speaking skills were apparently rated by the respondents as English skills that they frequently used more than the rest of the skills since the mean scores of listening and speaking skills were 3.65 and 3.50, respectively. On the contrary, grammar and writing skill’s mean

scores were at the bottom two, in which the former's was 2.33 and the latter's was 2.32. Clearly, the respondents did not use grammar and writing skill much in their work compared to listening and speaking skills. Meanwhile, vocabulary related to tourism and providing services on the train (mean score = 3.32), pronunciation (mean score = 3.10) and reading skill (mean score = 2.65) were somewhat used by the respondents when doing their job.

5.1.4 Levels of difficulty when using English skills in the SRT train conductors and guards' job.

This sub-section displays the respondents' opinions concerning their levels of difficulty when they used English skills to communicate with foreign passengers while doing their job. Similar to the levels provided in 5.1.3 above, the levels of difficulty were divided into five levels, which were "most, a lot, somewhat, a little and no difficulty". However, the "no difficulty" level in this part was broken down into two sub-levels, which were "no difficulty because able to use it fluently" and "no difficulty because not use it at all". The five levels are shown below.

Levels of difficulty in using English skills	Mean range
Most	4.50 – 5.00
A lot	3.50 – 4.49
Somewhat	2.50 – 3.49
A little	1.50 – 2.49
No difficulty because	
- Able to use it fluently	1.00 – 1.49
- Not use at all	0.00 – 0.99

Table 11 Levels of difficulty when using English skills in the SRT train conductors and guards' job

English skills	Mean	S.D	Meaning
1. Speaking	3.84	1.033	A lot
2. Listening	3.72	0.996	A lot
3. Vocabulary related to tourism and providing services on the train	3.39	0.930	Somewhat
4. Pronunciation	3.27	1.009	Somewhat
5. Reading	2.68	0.982	Somewhat
6. Grammar	2.39	0.926	A little
7. Writing	2.30	1.099	A little
Total	3.08	0.777	Somewhat

From Table 11, the respondents were asked to rate the extent of the difficulty they had encountered when using English skills to communicate with foreign passengers while performing their duties. The respondents' overall views on this issue pointed out that they faced some degree of difficulty, though not to a large degree as the total mean score was 3.08 and the standard deviation was 0.777.

Given that listening and speaking skills were the first two skills that train conductors and guards frequently used in their job as discussed in Table 10 above, it is therefore not surprising to learn that these two skills still reached the top spot when it comes to the issue of difficulty regarding the use of English skills in the respondents' job. As shown in Table 11, the skill that the respondents struggled using the most was the speaking skill with the mean score of 3.84 followed by the listening skill with the mean score of 3.72. The ranking for the rest of the skills still stood at the same spot like the one shown in Table 10.

In addition to the results from the questionnaire, the findings to be discussed in 5.1.5 and 5.1.6 below derived from the semi-structured interviews, which were

conducted with six train conductors and four guards. These findings revealed the participants' personal experience regarding their chances of encountering foreign passengers on the trains and in what work situations they were required to use English skills to communicate with foreign passengers.

5.1.5 SRT train conductors and guards' views on their experience in using English skills in their job

Owing to a great number of foreigners travelling in Thailand by using the railway services, the participants' chances of encountering foreign passengers on the trains and using English skills to communicate with them were quite high. As CDT1 recalled his own experience:

(22) ขบวนรถคันปัจจุบันที่ผมประจำ ชาวต่างชาติเยอะ ประมาณ 80% ของจำนวนผู้โดยสารทั้งหมด
ขบวนเป็นชาวต่างชาติ ส่วนใหญ่เป็นชาวยุโรป ก็จะใช้ภาษาอังกฤษเป็นภาษาสื่อสารหลัก

[There are many foreigners travelling on the train on which I'm currently positioned. Approximately 80% of the passengers on board are foreign passengers. They're mostly European people, so English is used as the main medium of communication.]

As revealed in Table 7 that the vast majority (73.9%) of the respondents have been working at the SRT for more than ten years, many of them surely had years of experience performing their duties on different types of trains. They encountered foreign passengers and had their chance to use English skills to communicate with foreign passengers many times as G3 stated:

(23) ก่อนหน้าที่จะมาประจำอยู่บนขบวนรถด่วนพิเศษหนองคาย ผมเคยประจำอยู่หลายขบวน ตั้งแต่รถธรรมดา และก็มารถเร็ว มารถด่วน และก็มาด่วนพิเศษ ตั้งแต่ทำงานการรถไฟมา เจอผู้โดยสารชาวต่างชาติบนรถบ่อย ได้คุยกับชาวต่างชาติเยอะอยู่

[Before working on the Special Express Train to Nong Khai, I used to work on many types of trains, ranging from the Ordinary Train, Rapid Train, Express Train to Special Express Train. Since I worked at the State Railway of Thailand, I've often encountered and talked to many foreign passengers on board the trains.]

Due to the high chance of encountering foreign passengers while working on the trains, it is not surprising that the finding from the questionnaire shown in Table 8 revealed that 99.6% of the respondents considered the English language important to their job.

5.1.6 SRT train conductors and guards' views on work situations where they need to use English skills

Apart from making sure that the journeys were safe and comfortable, the train conductors and guards' jobs were also to assist all passengers, both Thai and foreigners, when they asked for information, made requests or had problems while travelling on the trains. Based on the data from the interviews, the participants were required to use English skills to communicate with foreign passengers in the following situations:

5.1.6.1 Greeting or welcoming the passengers

Most likely the first interactions the train conductors and guards would have with their foreign passengers were to greet them and ask to see their tickets as G2 described:

(24) เราใช้ภาษาอังกฤษเวลาขอตั๋วจากผู้โดยสารชาวต่างชาติ ตัวผมเนี่ยจะพูดว่า ‘Your ticket’

แต่ถ้าเป็นลูกน้องผมพูด เค้าจะพูดว่า ‘Ticket, please’ และก็มีพูด ‘Hello’ สวัสดี ทักทายเค้า

[We use English when we ask foreign passengers to show their tickets for the inspection process. I, personally, will say ‘Your ticket’, but my co-workers would say ‘Ticket, please’. Then, we have to say ‘Hello’, say hi to greet them.]

5.1.6.2 Listening to queries and providing information related to the area on the train

CDT3 and G3 stated that they used English skills to communicate with foreign passengers when the latter asked them about the location of their seats, the location of toilets or the location of the dining car:

(25) ผู้โดยสารต่างชาติเค้าจะมาถามเกี่ยวกับตัวรถ จำนวนตู้ หรือลำดับคันรถเพื่อที่เค้าจะได้รู้ว่าต้อง

ขึ้นคันไหน และก็ถามจำนวนที่นั่ง

[Foreign passengers like to ask about train cars, the amount of train cars and its order so they know which train bogie they are to get on. They also ask about the seat numbers on the train...’] (CDT3)

(26) ผมใช้ภาษาอังกฤษคุยกับฝรั่ง...เวลาเค้าถามหาว่าห้องน้ำอยู่ไหน...หรือเวลาเค้าถามผมเกี่ยวกับ

ตู้เสบียง เค้าก็จะพูดว่า ‘restaurant อยู่ไหน’ ผมจะบอกเค้าว่ามันอยู่ตู้ที่ 5 ผมก็พูดว่า ‘You

count? One two, three, four, *five*! Number 5...’

[I use English skills to communicate with foreign passengers...when they ask about the location of the toilets ...or when they ask me about the dining car, they’d say ‘where’s the restaurant?’. I want to say that it is bogie number 5, so I’d go ‘You count? One, two, three, four, *five*! Number 5...’] (G3)

5.1.6.3 Listening to queries and providing information related to journey delays, destinations and train times

As Thailand's national rail services did not have a good reputation for speed and efficiency, train conductors and guards were often asked by foreign passengers about journey delays, train destinations and train timetables as CDT3 said:

(27) ...ปกติฝรั่งจะถามว่ารถล่าช้าหรือเปล่า ถ้าล่าช้า แล้วอย่างนี้จะถึงปลายทางเมื่อไหร่ เช่น ผมเจอฝรั่งคนหนึ่ง ปลายทางเค้าคือชุมพร แล้ววันนั้นรถไปชุมพรมันดีเลย์ เค้าก็ถามว่า ‘How long to Chumphon? Delay?’ ช้าหรือ ช้าเท่าไหร่ จะถึงสถานีชุมพรเมื่อไหร่...

[...foreign passengers usually ask if the train is delayed and if so, when the train will arrive at their destination. For example, I met this foreign passenger who wanted to go to Chumphon. That day, the train to Chumphon was delayed, so he asked me ‘how long to Chumphon? Delay? Is it late? How long is it going to be delayed? When will the train arrive at Chumphon Station?...’.]

5.1.6.4 Listening to queries and providing information related to tourist attractions

CDT3 revealed further that he and his peers have also encountered some foreign passengers who had not done their research on how to get to tourist attractions once they got off the trains:

(28) ก็มีบางครั้งคราวที่เค้าถามว่าพอลงจากรถไฟแล้ว จะไปสถานที่ท่องเที่ยวยังไง เค้าจะถามประมาณว่า ‘จะไปเที่ยวเกาะเต่า พอลงรถไฟที่สถานีชุมพรแล้ว จะไปเกาะเต่ายังไง...’

[Occasionally, foreign passengers would ask me about how to get to tourist destinations once they get off the train. They'd ask something like ‘We want to

go to Koh Tao. Once we get off this train at Chumphon Station, how can we get there?’...]

5.1.6.5 Informing passengers as to the SRT’s rules and prohibitions

To prevent passengers from breaking any of the SRT’s rules and prohibitions, the train conductors and guards were required to inform all passengers on board to know what they could or could not do while boarding the train as G2 explained:

(29) ...ผมต้องประกาศให้ผู้โดยสารทุกคนบนรถทราบเรื่องข้อห้ามการสูบบุหรี่ หรือดื่มแอลกอฮอล์

ขณะโดยสารบนรถไฟ ซึ่งผมก็ต้องพูดให้ผู้โดยสารชาวต่างชาติทราบถึงกฎข้อนี้ด้วย

[...I have to make an announcement to all passengers on board about our prohibitions against smoking or drinking alcohol while boarding the train. I have to inform foreign passengers about these rules as well.]

Considering the train conductors and guards’ work situations described above, it can be seen that all of them involved the participants in using listening and speaking skills to communicate with foreign passengers. This corresponded exactly with the results from the questionnaire shown in Table 10, which revealed that listening and speaking skills were rated as the English skills that train conductors and guards frequently used when interacting with foreign passengers on the trains.

5.2 SRT TRAIN CONDUCTORS AND GUARDS’ ENGLISH LANGUAGE NEEDS

The results from this part answer the first research question, which is **“What are English language needs for the train conductors and guards working at the State Railway of Thailand?”** The findings from this part are divided in to two sub-sections: 5.2.1) SRT train conductors and guards’ needs for English skills and 5.2.2) SRT train conductors and guards’ views on their needs for English skills

5.2.1 SRT train conductors and guards' needs for English skills

In part 3 of the questionnaire, the participants were asked to rate their needs for the use of the following English skills in their job: listening, speaking, reading, writing, pronunciation, vocabulary related to tourism and providing services on the train, and grammar. Within these seven main fields of English skills, there were forty-nine sub-items or language functions altogether. The participants were required to indicate their needs for the use of such language functions by means of providing their answers on the five-point Likert scale.

The five-point Likert scale and mean range were shown below.

Scales	Mean range
Most necessary	4.50 – 5.00
Very necessary	3.50 – 4.49
Fairly necessary	2.50 – 3.49
Not necessary	1.50 – 2.49
Not use at all	1.00 – 1.49

The results in this part were analysed into frequency and percentage, mean and standard deviation. The summary of the results revealing the participants' needs for each skill is tabulated in descending order below:

Table 12 Summary of the results regarding the SRT train conductors and guards' needs for English skills

Needs for English skills	Mean	S.D	Meaning
1. Vocabulary related to tourism and providing services on the train	3.87	0.618	Very necessary
2. Speaking	3.76	0.553	Very necessary
3. Listening	3.57	0.600	Very necessary
4. Grammar	3.52	0.725	Very necessary
5. Pronunciation	3.42	0.716	Fairly necessary
6. Reading	2.99	0.945	Fairly necessary
7. Writing	2.70	0.991	Fairly necessary

Based on the summary illustrated above, it can be concluded that the skills that are necessary for the train conductors and guards' job include vocabulary related to tourism and providing services on the train with a high mean score of 3.87 followed by speaking skill (mean score = of 3.76), listening skill (mean score = 3.57) and grammar (mean score = 3.52).

The statistical values of the forty-nine sub-items or language functions from the seven main fields of English skills were interpreted and analysed in separate tables below.

Table 13 Needs for vocabulary related to tourism and providing services on the train

Needs for vocabulary related to tourism and providing services on the train	Mean	S.D	Meaning
1. Vocabulary related to providing services and help	4.24	0.725	Very necessary
2. Vocabulary related to the rate of train tickets and its fees	4.18	0.699	Very necessary
3. Vocabulary related to emergency situations, accidents or technical problems	4.18	0.737	Very necessary
4. Vocabulary related to telling time and giving directions	4.16	0.714	Very necessary
5. Vocabulary related to train travelling	4.10	0.700	Very necessary
6. Vocabulary related to rules, regulations and prohibitions that passengers need to follow while boarding the train	4.07	0.741	Very necessary
7. Vocabulary related to tourist attractions and hotels	3.39	0.831	Fairly necessary
8. Vocabulary related to food and drinks	3.29	0.945	Fairly necessary
9. Vocabulary related to Thai culture and traditions or Thai festivals	3.23	0.900	Fairly necessary
Total	3.87	0.618	Very necessary

It can be seen that more than half of the sub-items illustrated in Table 13 above contained the mean scores that were higher than 4.00. This clearly suggests that the respondents were well aware that they lacked certain key English vocabulary that could contribute to their success in communicating with foreign passengers. With the total mean score of 3.87, it is undeniable that English vocabulary related to tourism and providing services on the train was greatly needed in the participants' job.

The vocabulary that the respondents considered as very important to their work included vocabulary related to providing services and help (mean score = 4.24), vocabulary related to the rate of train tickets and its fees (mean score = 4.18), vocabulary related to emergency situations, accidents or technical problems (mean score = 4.18), vocabulary related to telling time and giving directions (mean score = 4.16), vocabulary related to train travelling (mean score = 4.10) and vocabulary related to rules, regulations and prohibitions that passengers need to follow while boarding the train (mean score = 4.07).

Table 14 Needs for speaking skills

Needs for speaking skills	Mean	S.D	Meaning
1. Informing passengers as to problems occurred during the journey and its causes	4.19	0.684	Very necessary
2. Informing passengers to have their ticket(s) ready for inspection	4.15	0.741	Very necessary
3. Dealing and communicating with passengers in the event where they make complaints	4.14	0.666	Very necessary

Table 14 (Continued)

Needs for speaking skills	Mean	S.D	Meaning
4. Informing passengers as to the rules, regulations and prohibitions that the passengers need to follow while boarding the train, including penalty if any violations occur	4.03	0.850	Very necessary
5. Providing information related to train times	3.98	0.723	Very necessary
6. Informing or explaining to passengers as to the area on the train	3.97	0.706	Very necessary
7. Providing information related to destinations	3.90	0.716	Very necessary
8. Suggesting or providing information related to booking and train tickets	3.88	0.750	Very necessary
9. Explaining to passengers as to the evacuation procedures in case of accidents, emergency problems or technical problems occur while boarding the train	3.82	0.862	Very necessary
10. Dealing and communicating with passengers in the event where they make requests	3.69	0.742	Very necessary
11. Providing information related to passengers' itineraries	3.67	0.822	Very necessary
12. Welcoming, greeting or introducing oneself to passengers	3.39	0.778	Fairly necessary

Table 14 (Continued)

Needs for speaking skills	Mean	S.D	Meaning
13. Providing information related to the dining car or meals provided on the train	3.20	0.986	Fairly necessary
14. Suggesting and providing information related to tourist attractions and/or accommodations	3.19	0.853	Fairly necessary
15. Asking for passenger's personal information	3.16	0.751	Fairly necessary
Total	3.76	0.553	Very necessary

Based on the mean scores shown in Table 13 and Table 14, it is crystal clear that the respondents' needs for English vocabulary relevant to their work and needs for the speaking skills apparently went in the same direction – that is both of them were greatly needed in the respondents' job. Also, it can be implied further that it was probably due to the fact that the train conductors and guards lacked some certain English lexicon relevant to their job in the first place that it subsequently affected their English speaking ability.

According to the total mean score of 3.76, this can be construed that the respondents were constantly required to speak English to foreign passengers while doing their work on the trains, particularly the speaking skills involved with informing passengers as to the causes and problems occurring during the journey (mean score = 4.19), informing passengers to have their ticket(s) ready for the inspection (mean score = 4.15), dealing and communicating with passengers in the event where they make complaints (mean score = 4.14) and informing passengers as to the rules, regulations

and prohibitions that the passengers need to follow while boarding the train, including penalty if any violations occur (mean score = 4.03).

Table 15 Needs for listening skills

Needs for listening skills	Mean	S.D	Meaning
1. Listening to queries related to problems occurred during the journey	4.07	0.785	Very necessary
2. Listening to passengers' complaints	4.01	0.731	Very necessary
3. Listening to queries related to destinations	3.84	0.744	Very necessary
4. Listening to queries related to train times	3.83	0.772	Very necessary
5. Listening to queries related to booking and train tickets	3.83	0.802	Very necessary
6. Listening to queries related to passengers' requests	3.65	0.849	Very necessary
7. Listening to queries related to passengers' itineraries	3.50	0.815	Very necessary
8. Listening to queries related to tourist attractions and/or accommodations	3.22	0.861	Fairly necessary
9. Listening to queries related to the dining car or meals provided on the train	3.16	0.964	Fairly necessary
10. Listening to greetings and introduction of passengers	3.12	0.824	Fairly necessary
11. Listening to passengers' personal information	3.07	0.790	Fairly necessary
Total	3.57	0.600	Very necessary

The total mean score regarding the needs for listening skills, which was 3.57 according to Table 15, suggested that the respondents found listening skills “very necessary” to their present job.

When carefully examining the mean scores of the sub-items above, it can be seen that there were two situations where the respondents had to use their listening skills to communicate with foreign passengers the most. The first one was listening to queries related to problems occurring during the journey (mean score = 4.07). This would happen when passengers’ personal belongings or luggage were stolen or fallen off the train, or when passengers got sick or passed out on the train. The other one was listening to passengers’ complaints (mean score = 4.01) such as a complaint about the delay of the trains.

Apart from those two listening skills mentioned above, the respondents also needed to listen to foreign passengers’ queries related to destinations (mean score = 3.84), queries related to train times (mean score = 3.83), queries related to booking and train tickets (mean score = 3.83), queries related to foreign passengers’ requests (mean score = 3.65) and queries related to foreign passengers’ itineraries (mean score = 3.50).

Table 16 Needs for English grammar

Needs for English grammar	Mean	S.D	Meaning
1. Grammar for affirmative, negative and question sentences	3.70	0.765	Very necessary
2. Grammar for using cause and effect in sentences	3.60	0.809	Very necessary
3. Grammar for using conditional sentences (If-clause)	3.52	0.810	Very necessary
4. Grammar for imperative sentences	3.46	0.824	Fairly necessary

Table 16 (Continued)

Needs for English grammar	Mean	S.D	Meaning
5. Grammar for using explanation in sentences, e.g. tenses and conjunction	3.32	0.809	Fairly necessary
Total	3.52	0.725	Very necessary

Table 16 shows a high level of needs for English grammar in the respondents' job as the total mean score was 3.52 and the standard deviation was 0.725. Grammar for affirmative, negative and question sentences was greatly needed in the participants' job (mean score = 3.70) followed by grammar for using cause and effect in sentences (mean score = 3.60) and grammar for using conditional or if-clause sentences (mean score = 3.52).

Table 17 Needs for pronunciation skills

Needs for pronunciation skills	Mean	S.D	Meaning
1. Pronouncing English consonant and vowel sounds correctly	3.51	0.781	Very necessary
2. Speaking English with appropriate word stress	3.38	0.741	Fairly necessary
3. Speaking English with appropriate word intonation	3.36	0.742	Fairly necessary
Total	3.42	0.716	Fairly necessary

In Table 17, the results pointed out that the respondents fairly needed to use proper English pronunciation skills in their work since the total mean score was 3.42. Moreover, two out of three pronunciation skills were rated as "fairly necessary", which were speaking English with appropriate word stress (mean score = 3.38) and speaking English with appropriate word intonation (mean score = 3.36).

Despite the said results, it should be noted that most of the respondents wanted to be able to pronounce English consonant and vowel sounds correctly since such skills were the only pronunciation skills that were perceived as “very necessary” (mean score = 3.51).

Table 18 Needs for reading skills

Needs for reading skills	Mean	S.D	Meaning
1. Reading passengers’ travel documents written in English	3.05	0.971	Fairly necessary
2. Reading maps written in English to give information to tourists and passengers	2.97	1.015	Fairly necessary
3. Reading brochures or leaflets written in English regarding tourist attractions and/or hotels and accommodations	2.95	0.975	Fairly necessary
Total	2.99	0.945	Fairly necessary

Considering the respondents’ opinions regarding the needs to use reading skills in their job, the total mean score from Table 18 indicated that the respondents did not read documents in the English language while doing their work that much since all three reading skills provided in Table 18 were merely considered as “fairly necessary” to the train conductors and guards’ job.

Table 19 Needs for writing skills

Needs for writing skills	Mean	S.D	Meaning
1. Writing messages in English to give information to passengers	2.75	1.001	Fairly necessary
2. Writing travel timetables or itineraries in English	2.70	1.038	Fairly necessary

Table 19 (Continued)

Needs for writing skills	Mean	S.D	Meaning
3. Writing for explaining the map or travel route in English	2.64	1.021	Fairly necessary
Total	2.70	0.991	Fairly necessary

Compared to the rest of the skills, writing skills were clearly the least necessary skill in the train conductors and guards' job as the total mean score only reached 2.70. Admittedly, the respondents' viewpoints on the needs for reading skills and writing skills were not that different. However, the mean scores of the writing skill items were nowhere near as much as the mean scores of those shown in Table 18.

According to all the findings regarding the SRT train conductors and guards' needs for English skills shown in 5.2.1, they reveal that the top three English skills the participants perceived as the most necessary skills for their job are vocabulary related to tourism and providing services on the train, speaking skills and listening skills. These findings accord closely with the results in 5.1.3 and 5.1.4 shown in Table 10 and Table 11, respectively. This is because the top three English skills that the train conductors and guards frequently used and found them difficult to deal with when using them to communicate with foreign passengers were these very same three skills shown in 5.2.1, though there might be some slightly differences in terms of their ranking order.

5.2.2 SRT train conductors and guards' views on their needs for English skills

As illustrated in Table 12, the results derived from the questionnaire showed that all English skills provided in Table 12 were perceived necessary in the participants' job. Amongst seven English skills, four of them were considered as "very necessary"

to the participants' job: vocabulary related to tourism and providing services on the train, speaking, listening and grammar.

To confirm if these results were accurate, ten participants were asked in individual interviews if they agreed with the results from the questionnaire regarding the English skills that were necessary in their job, especially the top four skills shown in Table 12. The participants' opinions toward the results from the questionnaire were separated into two categories: 5.2.2.1) English skills that are necessary for the participants' job and 5.2.2.2) English skills that are unnecessary for the participants' job.

5.2.2.1 English skills that are necessary for the participants' job

The results from the Table 12 show that the predominant English skills that topped other skills were led by the vocabulary related to tourism and providing services on the train, then followed by speaking, listening and grammar. Amongst the ten interview participants, their opinions toward these results were varied according to their own experience. Nearly all of them agreed that the top three skills, except grammar, were very necessary to their job. Still, their opinions toward the ranking order of these three skills were slightly different from each other as described below.

Group 1: Participants who agreed with the ranking order

Group 1 were those who agreed entirely with the ranking order of the top three skills shown in Table 12 as CDT1 stated:

(30) ...ส่วนลำดับแรกเป็นคำศัพท์เนี่ย ที่เห็นด้วยนะ คำศัพท์จำเป็นมาก... ตามมาด้วยการพูด แล้ว

ค่อยการฟัง...

[...for the first spot, which is the vocabulary, I agree with this [ranking]. The vocabulary is very necessary...then followed by speaking skill and listening skill...]

Group 2: Participants who disagreed with the ranking order

The participants in Group 2 were those who disagreed with the ranking order of the top three skills shown in Table 12. Some of them agreed that the vocabulary was the most needed skill in their job; nevertheless, they argued that the next needed skill on the ranking should be listening instead of speaking as CDT4 said:

(31) เห็นด้วย คำศัพท์เป็นสิ่งจำเป็นที่สุด แต่ที่รองลงมาคือการฟัง ไม่ใช่ทักษะการพูด เพราะต้องฟัง
ฝรั่งพูดก่อน พอเค้า 'hello' มา เราก็ต้องฟัง แล้วค่อยพูดตอบเค้าไป

[I agree. The vocabulary is the most necessary skill [in our job]. But the next skill in the ranking should be listening skill, not speaking skill because we have to listen to foreign passengers first. If they say 'hello' to us, then we have to listen and then reply them back.]

Another group claimed that the most necessary skill for train conductors and guards was speaking skill, followed by vocabulary and listening skill as G1 explained:

(32) ตามประสบการณ์ของผม การจัดอันดับทักษะ 3 อันดับแรกควรจะนำด้วยทักษะการพูด ต่อมาก็คือ
คำศัพท์ แล้วค่อยเป็นการฟัง...เพราะว่า เราต้องทักทายเค้า [ชาวต่างชาติ] ขอดูตั๋ว แล้วก็แนะนำตู้
รถไฟที่เค้าต้องขึ้น เพราะฉะนั้น ทักษะการพูดเป็นทักษะที่จำเป็นมากที่สุด

[From my own experience, the top three skills from the ranking should have led by speaking skill, then vocabulary and listening skill...because we have to greet them [foreign passengers], ask to see their tickets and tell them which train car they should get on. So, speaking skill is the most necessary skill.]

The other group of participants stated otherwise. They believed that listening skill was the most needed skill in their job, followed by speaking skill as CDT6 reasoned:

(33) ตามประสบการณ์ของผม การฟังจำเป็นที่สุด เพราะเค้า [ชาวต่างชาติ] จะสอบถามเราไง คุณก็ต้องฟังก่อนว่าเค้าต้องการอะไร ฟังแล้วต่อมาก็ต้องพูดตอบโต้เค้า คำศัพท์น่าจะอยู่ที่ 3 ไม่ใช่อันดับแรก

[Based on my experience, listening skill is the most necessary skill because they [foreign passengers] like to ask us something, then we have to listen to them to know what they want. Listen first, then respond back to them. The vocabulary should be the third one, not the first one.]

Unlike other participants, CDT5 included writing skill as one of the top three skills that he perceived necessary for train conductors and guards 'job.

(34) ผมไม่เห็นด้วยกับการจัดอันดับตามผลแบบสอบถาม ตามประสบการณ์ของผมนะ การฟังเป็นอันดับแรก จำเป็นสุดเลย แล้วก็มาการพูด อันสุดท้ายก็คือการเขียน

[I disagree with the ranking from the questionnaire. From my experience, listening skill should be the first on the ranking because it's the most necessary skill. The second one should be speaking skill, then followed by writing skill.]

5.2.2.2 English skills that are unnecessary for the participants' job

Of all the English skills from the ranking that were perceived necessary to the participants' job, there were two skills that most of the participants involved in the interview strongly disagreed with; grammar and writing skill.

Regarding the English grammar, G3 stated:

(35) ผมว่านะ ไวยากรณ์นี่ไม่จำเป็นสำหรับพนักงานห้ามล้อและพนักงานรักษารถเลย เพราะเวลาใช้

ภาษาอังกฤษ เราจะพูดแค่สั้นๆ เลยไม่ค่อยได้ใช้พวกไวยากรณ์เท่าไร

[I think grammar is not necessary to the train conductors and guards' work because when we use English at work, we just keep it short in terms of speaking.

So, we don't use much of the grammar, really.]

In addition to opinions toward English grammar, CDT4 also mentioned about the fact that most of train conductors and guards rarely used writing skill in their job:

(36) ส่วนไวยากรณ์กับการเขียน จริงๆ น่าจะเป็นลำดับสุดท้ายเลย เพราะไม่ค่อยได้ใช้ บางทีเราเขียน

เรียงประโยคยาว ๆ ไม่ได้ไง ก็เลยไม่ได้ใช้...

[For grammar and writing skill, they should be the last ones on the ranking, actually, because we seldom use them [in our job]. Sometimes, we couldn't put words into long sentences. That's why we don't use it...]

In line with what CDT4 explained about writing skill, CDT6 said:

(37) ทักษะการเขียนเนี่ย ไม่จำเป็นเลย อยู่บนขบวนรถเนี่ย ไม่ได้ใช้เลย

[Writing skill is not necessary [to our job] at all. When working on the train, we don't use it at all.]

Considering the findings from the questionnaire together with the participants' insightful account of their needs for English skills in their job, it can be said that the most important and necessary English skills for the participants' job predominantly include vocabulary related to tourism and providing services on the train, listening skills and speaking skills. Despite this notion, it cannot be concluded that the remaining skills on the ranking were completely unnecessary for all participants. Take CDT5's

statement in Excerpt (34) as an example – he was the only participant considering writing skill as one of the top three skills that was necessary in the participants’ job, whereas the rest said otherwise. Accordingly, it is safe to say that other English skills, apart from vocabulary, listening and speaking skills, might be needed in certain work situations for some train conductors and guards.

5.3 SRT TRAIN CONDUCTORS AND GUARDS’ PROBLEMS WHEN USING ENGLISH IN THEIR DAILY WORK

The results in this part respond to the second research question of this study, which is **“What problems do the train conductors and guards from the State Railway of Thailand encounter when using English in their daily work?”**

The findings from this part are divided into ten sub-sections: 5.3.1) Overall results regarding SRT train conductors and guards’ problems when using English at work, 5.3.2) SRT train conductors and guards’ problems when using listening skills at work, 5.3.3) SRT train conductors and guards’ problems when speaking English at work, 5.3.4) SRT train conductors and guards’ problems regarding vocabulary related to tourism and providing services on the train, 5.3.5) SRT train conductors and guards’ problems when using English pronunciation at work, 5.3.6) SRT train conductors and guards’ problems with English grammar, 5.3.7) SRT train conductors and guards’ problems when reading English at work, 5.3.8) SRT train conductors and guards’ problems when writing English at work, 5.3.9) SRT train conductors and guards’ encounters with passengers who could not communicate in English and 5.3.10) SRT train conductors and guards’ solutions to problems occurring when using English at work.

5.3.1 Overall results regarding SRT train conductors and guards' problems when using English at work

In Part 4 of the questionnaire, SRT train conductors and guards were required to identify their problems when using English skills to communicate with foreign passengers while working on the trains.

Dissimilar to Part 3 of the questionnaire, the respondents were asked to give their answers by means of choosing statements underlining problems in each skill. Additionally, they were allowed to select more than one statement that they thought was relevant to their own experience.

The results in this part were analysed into frequency and percentage. The summary of the results revealing problems found by the respondents when using English skills is tabulated in descending order below:

Table 20 Overall results regarding SRT train conductors and guards' problems when using English at work

(n = 257)		
Problems found	Frequency	Percentage (%)
1. Listening skill	256	99.6
2. Speaking skill	255	99.2
3. Vocabulary related to tourism and providing services on the train	249	96.9
4. Pronunciation	248	96.5
5. Grammar	243	94.6
6. Reading skill	224	87.2
7. Writing skill	204	79.4

Based on the summary illustrated above, it can be concluded that listening skills and speaking skills caused problems to respondents the most as 99.6% and 99.2% of the respondents faced problematic issues when using listening and speaking

skills in their jobs, respectively. They were closely followed by vocabulary related to tourism and providing services on the train (96.9%) and English pronunciation (96.5%).

The statistical values regarding the respondents' problems of each skill were analysed into frequency and percentage in separate tables to be discussed below.

5.3.2 SRT train conductors and guards' problems when using listening skills at work

According to Table 21 below, it shows that nearly all of the questionnaire respondents (99.6%) experienced difficulties when they had to listen to foreign passengers speaking in English to them, whereas only 0.4% found no problem when using listening skill in their job.

Table 21 Problems when using listening skills at work

	(n = 257)	
Problems when using listening skills	Frequency	Percentage (%)
Problems		
1. Foreign passengers speak so fast that you cannot catch what they say	166	64.59
2. Foreign passengers' accents are too difficult to comprehend	136	52.92
3. Do not understand some vocabulary that foreign passengers say to you	96	37.35
4. Able to catch some part of what foreign passengers say, but not all of it	63	24.51
Problems – Not Found	1	0.4

Note: Each respondent could choose more than one problem

The main problem as to the listening skills that the respondents encountered the most (64.59%) was when they faced foreign passengers who spoke too fast for them to

catch what the foreign passengers had just said. Another major problem faced by the respondents when using listening skills in their work involved with foreign passengers' accents as 52.92% failed to fully understand what foreign passengers had said to them because they found the foreign passengers' accents were too difficult to comprehend.

According to the results from the interviews, the participants revealed that they encountered the following problematic issues when using listening to communicate with foreign passengers in their work:

5.3.2.1 Foreign passengers' speaking speed

One of the typical problems that often caused difficulty to the train conductors and guards when it comes to listening skills was foreign passengers' speaking speed. When foreign passengers spoke with their normal speech rate, the participants could not follow what foreign passengers just said to them as G3 described:

(38) และก็จะมีปัญหาเรื่องที่เราฟังเค้าไม่ทัน พูดเร็วจนเราต้องบอกให้เค้า 'slowly slowly'

[I also have difficulty catching what foreign passengers say to me because they speak so fast that I have to tell them 'slowly slowly'.]

5.3.2.2 Listening to non-native speakers of English

No matter how difficult the participants thought of the first problematic issue described in Excerpts (38) would be, such problem cannot be compared to the worst case scenario in which the participants had to listen to foreign passengers whose first language was not English. As CDT2 recalled his unpleasant encounters:

(39) ผมเจอผู้โดยสารชาวต่างชาติที่ไม่ได้มีภาษาอังกฤษเป็นภาษาแม่บ่อยๆนะ เช่น เจอคนดัตช์ คน

ฝรั่งเศส คนรัสเซีย คนจีน แล้วเค้าก็พูดภาษาอังกฤษ แบบสโตลส์สำเนียงบ้านเค้า บางทีก็ฟังไม่ออกว่า

เค้าพูดว่าอะไร

[I've often encountered foreign passengers whose first language is not English. For instance, I met some Dutch, French, Russian and Chinese people [on the trains] and they spoke English with their strong accents. Sometimes, I really don't understand what they said.]

5.3.2.3 Listening comprehension

Even if the participants could catch a few words of what foreign passengers said to them, the next problem was to make sense out of what they just heard as CDT6 explained:

(40) เป็นเรื่องการจับใจความการพูดของฝรั่ง ว่าเค้าต้องการสื่อสารอะไรกับเรา เช่น รถมาช้า เค้าก็จะถามมาเป็นประโยคยาวๆ แล้วเราก็ต้องจับเป็นคำ ๆ ว่าเค้าพูดอะไร ไม่ได้จับทั้งประโยคนะ คือจับเป็นคำ ๆ คำไหนเราก็ปะติดปะต่อเอาเองว่าเค้าน่าจะถามเรื่องนั้นเรื่องนี้

[It's about understanding what foreign passengers say to you and to know what they want to communicate with you. For example, when the train is late, they will ask me about it by using long sentences. And I have to catch words that they say to me. Not the whole sentences, just words. If some of the words ring a bell, then I can put pieces of this and that together to assume what they have just probably asked me.]

5.3.3 SRT train conductors and guards' problems when speaking English at work

Regarding problems concerning the train conductors and guards' use of speaking skill, 99.2% of the questionnaire respondents struggled to speak English to foreign passengers, while 0.8% found no problem with this skill.

Table 22 Problems when speaking English at work

(n = 257)		
Problems when speaking English at work	Frequency	Percentage (%)
Problems		
1. Unable to speak English with long sentences because you do not know the English sentence structure	179	69.65
2. Unable to think of vocabulary relevant to the situation, so cannot communicate with foreign passengers	148	57.59
3. Foreign passengers do not understand your English	96	37.35
4. Unable to communicate with foreign passengers because English is not their first language	92	35.80
5. Foreign passengers do not understand what you say because your pronunciation is not clear	62	24.12
Problems – Not Found	2	0.8

Note: Each respondent could choose more than one problem

It can be seen from Table 22 that the majority of the respondents (69.65%) found that the main problem when they used speaking skills was that they lacked knowledge regarding English sentence structure, which subsequently led to their inability to speak to foreign passengers in the form of long sentences. In addition, 57.59% thought that the fact that they did not know the English vocabulary relevant to the situation was one of the problems that rendered their communication with foreign passengers unsuccessful.

According to the findings from the interviews, the train conductors and guards' problems often occurred when they were required to speak English to foreign passengers on the trains as discussed below.

5.3.3.1 Inability to produce proper English sentences

When train conductors and guards were required to speak English to foreign passengers, particularly in the situation where they had to make a long explanation, they seemed to face some communication breakdowns due to their lack of knowledge of how to produce proper English sentences. As G2 described:

(41) ...ผมพูดสื่อสารกับชาวต่างชาติเป็นประโยคยาวๆ เพื่ออธิบายสถานการณ์หรือเหตุผลไม่ได้ มี
เคสอยู่อันหนึ่งที่ผมเจอ ฝรั่งเศสบางคนมาขอให้ผมปรับลดอุณหภูมิแอร์บนรถเพราะเค้าหนาว พอช่างแอร์มา
ช่างเค้าก็บอกว่า สำหรับตู้รถไฟปรับอากาศแต่ละตู้จะเซ็ทความเย็นของแอร์ไว้ที่อุณหภูมิ 22 องศา
เท่ากันหมดทุกตู้ ถ้าเซ็ทให้ตู้เดียวมีอุณหภูมิอุ่นขึ้น มันจะมีปัญหาทั้งระบบแอร์บนรถไฟทั้งหมด เนี่ยพูด
จริงๆ ผมก็ไม่รู้จะอธิบายเป็นภาษาอังกฤษให้ฝรั่งเข้าใจทั้งหมดนี้ได้ยังไง เพราะผมพูดไม่ได้ สุดท้ายก็
สื่อสารกันไม่รู้เรื่อง

[...I can't communicate with foreign passengers by using long English sentences to describe situations or to explain my reasons. In one case that I experienced, some foreign passengers asked me if I could adjust the temperature of the air-conditioner in that bogie because it was too cold for them. When the mechanic arrived at the scene, he explained to me that for the trains that were fully air-conditioned, the temperature for all bogies was fixed at 22°. If he changed the temperature only for one bogie, it would cause problems for the whole air-conditioning system on the train. Frankly speaking, I really don't know how to explain that whole thing in English to those foreign passengers because I

couldn't produce proper English sentences. In the end, I failed to communicate with foreign passengers.]

5.3.3.2 Foreign passengers' misunderstanding of the train conductors and guards' English

As a consequence of the train conductors and guards' inability to produce proper English sentences, it led to communication failure as foreign passengers did not understand the participants' English as G1 said:

(42) เราสื่อสารออกไปแล้วชาวต่างชาติไม่เข้าใจในสิ่งที่เราพูด เพราะเราพูดได้เป็นคำ ๆ ประโยคยาวๆ ที่พูดไม่ได้

[When I use English to communicate with foreign passengers, they don't understand what I say to them because I can only say in short words. I can't produce long sentences.]

5.3.4 SRT train conductors and guards' problems regarding vocabulary related to tourism and providing services on the train

Based on the results illustrated in Table 23, it turns out that the vocabulary related to tourism and providing services on the train was considered by the majority of the questionnaire respondents (96.9%) as one of their problematic issues when using English skills in their job. Only 3.1% expressed their opinions as otherwise.

Table 23 Problems regarding vocabulary related to tourism and providing services on the train

(n = 257)		
Problems regarding vocabulary related to tourism and providing services on the train	Frequency	Percentage (%)
Problems		
1. Unable to think of the vocabulary that you want to convey in English	214	83.27
2. Do not know the meaning of the English vocabulary	71	27.63
Problems – not found	8	3.1

Note: Each respondent could choose more than one problem.

For those who faced problems when using the vocabulary related to tourism and providing services on the train, 83.27% of the respondents were unable to come up with the English vocabulary that they wanted to say, whereas 27.63% did not know the meaning of the English vocabulary that they encountered.

According to the results from the interviews, the participants explained that they have encountered several problems when it comes to the use of English vocabulary.

5.3.4.1 Insufficient knowledge of necessary vocabulary

The problems that frequently occurred to the participants regarding the use of English vocabulary were those classic cases where the participants did not know words or phrases in English that they wanted to say to foreign passengers. As CDT4 recounted his experience in which he translated exactly word by word from Thai to English to solve his lack of English vocabulary:

(43) บางทีเรานึกคำศัพท์ไม่ออกว่า สิ่งที่เราอยากจะทำ มันเรียกว่าอะไรในภาษาอังกฤษ ...ก็มีกรณีที่เราจะบอกผู้โดยสารชาวต่างชาติว่าเราจะมาเก็บเตียงให้เค้า แต่เราไม่รู้จะพูดภาษาอังกฤษว่ายังไง สุดท้ายผมก็เลย พูดว่าผมมา ‘keep bed’ ให้เค้า

[Sometimes, I can't think of English vocabulary. I don't know how to call the thing that I want to say in English...There's one case where I wanted to tell foreign passengers that I came to make their bed for them, but I didn't know how to say that in English. In the end, I said to them that I came to 'keep bed' for them.]

5.3.4.2 Inability to understand the meaning of the vocabulary

Another classic case concerning the English vocabulary use was the one in which the participants did not understand or were not sure about the meaning of the vocabulary that foreign passengers had just said to them as CDT3 explained:

(44) มันเคยมีกรณีที่ฝรั่งต้องการรู้ตารางเวลารถ เหมือนเค้าพูดคำนี้มา แต่เราไม่มั่นใจเรื่องคำศัพท์ที่เค้าพูดมา...แล้วเราก็ไม่ชัวร์ว่าเราเข้าใจถูกต้องกับสิ่งที่เค้าถามมาหรือเปล่า

[There's this case where a foreign passenger wanted to know about train times. It's like he said this word to me, but I wasn't sure about the word he just said...I wasn't sure if what I thought he said was actually what he meant to say to me.]

5.3.4.3 Choosing the right vocabulary for the right groups of foreign passengers

In some cases, train conductors and guards encountered problems with the use of English vocabulary at work not because they did not know the vocabulary, but it was the other way round. CDT1 explained that he used the very same or similar English vocabulary in the same situation to different groups of foreign passengers. To his surprise, some groups understood him, but some did not.

(45) ก็มีเคสเรื่องการคืนเงินค่าธรรมเนียมให้ผู้โดยสารต่างชาติ ปกติคำว่า คืนเงินเนี่ย พี่จะใช้คำว่า ‘return money’ ฝรั่งบางคนเค้าก็เข้าใจ บางคนเค้าก็ไม่เข้าใจ แต่ทว่า เวลาเจอปัญหาคืนเงินให้กับคนจีนเนี่ย ต้องเปลี่ยนคำศัพท์มาใช้คำว่า ‘comeback money’ เลยนะ เคยใช้คำว่า ‘return money’ กับ ‘refund money’ หลายครั้ง แต่คนจีนไม่เข้าใจความหมายของ 2 คำนี้

[Take the case where I have to refund the money to foreign passengers, for instance. I usually say ‘return money’. Some of them understand what I mean, but some don’t. However, if this scenario happens to be me talking about refunding money to the Chinese passengers, I can only use the phrase ‘come back money’ to them. I tried ‘return money’ and ‘refund money’ many times, but the Chinese didn’t understand these 2 phrases.]

5.3.4.4 Foreign passengers’ inability to understand the participants’ technical terms

CDT1 stated further that he sometimes faced difficulty communicating with foreign passengers when he used technical terms to explain something to them.

(46) กรณีที่รถไฟตกราง ผมก็อธิบายสถานการณ์ให้ฝรั่งฟังโดยใช้คำว่า ‘derailment’ แต่ฝรั่งบางคนไม่เข้าใจว่ามันคืออะไร แต่พอผมใช้ศัพท์พื้น ๆ แบบ ‘accident’ เออ เค้าถึงเข้าใจ

[There was this incident where the train was off its train track. So, I explained the situation to foreign passengers by using the word ‘derailment’. However, some foreign passengers didn’t get what I meant by derailment. But when I used a simple word like ‘accident’, they understood me right away.]

5.3.5 SRT train conductors and guards' problems when using English pronunciation at work

According to Table 24, there were 9 questionnaire respondents (3.5%) who had no problem with English pronunciation, whilst 248 (96.5%) found that English pronunciation was not easy to master.

Table 24 Problems when using English pronunciation

(n = 257)		
Problems when using English pronunciation	Frequency	Percentage (%)
Problems		
1. Foreign passengers do not understand what you say because your pronunciation is wrong or incorrect	144	56.03
2. Your pronunciation of the English consonant and vowel sounds is not clear	133	51.75
3. Unable to speak with a comprehensible accent	31	12.06
Problems – not found	9	3.5

Note: Each respondent could choose more than one problem

56.03% of the respondents indicated that when they spoke English to foreign passengers, the latter did not understand what the participants said because their pronunciation of English words was wrong or incorrect. In addition to this, 51.75% found that they could not pronounce English consonant and vowel sounds correctly, while 12.06% thought that the reason they did not succeed in communicating with foreign passengers was because they could not speak English with a comprehensible accent.

According to the findings from the interviews, apart from problems with listening, speaking and vocabulary, the train conductors and guards also encountered some difficulties with English pronunciation.

5.3.5.1 Inability to differentiate English consonant or vowel sounds

One of the problems regarding the English pronunciation can be traced back to the participants' lack of English phonic knowledge as in the case that G3 experienced:

(47) ผมไม่รู้คำศัพท์ภาษาอังกฤษ บางที่ศัพท์ออกเสียงคล้ายกันแต่คนละความหมาย เช่น 'light'

ไฟ 'rice' ข้าวที่ไวกิน หรือ 'right' ที่แปลว่าถูก ผมก็แยกไม่ออก เลยไม่รู้จริงๆ ว่าเค้าพูดคำไหนแน่

[I don't know English vocabulary. Sometimes, they sound the same to me, but they have different meanings like the words 'light', 'rice' and 'right'. I can't tell the difference, so I don't know which one foreign passengers have just said.]

If the participants were unable to differentiate English consonant or vowel sounds, not only did it lead to their confusion as to which English word the foreign passengers had actually just said to them, but it could possibly result in some misunderstanding between the participants and foreign passengers.

5.3.5.2 Uncertainty about the pronunciation of English vocabulary

In many cases, the participants were reluctant to speak English or to respond to foreign passengers' questions because they were unsure about the pronunciation of English words. As it was noted by CDT3:

(48) ...เราเองก็ไม่แน่ใจคำศัพท์ของเราด้วยว่าออกเสียงยังไง ก็เลยไม่มั่นใจในการตอบฝรั่งกลับไป

[...I wasn't sure about how to pronounce the vocabulary I wanted to say. Because of this, I wasn't confident enough to respond to the foreign passenger's questions.]

5.3.6 SRT train conductors and guards' problems with English grammar

The following table indicates that 94.6% of the questionnaire respondents had difficulty using English grammar in their job; however, 5.4% of them did not encounter any problems concerning English grammar.

Table 25 Problems with English grammar

(n = 257)		
Problems with English grammar	Frequency	Percentage (%)
Problems		
1. Able to communicate with foreign passengers by using simple words or short sentences due to lack of knowledge of English grammar	223	86.77
2. Unable to put English words or phrases in the correct word order	163	63.42
3. Feel worried about using tenses to communicate with foreign passengers e.g. past tense or future tense	65	25.29
Problems – not found	14	5.4

Note: Each respondent could choose more than one problem

Referring to main problems involving the use of English grammar that the participants encountered, the vast majority of the respondents (86.77%) were able to communicate with foreign passengers by merely using simple words or short sentences for they did not know much about English grammar. Furthermore, 63.42% struggled to use English grammar because they did not know how to put English words or phrases in the correct word order in accordance with English grammatical rules. SRT train conductors and guards, however, did not mention any problems with English grammar in their interviews.

5.3.7 SRT train conductors and guards' problems when reading English at work

According to the following table, the number of questionnaire respondents who did not have any problems with reading skill was 33, which was equivalent to 12.8%, whereas 224 respondents or 87.2% found that they faced some problems when they were required to read documents written in the English language.

Table 26 Problems when reading English at work

(n = 257)		
Problems when reading English	Frequency	Percentage (%)
Problems		
1. Able to read documents written in English, but do not know the meaning of the vocabulary in such documents	125	48.64
2. Need to read documents written in English several times to be able to understand the content	109	42.41
Problems – not found	33	12.8

Note: Each respondent could choose more than one problem

According to Table 26, 48.64% of the respondents claimed that they were capable of reading documents written in English. However, not knowing the meaning of the vocabulary contained in such documents prevented them from understanding the whole context of what they were reading. Another 42.41% stated that they had to read documents written in English several times so as to be able to understand the content written in them. SRT train conductors and guards did not mention any problems of reading English at work in their interviews.

5.3.8 SRT train conductors and guards' problems when writing English at work

Considering the problems regarding the use of writing skills in the respondent's job stated in Table 27, 79.4% encountered problems when using writing skills in their work, while 20.6% did not.

Table 27 Problems when writing English at work

(n = 257)		
Problems when writing English	Frequency	Percentage (%)
Problems		
1. Able to write in words or short sentences	148	57.59
2. Unable to put English sentence structure in the correct word order	72	28.02
3. Unable to think of the vocabulary in English that you want to write down	45	17.51
4. Unable to spell words in English correctly	39	15.18
Problems – not found	53	20.6

Note: Each respondent could choose more than one problem

When it comes to a writing task, the majority of the respondents had trouble writing long sentences in English as 57.59% stated that they could only write in short words or short sentences in English. This finding corresponds precisely to the result shown in Table 25, which reveals that 86.77% of the respondents could communicate with foreign passengers by merely using simple words or short sentences due to their lack of English grammar. The fact that the respondents did not know much of the English sentence structure could possibly affect their writing ability. SRT train conductors and guards did not mention any problems of writing English at work in their interviews.

5.3.9 SRT train conductors and guards' encounters with passengers who could not communicate in English

Another problem that caused train conductors and guards a real headache was when they encountered foreign passengers who were not capable of communicating in English at all. As CDT2 said:

(49) ...หรือในบางเคสนะ ผู้โดยสารต่างชาติไม่สามารถพูดภาษาอังกฤษได้เลยด้วยซ้ำๆ ตรงนั้นจะเป็นปัญหา มาก ยิ่งแถบเอเชีย พวกจีน เกาหลี อะไรแบบนี้ พูดอังกฤษไม่ได้เลย

[...or in some cases, foreign passengers couldn't speaking English at all! This causes us a lot of trouble. Asian passengers in particular like Chinese, Korean and all that, they can't speak English at all.]

Regarding the problems that train conductors and guards encountered when using English skills in their job, the findings show that all seven main fields of English skills caused certain problems to the participants when they used them to communicate with foreign passengers in their work. Similar to the results illustrated in Tables 10 and 11 in 5.1.3 and 5.1.4, respectively, the top three English skills that the train conductors and guards had difficulty using the most include listening skills, speaking skills and vocabulary related to tourism and providing services on the train.

5.3.10 SRT train conductors and guards' solutions to problems occurring when using English at work

The participants reported in the interviews that when they faced difficulties using English while working on the trains, they had various interesting ways to deal with such difficult situations as discussed below.

5.3.10.1 Asking for help

The usual way that the participants normally got themselves out of difficult situations when they had problems with English use was to ask someone for help.

Asking for help from work colleagues or Thai passengers

Generally, should any problems concerning the use of English occur, their fellow colleagues or passengers nearby would be the first group of people the participants would seek help from as G1 stated:

(50) ผมก็ขอความช่วยเหลือจากเพื่อนร่วมงาน หรือผู้โดยสารที่อยู่แถวนั้น ให้ช่วยแปลให้ เราต้องไม่อาย ผมก็ถามไปเลยว่า ‘ขอโทษนะครับ มีใครพูดภาษาอังกฤษได้บ้างไหมครับ คือผมพูดภาษาอังกฤษไม่ได้เลย ฟังไม่รู้เรื่องด้วย ใครช่วยกรุณาคุยกับชาวต่างชาติให้ผมหน่อยครับ’

[I will ask my peers to help me out or passengers around that area to help me with the translation. We shouldn't be shy [about asking someone to help us]. So, I just say to everyone around me 'Excuse me, is there anyone who can speak English? I can't speak English and I don't understand what they say to me, so can anyone please help me?']

Asking for help from tour guides

In some cases, the participants would also ask tour guides that came with foreign passengers to help with the translation as G4 said:

(51) ถ้าผู้โดยสารชาวต่างชาติมาเป็นกรุ๊ปทัวร์ ก็จะมีไกด์มาด้วย กรณีนี้ ผมก็ขอให้ไกด์ช่วยสื่อสารกับฝรั่งให้ผม

[If foreign passengers travel with a group tour, then it means they come with a tour guide. In that case, I will ask their tour guide to communicate with foreign passengers for me.]

5.3.10.2 Using hand gestures or body language

Another best way that could help the participants to successfully communicate with foreign passengers was to use hand gestures or body language as CDT4 said:

(52) ...เวลาที่นับตัวเลขเพื่อบอกเวลากับผู้โดยสารชาวต่างชาติ พี่ก็จะใช้ภาษามือช่วยไปด้วยเวลา
สื่อสารกับเค้า

[...when I count numbers to tell time to foreign passengers, I use hand gestures while I communicate with them.]

In addition, using hand gestures could be extremely helpful to the participants when they encountered foreign passengers who could not communicate in English as CDT4 stated further:

(53) เจอผู้โดยสารชาวต่างชาติที่ไม่พูดภาษาอังกฤษกับผม คือเค้าสื่อสารอังกฤษไม่ได้เลย อย่างชาว
จีนเจ๊ย ผมก็ต้องใช้ภาษามือช่วยในการสื่อสารกันไป

[I faced foreign passengers who didn't speak English to me. They couldn't communicate in English at all to be precise like Chinese passengers. So, I had to use hand gestures to help with the communication.]

5.3.10.3 Reading foreign passengers' body language or facial expression

Occasionally, foreign passengers also expressed what they wanted by using body language or facial expression to help communicate with the participants as G1 and G4 described:

(54) บางทีที่เข้าใจเค้า [ผู้โดยสารต่างชาติ] ก็เพราะเค้าแสดงท่าทาง หรือไม่ก็ใช้ภาษากายไปด้วย
เวลาที่เค้าพูดอะ

[In some cases that I understand them [foreign passengers], it is because they make some actions or use body language while talking...] (G1)

(55) ...หรือบางทีแค่สบตากันก็รู้เรื่องละว่าเค้าต้องการอะไร...ถ้าฟังไม่ออกส่วนมากก็ต้องดูตา ดู

ความรู้สึกเค้า

[...or sometimes, just look at foreign passengers' eyes and I know what they want...Mostly, if I don't understand what they say, I will look into their eyes and read their feelings.] (G4)

5.3.10.4 Using applications on mobile phone

Since there are many useful features and applications available for download on smartphones these days, it is not surprising to learn that the English – Thai translation applications on mobile phones have played a crucial role in helping the participants to successfully communicate with foreign passengers. As CDT2 stated:

(56) ผู้โดยสารต่างชาติบางคนเค้าก็จะเขียนคำถามใส่กระดาษมาให้เลย บางครั้งก็มีเขียนเป็นภาษา

อื่นนอกจากอังกฤษด้วยนะ พี่ก็ต้องใช้วิธีแก้ปัญหาด้วยการใช้ App [Application] แปลภาษามา

ช่วย ก็ช่วยได้เยอะเลย

[Some foreign passengers like to write down questions on a piece of paper and sometimes they write in other languages apart from English. In such cases, I solve problems by using an application on my mobile phone to help translate the messages. It's very helpful.]

5.3.10.5 Telling foreign passengers to ask for help at the Information Counter

In the event where the participants could not communicate with foreign passengers and there was no one around to help them out, the common practice that the participants did to find their way out of problems was to tell foreign passengers to contact or ask for information from officers at the Information Counter located at every train station. As CDT3 explained:

(57) ...แต่ถ้าหาผู้โดยสารคนอื่นมาช่วยไม่ได้ แล้วเราไม่รู้จะสื่อสารกับฝรั่งยังไงเลยจริงๆ ก็ต้องบอก

เค้าไปเลยว่าเราไม่สามารถพูดได้ คือบางที่เค้าสอบถามเส้นทางที่เราเองก็ไม่รู้ เราก็ต้องบอกเค้าไปว่า

‘Sorry, please contact information ที่สถานีนั่น สถานีนี้’ ก็ต้องขอโทษด้วยที่บอกไม่ได้

[...But if I can't find any passengers to help me and I really don't know how to communicate with foreign passengers, then I have to tell them that I can't speak English. Sometimes, they ask me about how to get to tourist destinations, which I really don't know how to go there. So, I just say 'Sorry, please contact information at this and that station' Just say sorry to them that I can't answer them.]

Considering the results from the questionnaire and the findings from the semi-structured interviews, it can be concluded that most problematic issues that train conductors and guards frequently encountered when using English skills to communicate with foreign passengers while working on the trains involved with the use of listening, speaking, vocabulary and English pronunciation.

5.4 SRT TRAIN CONDUCTORS AND GUARDS' EXPECTATIONS AND SUGGESTIONS REGARDING ENGLISH TRAINING COURSES

The findings in this part derived from the semi-structured interviews, in which the participants expressed their expectations and suggestions pertaining to English training courses and learning materials that they wanted their employer to provide for train conductors and guards.

Apart from self-study that would help improve the train conductors and guards' English skills, all of the participants also agreed wholeheartedly that another effective way for train conductors and guards to be able to master English skills more efficiently at workplace was to receive their employer's help and support. The participants

involving in the interviews explained that the SRT employees, including train conductors and guards, have been supported by the State Railway of Thailand in terms of English training courses. However, such courses were insufficient compared to the number of the SRT employees who were required to use English skills in their work. Furthermore, there were a few flaws in the English training courses that the participants wanted their employer to address and improve.

The results in this part consist of two sub-sections: 5.4.1) English training courses currently provided by the SRT and 5.4.2) SRT train conductors and guards' suggestions on English training courses and learning materials for train conductors and guards.

5.4.1 English training courses currently provided by the SRT

Speaking of help and support, it is reported that the SRT occasionally arranges English training courses for its employees to help officers improve their English use at workplace. However, some of the participants revealed that there were several problems with the current English training scheme set up by the SRT.

5.4.1.1 Inconsistency of the English training

There was no consistency in the way the SRT provided English training courses for its employees. As CDT2 and G1 stated:

(58) ปัจจุบันเวลาที่มีจัดฝึกอบรม ก็จะจัดฝึกแค่ครั้งละ 2-3 วัน ปีนี้คงอาจจะจัดแค่รุ่นเดียวก็มี

[Currently, the training courses provided for us usually last 2-3 days per each training. In one year, it might be only one English training course.] (CDT2)

(59) เรื่องว่าจัดอบรมภาษาอังกฤษบ่อยแค่ไหน ก็ปีหนึ่งอบรมประมาณ 4 รุ่นได้

[For the frequency of the English training, it could be up to 4 times per year.]

(G1)

5.4.1.2 Unorganised approach to select employees for the English training

Often, some participants were repeatedly selected to join the English training courses, while many others have never been trained in any English courses at all. The difference can be seen in the cases of G1 and CDT1.

For G1, he have had four chances of participating in the English training courses so far.

(60) ผมทำงานการรถไฟมาประมาณ 25 ปี ผมเคยถูกเรียกไปอบรมภาษาอังกฤษมาแล้วประมาณ 4 ครั้ง

[I've been working at the SRT for approximately 25 years...so far, I have been chosen to attend the English training courses about 4 times.]

Meanwhile, CDT1 who has worked for 20 years at the SRT has never been chosen to participate in any English training courses.

(61) ผมไม่เคยถูกเลือกไปเข้ารับการอบรมภาษาอังกฤษที่การรถไฟจัดเลย เคยแต่ถูกเรียกไปอบรมเรื่องอื่นสำหรับพนักงานห้ามล้อเท่านั้นแหละ แต่การอบรมภาษาอังกฤษโดยตรงเนี่ยไม่เคยถูกเรียกไปอบรมเลยซักครั้งตั้งแต่ทำงานมา 20 กว่าปี

[I've never been selected to participate in any English training courses provided by the SRT. I only participated in other types of training for train conductors, but not the English training courses. I've never been trained – not once for the past 20 years of working here.]

Further, instead of focusing on providing English courses for train conductors and guards who frequently used English skills in their job, the SRT just selected officers whose jobs did not require them to use English skills in their work to be part of English training courses. As CDT3 explained:

(62) ...อย่างการเลือกเจ้าหน้าที่เข้าไปรับการอบรมเนี่ย พี่มองว่าเค้าเรียกคนไปไม่ถูกจุด อย่างเช่น การรถไฟเรียกเจ้าหน้าที่จากฝ่ายอื่นเข้าไปรับการอบรมหลักสูตรภาษาอังกฤษสำหรับพนักงานห้ามล้อ กับพนักงานรักษารถ แล้วเนื้องานของเจ้าหน้าที่พวกนี้เค้าไม่เกี่ยวกับการทำงานบนขบวนรถ ไม่รู้เรียก เค้าไปอบรมทำไม ทั้งๆ ที่เค้าก็ไม่ได้ใช้ภาษาตรงจุดนั้น

[...regarding the way they select officers to be trained, I think they choose wrong people for the training courses. For example, the SRT sometimes invites officers from other departments to be trained in English training courses provided particularly for train conductors and guards. And those officers' jobs do not even involve with working on the trains! Why bother training officers who won't get to use what they are taught?]

5.4.1.3 Inaccessibility of the English training to the participants

As stated in 5.4.1.2, not all train conductors and guards were chosen to participate in such English training courses as the SRT would normally select the participants to attend each English training at random. As a result of not keeping records as to who had already been chosen for the training and who had not, it led to the situation where English training courses were not thoroughly distributed as CDT2 said:

(63) ปัจจุบันการรถไฟแห่งประเทศไทยมีการจัดฝึกอบรมภาษาอังกฤษให้พนักงานห้ามล้อและ พนักงานรักษารถ แต่การจัดอบรมไม่ค่อยทั่วถึง เค้าไม่ได้ส่งทุกคนไปเข้ารับการอบรม แถมจำนวนครั้งที่จัดก็น้อยไปอีก

[The SRT currently provides us English training courses for train conductors and guards; however, those training courses are not thoroughly distributed. They

didn't send all of us to get the training and the number of times that training courses are held is too few.]

5.4.1.4 Incompatibility of the English skills taught in the training and the English skills used in the real situations

Finally, many participants stated that the content or the English skills that they were trained in the English training courses were incompatible with the language they actually used on the trains. In shorts, what they learnt from the training courses could not be used in the real situations. This is because such training courses predominantly focused on teaching basic English vocabulary or English grammar, which they did not use in reality.

CDT2 stated that the English vocabulary he learnt from the training were incompatible with the actual situations he encountered.

(64) ปัจจุบัน ครูสอนภาษาอังกฤษเค้าสอนแต่คำศัพท์พื้น ๆ แล้วพอเจอหน้างานจริงก็เอาคำศัพท์พวกนั้นไปใช้ไม่ได้ เพราะมันไม่ได้ตรงกับสถานการณ์ที่เจอจริง ๆ

[Currently, the English teacher only teaches basic vocabulary. But when it comes to reality, those vocabulary cannot be used as they are incompatible with the real situations.]

G3 viewed that the course syllabus should not focus too much on English grammar since train conductors and guards did not use it when interacting with foreign passengers on the trains.

(65) การอบรมส่วนมากจะเน้นหลักไวยากรณ์ภาษาอังกฤษ แต่หลักไวยากรณ์ที่อบรมๆ กันเนี่ย เราไม่ได้ใช้นะเลย มันไม่เข้ากับเนื้องานของเรา มันใช้จริงไม่ได้ จะเน้นแต่สอนหลักไวยากรณ์ไม่ได้หรอกครับ

[The course mostly focuses on English grammar, but we don't use those grammatical rules we were trained in reality. It's not relevant to our jobs. It cannot be used in the real situations. [In the training], you can't just focus on teaching English grammar.]

5.4.2 SRT train conductors and guards' suggestions on English training courses and learning materials for train conductors and guards

Although the participants were grateful that their employer provided English training courses for train conductors and guards, there were several areas in such training courses that the participants thought could be improved to make the training more effective and practical. In this part, the participants' suggestions are separated into two categories: 5.4.2.1) Suggestions on English training courses for train conductors and guards and 5.4.2.2) Suggestions on learning materials to help improve the train conductors and guards' English proficiency

5.4.2.1 Suggestions on English training courses for train conductors and guards

There were several suggestions on the current English training courses that the participants requested the SRT to improve.

5.4.2.1.1 Prioritising English skills to be taught according to the participants' needs

Regarding English skills or topics that should be taught in the English training, some participants straightforwardly said what English skills they wanted to learn and improve as CDT5 requested:

(66) ...ผมอยากให้ความสำคัญทักษะการพูด การฟัง และก็คำศัพท์มากกว่าทักษะอื่น

[...I want them [English teachers] to focus more on speaking skill, listening skill and vocabulary than other English skills.]

5.4.2.1.2 *Including language functions from the real situations in the English training*

Another group of participants made an interesting suggestion; the English teacher should focus on teaching train conductors and guards the English skills or language functions that they actually used in the real situations. As CDT1 explained:

(67) ภาษาที่พวกเราใช้บนขบวนรถบ่อย ๆ เนี่ยควรเอามาอบรมนะ เช่น เวลาที่มีเรื่องแบบกระเป๋าผู้โดยสารสูญหาย เอกสารเค้าหาย กระเป๋าตั้งค์เค้าหาย หรือโทรศัพท์มือถือเค้าหายอะไรอย่างนี้ เราจะแนะนำให้เค้าทำยังไงต่อไปหรือต้องไปติดต่อที่ไหน คือผมบอกได้เป็นภาษาไทย แต่เวลาเราจะพูดเป็นภาษาอังกฤษยาว ๆ เนี่ย ผมไม่สามารถที่จะสื่อสารกับเค้าได้ ก็อยากให้เค้าสอนภาษาอังกฤษแบบเน้นตามภาษาที่ได้ใช้ในเหตุการณ์จริง

[Language that we often use on the trains should be taught in the training. For example, when there are situations like the passengers lost their bag, their documents, their wallet or their mobile phone, how could we recommend them what to do or whom should they contact or go to first? I can do that in Thai language, but when I have to say that in English with long sentences, I can't do it. So, I really want them to focus on teaching English by basing on the language used in the real situations.]

5.4.2.1.3 *Making the English training accessible to all participants*

To make it fair for every train conductor and guard to receive English training, CDT2 suggested that instead of randomly selecting officers to join the training as usual, the SRT should in fact allow train conductors and guards to sign up their name should they wish to participate in the English training.

(68) ...คนที่อยากไปอบรมภาษาอังกฤษกลับไม่เคยถูกเลือกไปอบรมเลย เพราะหน่วยงานไม่มีการถามความสมัครใจตั้งแต่แรกว่าใครอยากไปอบรมภาษาอังกฤษบ้าง ผมอยากให้ได้มาสอบถามก่อนให้เราได้ลงชื่อเข้าอบรม แล้วเค้าค่อยจัดสรรบุคคลากรไปอบรมจากลิสต์รายชื่อนั้น แบบนี้จะได้ทั่วถึง

[...Those who really want to be trained never get picked to participate in the English courses. This is because the SRT never asked us as to who wants to attend the English training courses in the first place. I want them to ask us first so we can sign up for the courses. Then, they can continue with their selecting process from that list. This way the courses can be thoroughly distributed.]

5.4.2.1.4 *Increasing the number of the English training*

CDT2 proposed the idea of how often the English training should be provided:

(69) ถ้าเป็นไปได้ อยากให้เค้าจัดอบรมภาษาอังกฤษปีละ 3 ครั้ง จะได้เป็นการกระตุ้นพนักงานห้ำมล้อกับพนักงานรักษารถไฟได้ใช้ภาษาอังกฤษ จะได้ไม่ลืมสิ่งที่เรียน...และต้องได้รับการอบรมแบบจริงจังด้วยนะ ไม่ใช่อบรมกันแค่วันสองวัน

[If possible, I'd like them to set up English training courses 3 times per year. It's the way to urge train conductors and guards to use English skills so they won't forget what they learn....and they must be trained intensively, not just a couple days.]

In line with what CDT2 stated, G4 also offered:

(70) ถ้าการรถไฟอยากให้เราใช้ภาษาอังกฤษได้แบบถูกต้อง เค้าก็ควรจัดให้เราได้อยู่ร่วมกันกับครูฝรั่งชาวต่างชาติอย่างน้อยซัก 1 เดือน ให้เวลาเราได้คลุกคลีกับฝรั่งเพื่อฝึกการใช้ทักษะภาษาอังกฤษจริงๆ ไม่ใช่อบรมกันแค่ 4 วัน ฝึกแค่นั้นเรายังไม่ได้อะไรเป็นขึ้นเป็นอันเลย

[If the SRT wants us to be able to use proper English skills, then we should be trained with native English teachers for at least 1 month. Allow us to have some lengthy associations with foreigners so we would have enough time to practise using English skills for real. Not just 4 days of training. We wouldn't get anything useful out of it.]

5.4.2.1.5 Selecting employees for the English training by prioritising their needs

Many participants agreed that it was extremely necessary for the SRT to provide train conductors and guards with English training courses designed and developed specifically for them. However, if such request could not be done, the participants hoped that at least the SRT would consider train conductors and guards as well as those who had to use English to communicate with foreign passengers such as ticketing officers to be the first in line to receive English training courses.

CDT2 stated that the English training was necessary for train conductors and guards, including other officers who were required to use English in their job and that the SRT should consider these officers as its first priority.

(71) ผมว่าพนักงานบนขบวนรถกับพนักงานที่ต้องมีการสื่อสารกับผู้โดยสารต่างชาติเป็นกลุ่มที่

สำคัญสุด หน่วยงานควรส่งคนกลุ่มนี้ไปอบรมภาษาอังกฤษก่อน

[I think all officers who work on the trains and those who have to communicate with foreign passengers are the first priority. The SRT should select these groups of employees to get English training courses first.]

CDT3 suggested that in addition to train conductors and guards, ticketing officers should be included in the English training courses as well.

(72) มีความจำเป็นที่การรถไฟควรจัดให้มีคอร์สภาษาอังกฤษสำหรับกับพนักงานห้ามล้อกับรักษารถ เพราะเราเจอผู้โดยสารชาวต่างชาติบ่นบ่อย นอกจาก 2 ตำแหน่งนี้ ผมว่าต้องมีเสมียนขายตั๋ว มาร่วมอบรมด้วยเพราะเนื้องานมันประสานกันอยู่... เวลาอยู่ในห้องเรียน เราจะได้แชร์ ได้แลกเปลี่ยน ประสบการณ์ ความเห็นเกี่ยวกับเวลาที่เราใช้ภาษาอังกฤษ

[It's necessary for the SRT to set up English training courses for train conductors and guards because we often encounter foreign passengers on the trains. However, apart from these 2 positions, I think ticketing officers should also be in the training courses with us since our jobs are related...we can share and exchange our experience and opinions about English use in the classroom.]

5.4.2.1.6 *Selecting suitable English teachers for the English training*

When being asked to give opinions regarding the types of English teacher that the participants thought would be suitable to give English training to train conductors and guards, their suggestions were widely varied as explained below.

Thai nationals vs. native English speakers

One group of participants said that they wanted to study English with Thai nationals only, while the other group asked for native English speakers to be their English teacher. However, should the SRT hire native English speakers to teach English to them, they explicitly stated that such native English speakers should be able to speak Thai. As G1 explained his reason:

(73) อยากได้ครูสอนภาษาอังกฤษเป็นคนไทย แต่ถ้าเป็นครูชาวต่างชาติก็อยากให้เค้าพูดภาษาไทยได้ด้วย เพราะถ้าพูดไทยไม่ได้ เราคงไม่เข้าใจเค้า แต่ถ้าเป็นครูไทย อย่างน้อยเราก็ถามเค้าเป็นภาษาไทยก่อนได้เลยเวลาที่เราอยากรู้ว่าประโยคแบบนี้พูดเป็นภาษาอังกฤษยังไง

[I prefer my English teacher to be a Thai national. If it's a native English speaker, that person should be able to speak Thai because if he or she can't speak Thai, I won't be able to understand him or her. If the teacher is Thai, at least I can ask him or her in Thai straight away about how to say some sentences in English.]

Suitable English teacher vs. participants' level of competence in English

Unlike other participants, CDT3 said that the type of English teacher was directly dependent on train conductors and guards' level of competence in English.

(74) มันต้องแล้วแต่ระดับพื้นฐานภาษาอังกฤษของเจ้าหน้าที่แต่ละคน... ถ้าเค้าอยู่ระดับภาษาอังกฤษแบบพื้นฐาน ก็ต้องเป็นอาจารย์ไทยที่สามารถสอนอังกฤษแบบพื้นฐานได้ คือ basic English ก่อน แบบจะเรียงคำให้เป็นรูปประโยคยังไง จะสร้างประโยคบอกเล่า ประโยคคำถามยังไง พอเก่งตรงนี้แล้ว ค่อยเอาครูฝรั่งมาสอนอังกฤษอีกระดับหนึ่ง

[It depends on each officer's level of competence in English, really... If their level is at the fundamental level, I think an English teacher with Thai nationality who can teach basic English would fit for the job. Teach them the basic English like how to put words in order to make a proper sentence and how to form English affirmative or question sentences. Once they are good enough with those, then you can get a native English speaker to teach us another level of English.]

English teacher who teaches English skills by basing on participants' work experience

The last group of participants stated that they did not pay much attention to the issue whether their English teacher should be Thai or a native English speaker. They simply needed an English teacher who would teach English to them by basing on

language functions that train conductors and guards used to communicate with foreign passengers in the real situations. As CDT1 suggested:

(75) อยากได้ครูสอนภาษาอังกฤษแบบที่รู้ภาษาที่เราพนักงานห้ามล้อกับรักษารถใช้จริงบนรถ ก็อยากให้ครูเค้าขึ้นมาดูเวลาเราทำงานบนขบวนรถจริง ๆ เพื่อเป็นข้อมูลในการสอนภาษาอังกฤษของเค้า ให้มาดูหน้างานเลย เวลาสอนจะได้ไม่ต้องเน้นเรื่องทฤษฎีหรือไวยากรณ์มากเกินไป เพราะเวลาปฏิบัติจริง มันไม่ได้ใช้ที่เค้าสอน ลองขึ้นมาบนรถกับเรานี่แหละ จะได้ว่าศัพท์คำไหนมันจำเป็นในการทำงานของเรา หรือศัพท์คำไหนที่เค้าควรสอนเรา

[I want an English teacher who knows what language that train conductors and guards actually use on the trains. I want that person to board the trains and observe what we do in the real situations so he or she will get the idea of what should be taught in his or her English training courses. Come see for themselves. So, when they teach us, they won't have to focus too much on the theory and grammar because in reality, we don't get to use them. They should come on board with us, so they know which vocabulary is necessary in our job or which ones they should be teaching us.]

5.4.2.2 Suggestions on learning materials to help improve the train conductors and guards' English proficiency

Despite receiving English training courses from the SRT, the participants argued passionately that not everyone would be that lucky to get chosen time and again to participate in the English training. By the time the next English training course came around, they would have already forgotten what they had learnt in their previous training. For that matter, the participants made a few suggestions of what the SRT could

do for train conductors and guards to help improve their English use at work, apart from giving them English training courses.

5.4.2.2.1 Providing self-study materials to the participants

It was recommended that the SRT should provide train conductors and guards with self-study materials such as CDs, self-study audio, mini-handbook or leaflets containing English skills and language functions that were necessary in the participants' job.

CDs or self-study audio

The advantage of this type of learning materials were that the participants could listen repeatedly to the content in the material. As CDT1 suggested:

(76) ถ้าการรถไฟจัดทำสื่อการเรียนการสอนด้วยตัวเองมาให้ เช่นทำ CD การใช้ภาษาอังกฤษมาให้ ก็ดีเหมือนกัน เพราะจะได้ฟังไปเรื่อย ๆ เรียนรู้ภาษาอังกฤษจาก CD ไปเรื่อย ๆ

[If the SRT provides us with self-study materials like a CD about English use, that will be great since we can keep listening to it and keep learning English on and on from that CD.]

Handbook or leaflets

If not the CDs, the participants then suggested that train conductors and guards should be provided with a handbook or leaflets regarding the English skills that they could adapt and use on the trains.

G1 suggested that a mini handbook or a manual containing English skills that were necessary for the participants' job would be useful for train conductors and guards.

(77) ถ้าการรถไฟจะทำหนังสือเล่มเล็ก ๆ หรือคู่มือการใช้ภาษาอังกฤษสำหรับการทำงานของพวกเรา ก็จะช่วยเราได้มากเลย เช่นว่า เราจะอธิบายผู้โดยสารชาวต่างชาติเป็นภาษาอังกฤษยังไงในกรณีที่เค้าขึ้นขบวนรถไฟผิด หรือเวลาที่เค้าเข้าใจวันเดินทางผิด

[If the SRT provides us a mini handbook or a manual of how to use English skills for our job, it would be helpful for us. For example, how we can explain to foreign passengers about their situations in English if they catch the wrong train or misunderstand the date of their journey.]

Furthermore, G3 stated that the SRT should provide train conductors and guards a leaflet with English vocabulary that they could use on the trains.

(78) อยากให้เค้าแจกเป็นพวก sheet คำศัพท์ภาษาอังกฤษที่เหมาะสมให้เราเอาไปใช้บนรถไฟได้ จะมาในรูปแบบคำศัพท์ภาษาอังกฤษสำหรับการเดินทางบนรถไฟในแต่ละวันหรือแต่ละเดือนก็ได้ จะเป็นหนังสือคู่มือเพื่อใช้สำหรับแนะนำสถานที่ท่องเที่ยวและการเดินทางก็ได้...ประมาณแบบภาษาอังกฤษเพื่อการแนะนำสถานที่ท่องเที่ยวอะไรทำนองนี้

[I want them to give us something like a leaflet filled with English vocabulary suitable for us to use on the trains. It could be in the form of English vocabulary for train travel of the day or English words for train travel of the month. It could be something like a handbook containing information about tourist attractions and how to get there...like English for introducing tourist attractions, maybe.]

5.4.2.2.2 *Providing an onboard English trainer or consultant*

CDT2 finally stated that it would be terrific if the SRT could get train conductors and guards an onboard English trainer or consultant whom they could seek advice from at any time that they encountered problems when using English to communicate with foreign passengers on the trains.

(79) อยากให้มี **trainer** ด้านภาษา ถ้าการรถไฟจัดให้มี **trainer** เกี่ยวกับทางด้านภาษาให้เจ้าหน้าที่
 บนขบวนรถได้ยิ่งดี เค้าคือคนที่สามารถให้คำปรึกษาเกี่ยวกับภาษาอังกฤษเราได้ และสามารถเป็น
trainer ให้พนักงานบนรถได้ตลอดเวลาด้วย

[I want a language trainer. It would be fantastic if the SRT could get a language
 trainer for us who work on the trains. This person can give us some advice about
 the English language and can also be a trainer for us on the train at all times.]

In conclusion, the findings derived from the observations, the questionnaire, and semi-structured interviews all pointed out that the English skills that were greatly needed in the participants' job were vocabulary related to tourism and providing services on the train followed by listening skills and speaking skills. Regarding problems when using English skills to communicate with foreign passengers, the participants were well aware that listening and speaking skills were the two skills that seemed to cause more troubles for them than other English skills. As a result, the participants were of the opinion that the English skills they needed to improve the most comprised these two skills as well as vocabulary relevant to their daily work. To make the current English training courses become more effective and meaningful for them, the participants suggested that an English teacher, whether Thai or native English speaker, should teach them English skills by basing instruction on their actual needs and on language functions that the participants frequently used on the trains. Finally, such training courses should be thoroughly and equally distributed to all officers needed (for a sample of the semi-structured interview transcripts, see Appendix G).

This chapter presented results of this research study from the questionnaire and the semi-structured interviews, which consisted of the SRT train conductors and

guards' profile, SRT train conductors and guards' English language needs, SRT train conductors and guards' problems when using English in their daily work and SRT train conductors and guards' expectations and suggestions regarding English training courses. The discussion, conclusion and recommendations of this research study will be provided in Chapter 6.



CHAPTER 6

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter is divided into seven sections: (1) summary of the study, (2) summary of the findings, (3) discussion of the research findings, (4) conclusion, (5) limitations, (6) suggestions for the target organisation and pedagogical implications, and (7) recommendations for further studies.

6.1 SUMMARY OF THE STUDY

This section summarises the present research study. It consists of objectives of the study, the participants, instruments and data collection.

6.1.1 Objectives of the study

This research study was conducted with an attempt and intention to (1) study English skills needed by the train conductors and guards from the SRT's Traffic Operation Department during their daily work and (2) investigate what problems the train conductors and guards from the SRT's Traffic Operation Department encounter when using English to communicate with foreign customers or when using English in their daily work.

6.1.2 Participants, instruments and data collection

There were 268 participants in this study, which consisted of 176 train conductors and 92 guards who worked at the State Railway of Thailand. These 268 participants encountered many situations where they needed to use English skills to communicate with foreign passengers as they worked on various trains that journeyed around Thailand.

Since this research study used a combination of qualitative and quantitative methods, three research instruments were applied to collect data from the participants:

the observations, the questionnaire and semi-structured interviews. Like Pochakorn's (2012) research, the data collection procedures in this study were separated into three stages.

Firstly, the observations were conducted between July and August, 2016 to discover what English skills the train conductors and guards used when they encountered foreign passengers on the trains and what problems they faced when using such English skills to communicate with foreign passengers. The data derived from the observations then served as a background source for developing and constructing the questionnaire. Secondly, between November and December, 2016, 268 copies of the questionnaire were distributed to the train conductors and guards to fill in. Most of the questionnaires were given to the conductors and guards at Hua Lamphong Station, whereas some of them were distributed at Thon Buri Station, Nakhon Ratchasima Station and Chumphon Station. 257 copies of the questionnaire were returned to the researcher for the data analysis. Thirdly, to collect more in-depth information regarding the train conductors and guards' needs for English skills in their job as well as their problems in English use, the semi-structured interviews were then conducted in the middle of February, 2017 at Hua Lamphong Station. Ten participants, consisting of six train conductors and four guards, were deliberately selected for the interview based on the criteria involving the participants' duration of work, work experience, experience of encountering foreign passengers on the trains and their levels of English proficiency.

Regarding the data analysis, frequency and percentage, mean and standard deviation were applied to interpret the data derived from the questionnaire, while the content analysis method was applied to analyse the data from the observations and the interviews.

6.2 SUMMARY OF THE FINDINGS

The findings of the study were summarised below:

6.2.1 General background information of the SRT train conductors and guards

The findings showed that all the respondents (100%) were male, of which 67.3% were train conductors and 32.7% were guards. It also revealed that 43.2% of the respondents worked on the northern line trains, whereas 27.6% worked on the southern line trains. The majority of the respondents (69.6%) were the middle-aged groups of participants aged between 41-50 years old. Regarding their educational background, more than $\frac{3}{4}$ of the respondents (81.7%) finished their education in secondary school levels (Matthayom 3 or Matthayom 6). The vast majority of the respondents (73.9%) have been working for the State Railway of Thailand for more than ten years.

The English language was perceived by nearly all of the respondents (99.6%) as important in their current job. In terms of the frequency in using the English language in their job, there were two groups whose statistical value shared the same number: one group of the respondents often used English in their job (37.0%), whereas the other one occasionally used it (37.0%). More than half of the respondents (63.8%) thought their level of English proficiency was at an elementary level.

Listening and speaking were rated by the respondents as English skills that they frequently used in their work more than the rest of the skills with the mean scores of 3.65 and 3.50, respectively. The skills that the respondents thought were the most difficult skills were speaking (mean score = 3.84), followed by listening (mean score = 3.72).

6.2.2 English language needs for SRT train conductors and guards

Primarily from the observations, the researcher discovered that listening and speaking skills were the predominant skills that train conductors and guards frequently used while interacting with foreign passengers on the trains.

Later on in the survey, forty-nine language functions covering seven main fields of English skills were inquired. These included listening, speaking, reading, writing, pronunciation, vocabulary related to tourism and providing services on the train, and grammar. The train conductors and guards were asked to rate their needs for the use of such language functions. The results showed that all skills were perceived necessary for the train conductors and guards, though at different degrees of needs. Among seven English skills, the vocabulary related to tourism and providing services on the train was considered the most needed skill (mean score = 3.87), followed by speaking skill (mean score = 3.76), listening skill (mean score = 3.57) and grammar (mean score = 3.52). However, there were some discrepancies between the said results and the findings from semi-structured interviews.

The interviews revealed that one group of train conductors and guards agreed with the results from the questionnaire – that is vocabulary related to tourism and providing services on the train was the greatest need in the train conductors and guards' job. Another group, however, argued that speaking were the most needed skill, whereas the last group perceived listening as the skill that was greatly needed in their job. In addition, nearly all of the train conductors and guards disagreed with the results from the questionnaire regarding the use of English grammar. They stated that most of train conductors and guards seldom used English grammar when communicating with

foreign passengers, thereby rendering grammar, together with writing skill, the least necessary skills for their job.

6.2.3 SRT train conductors and guards' problems when using English at work

Early on in the observations, train conductors and guards were spotting encountering six problematic issues when they used listening and speaking skills to communicate with foreign passengers on the trains. For listening, train conductors and guards faced three problematic issues involving with their inability to catch key words, their difficulty in comprehending passengers who were non-native speakers of English and foreign passengers' speech rate. Regarding speaking, the train conductors and guards also encountered three problematic issues which included their inability to produce grammatical sentences in English, their insufficient knowledge of necessary English vocabulary and their reluctance to speak English to foreign passengers.

The train conductors and guards were required in the survey to identify their problems when using the following English skills to communicate with foreign passengers: listening, speaking, reading, writing, pronunciation, vocabulary related to tourism and providing services on the train, and grammar. The results showed that listening skills caused problems to the train conductors and guards the most as 99.6% of them faced problematic issues when using listening skills in their job. Apart from listening skills, the conductors and guards also encountered problems when using speaking skills (99.2%), vocabulary related to tourism and providing services on the train (96.9%) and English pronunciation (96.5%) in their job.

According to the interviews, most of the problematic issues the train conductors and guards referred to involved the four skills, which were listening, speaking,

vocabulary related to tourism and providing services on the train and English pronunciation. This accords with the results derived from the questionnaire stated above.

6.2.4 SRT train conductors and guards' views on English training courses

According to the interviews, the train conductors and guards agreed that for them to be able to master English skills more effectively at work, English training courses were highly needed. Despite having been provided by the SRT with English training courses, the train conductors and guards revealed that such training courses were insufficient for them. In other words, the current English training courses were too few and not thoroughly distributed as some of the train conductors and guards were repeatedly selected to join the English training courses, while many others were never trained in any English training courses provided by the SRT at all. More importantly, the course content or English skills that the train conductors and guards were trained in the current English training courses mainly focused on English grammar or basic vocabulary, which was incompatible with the language they actually used in real situations.

6.3 DISCUSSION OF THE RESEARCH FINDINGS

As stated in Chapter 1, this research study aims at answering two questions as follows:

- (1) What are English language needs for the train conductors and guards working at the State Railway of Thailand?
- (2) What problems do the train conductors and guards from the State Railway of Thailand encounter when using English in their daily work?

6.3.1 SRT train conductors and guards' English language needs

The train conductors and guards, during the observations, mainly used listening and speaking to communicate with foreign passengers on the trains. In terms of listening, the language functions that the conductors and guards used included listening to questions related to train times, train destinations, train tickets and dining car or meals provided on the trains. They also needed to use listening skills when they had to listen to foreign passengers' requests and complaints. At the same time, the conductors and guards also needed to speak English to foreign passengers in relation to the aforementioned language functions. In addition, they used speaking skills when they examined foreign passengers' tickets, dealt with the passengers when they sat on the wrong seat, gave information about the area(s) on the train and the SRT's rules and prohibitions.

As found in the questionnaire phase, English was perceived by almost all the train conductors and guards as necessary and significant to their current job. With a growing number of foreign tourists continually using Thailand's national rail services each year, train conductors and guards must master English skills at certain levels so as to be able to communicate with foreign passengers while performing their duties on the trains. It was reported that vocabulary related to tourism and providing services on the train (mean score = 3.87) was greatly needed for the train conductors and guards, followed by speaking skills (mean score = 3.76), listening skills (mean score = 3.57) and grammar (mean score = 3.52). However, these findings appear to be in conflict with the results from the interviews. In shorts, not all of the train conductors and guards from the interviews agreed with the said results regarding the most needed skill in their job.

Some argued that listening skills were the most necessary, whereas another group of train conductors and guards claimed that the most significant skills were speaking skills. Their diverse perspectives on this issue probably resulted from the fact that each of them had different experiences of using English skills to communicate with foreign passengers on the trains. In spite of this disagreement, the findings from the questionnaire and the interviews all pointed out that the top three skills that were perceived as necessary for the train conductors and guards' job included vocabulary related to tourism and providing services on the train, listening and speaking skills.

There was another conflict between the results from the questionnaire and the findings from the interviews. It was reported that English grammar was rarely used by the train conductors and guards during their daily work, partly due to their lack of grammatical structure. As a result, the majority of the train conductors and guards were of the opinion that grammar together with writing skills were the least necessary skills in their work.

The results from this research are similar to the findings of numerous research studies regarding needs analysis in relation to the tourism and service industries. In Ketkaew's (2006) study, a survey was carried out to discover what English skills cabin attendants from the Thai Airways needed. The findings revealed that listening and speaking skills were the most needed skills. The findings from this research also support the results shown in Boontub's (2015) study which reported that listening and speaking were rated extremely needed skills for the State Railway of Thailand staff. In Aunruen's (2005) study, the findings indicated that grammar and appropriate expressions were the lowest need for travel agents in Chiang Mai same as the results shown in this present study for the train conductors and guards working at the SRT.

As pointed out by Tangniam (2006), listening and speaking skills are highly likely to be employed as medium of communication in the career fields involving with customer services, particularly face-to-face communication. Considering the train conductors and guards' nature of work, their main duties on the trains also involved with having face-to-face communication with their passengers, especially when the latter asked for information about train times or delays, made requests or complaints, or had problems while travelling on the trains. Accordingly, it is not surprising that in this present study, listening and speaking skills together with job-related vocabulary would be considered the most necessary English skills for train conductors and guards working at the State Railway of Thailand.

6.3.1.1 Vocabulary related to tourism and providing services on the train

The results from the questionnaire revealed that the train conductors and guards greatly needed to equip themselves with vocabulary related to providing services and help. Based on the interviews, the situations where the conductors and guards needed to use such vocabulary were when they had to deal with foreign passengers who got on the wrong train or in the event where foreign passengers lost their personal belongings while travelling on the train. Furthermore, vocabulary related to the rate of train tickets and its fees, vocabulary related to emergency situation, accidents or technical problems, vocabulary related to telling time and giving directions and vocabulary related to train travelling were highly needed.

6.3.1.2 Speaking

As revealed in the questionnaire responses, speaking was perceived as the second highest needed skill for train conductors and guards. The most typical situation in which they were required to use speaking involved having to inform foreign

passengers about problems occurring during the journey and its causes. When a train suddenly came to a halt because of unforeseen circumstances such as when a train was off its track or when there was a collision between a train and a pedestrian or between a train and a car, not only did the train conductors and guards have to make an apology to passengers for the inconvenience caused, but they inevitably had to inform the passengers as to what happened and explain what steps subsequently needed to be done as well.

Furthermore, the conductors and guards frequently had face-to-face communication with foreign passengers when they had to inform the latter to have their tickets ready for the inspection or when they had to deal and communicate with foreign passengers in the event where the latter made complaints. In this case, the train conductors and guards specifically needed to know how to respond to foreign passengers' complaints by using appropriate and polite conversations in English. Moreover, while making regular patrols, the conductors and guards often caught foreign passengers drinking alcohol on the train, which was against the SRT's train travelling regulations. Hence, how to inform foreign passengers in English as to the rules, regulations and prohibitions that foreign passengers needed to follow while on board the train as well as the penalty if any violations occurred was greatly needed. It was also reported in the interviews that suggesting and providing information to foreign passengers about how to get to tourist attractions were also needed for train conductors and guards.

6.3.1.3 Listening

As shown in the questionnaire responses, the situation where the train conductors and guards needed to use listening the most was when they listened to

foreign passengers' queries related to problems occurred during the journey, closely followed by listening to passengers' complaints. These results corresponded exactly to the results shown in the speaking skills as discussed earlier. In case of speaking, the train conductors and guards were frequently required to speak English when they had to inform foreign passengers about problems occurring during the journey. Also, the train conductors and guards often needed to speak English when they had to deal and communicate with foreign passengers when they made complaints. This is because they had to listen to these two matters from foreign passengers first before making any response back to them. This strongly supports what Aunruen (2005) and Tangniam (2006) pointed out in their study that listening skills should be integrated with speaking skills since, in this case, train conductors and guards often spoke to foreign passengers as much as they listened to them.

Furthermore, it is suggested in the results that listening to queries related to destinations, listening to queries related to train times, listening to queries related to booking and train tickets, listening to queries related to passengers' requests and listening to queries related to passengers' itineraries were also needed.

6.3.2 SRT train conductors and guards' problems when using English in their daily work

The observations revealed that the train conductors and guards encountered several problematic issues while using listening and speaking skills to communicate with foreign passengers. Regarding problems with listening, many of the train conductors and guards being observed did not quite catch the gist of the contexts when listening to foreign passengers' queries or requests. They also had a hard time understanding foreign passengers who were non-native speakers of English. In

addition, the train conductors and guards had difficulty when they listened to foreign passengers who spoke too fast for them to grasp what they just heard. For speaking, the majority of the train conductors and guards being observed were unable to form grammatical English sentences when they had to explain reasons or the unexpected situations at hand to foreign passengers. Providing their insufficient knowledge of necessary English vocabulary, the conductors and guards could only produce simple words or short phrases when interacting with foreign passengers on the trains. Consequently, their inability to produce proper English sentences eventually led to the reluctance to speak English to foreign passengers.

According to the results from the questionnaire, listening skills appear to have caused problems to the train conductors and guards the most as 99.6% of the respondents faced problematic issues when using listening skill in their job. It was closely followed by speaking skills (99.2%), vocabulary related to tourism and providing services on the train (96.9%) and English pronunciation (96.5%). The findings from the interviews also corresponded precisely to the results from the questionnaire.

The results from this research support the study of Boonyawattana (1999) who carried out needs analysis of English in the tourism business. The findings in Boonyawattana's (1999) study revealed that the most encountered problem of English use in tourism business careers was listening skill, followed by speaking skill. Furthermore, it was reported in Boonjaipet's (1992) research that the problems frequently encountered by officers at the counters of the post offices in Bangkok metropolis involved the use of listening and speaking skills. The findings in this study, however, contradict the findings in Pochakorn's (2012) research, which indicated that

English grammar was the most problematic issue that 7-Eleven employees encountered while working.

6.3.2.1 Problems with listening

The results from the questionnaire and interviews showed that the situation in which the train conductors and guards encountered problems with listening most was when foreign passengers spoke to the participants so fast that they could not catch what foreign passengers had just said. Practically, when train conductors and guards listened to foreign passengers speaking in English to them, they would normally try to catch a few words that they knew the meaning of or were familiar with from such sentences. Then, they would make a connection of the meanings of those words and finally come up with their own assumption of what foreign passengers had just said. This usually worked when foreign passengers kept their sentences short or when topics the train conductors and guards being questioned were typical issues that they were frequently asked. In many cases, however, the train conductors and guards failed to successfully communicate with foreign passengers due to their misinterpretation of what foreign passengers were intended to convey.

Another major problem related to the use of listening skills involved with the situation where train conductors and guards had to listen to various accents of non-native speakers of English. Based on the results from the interviews, the train conductors and guards desperately struggled to understand English that was produced by passengers from France, Italy, Germany, Russia, Poland, China, Japan, Korea, Malaysia, and Singapore and so on. In Tangniam's (2006) study, the Thai Airways ground staff also faced similar problems when they listened to passengers' different accents. As summarised by Flowerdew (1994 as cited in Tangniam, 2006), "unfamiliar

accents, both native and non-native, cause difficulty in listening comprehension for both native and non-native speakers of English”.

Moreover, there were times when the train conductors and guards faced difficulty understanding what foreign passengers were trying to say to them because they simply did not understand the meaning of the vocabulary that the foreign passengers used in the sentences. In some cases, they encountered difficulty in listening comprehension due to their lack of phonic knowledge.

6.3.2.2 Problems with speaking, vocabulary and English pronunciation

The most problematic issue frequently encountered by train conductors and guards when using speaking skills to communicate with foreign passengers was that they struggled to articulate their reasons to foreign passengers’ queries simply because they did not know how to produce proper English sentences. Owing to their lack of grammatical sentence structure, the train conductors and guards were sometimes reluctant to speak English to foreign passengers or, in typical cases, they would keep their conversations short by using simple vocabulary or short phrases while using hand gestures to help communicate with foreign passengers. These results correspond directly to the findings in Boontub’s (2015) study, which reported that foreign passengers noticed that the State Railway of Thailand staff tended to avoid having a conversation with long statements or that they avoided taking part in general conversations with foreign passengers. Instead, Thai Railway staff opted to only answer questions.

Additionally, one of the causes that prevented the train conductors and guards from successfully communicating in English to foreign passengers was that they could

not think of English vocabulary related to the situation they were facing or that they did not know how to call something they wanted to say in English.

The interviews also revealed that foreign passengers did not understand the train conductors and guards even though the latter tried their best to communicate with the former, whether by using hand gestures or facial expressions to enhance the communication. One of the reasons to explain this problem was that the train conductors and guards' English pronunciation was not correct or not clear enough for foreign passengers to make out what they were saying. This result strongly supports the findings in Boontub's (2015) study, which revealed that apart from the pronunciation, foreign passengers also found Thai stress and accents of the railway staff the most difficult to understand when railway staff communicate with them in English.

Another reason that caused foreign passengers to not understand the train conductors and guards' English was probably because the latter used technical terms from their field of work when communicating with foreign passengers. The last reason could be traced back to the first problem in which the train conductors and guards tended to use short phrases or one simple word at a time to communicate with foreign passengers, not to mention the cases where they could pick the wrong word for the wrong situation due to their lack of English vocabulary. This easily created misunderstanding and communication problems between the train conductors and guards and foreign passengers. Moreover, foreign passengers' inability to communicate in English could also cause serious problems to the train conductors and guards as foreign passengers and the train conductors and guards did not understand each other for the English language was completely useless in this case.

6.3.3 SRT train conductors and guards' expectations and suggestions regarding English training courses for train conductors and guards

As discussed earlier in 6.2.4 that the current English training courses provided by the SRT were insufficient and incompatible, the train conductors and guards from the interviews then made several suggestions in order to make the English training courses become more practical and meaningful for train conductors and guards. They suggested that the SRT should firstly arrange more English training courses specifically for train conductors and guards as well as other officers who were required to use English skills in their job. Also, such English training courses should be thoroughly distributed and accessible to all train conductors and guards who were truly in need of improving their English skills. They further suggested that English teachers, whether Thai nationals or native English speakers, should focus more on listening skills, speaking skills and vocabulary by basing their course structure on language functions that train conductors and guards actually used in the real situations when they encountered foreign passengers on the trains. Finally, the train conductors and guards participating in the interviews recommended that apart from the English training courses, the SRT should also provide the train conductors and guards with self-learning materials such as self-study audio or a small handbook containing necessary English skills for train conductors and guards or leaflets filled with lists of useful English vocabulary or phrases that they could learn and use on the trains.

6.4 CONCLUSION

This study aimed at investigating the needs for English skills of train conductors and guards working at the State Railway of Thailand (SRT) through the use of three instruments, namely observations, a questionnaire and semi-structured interviews. The

data derived from the observations was applied as a background source to construct the questionnaire. The data collected from the questionnaire was analysed by statistical techniques, whereas the data obtained from the observations and the semi-structured interviews were analysed by the use of content analysis method.

The observations revealed that the SRT train conductors and guards predominantly used listening and speaking skills when encountering and communicating with foreign passengers while they were performing their duties on the trains. Also, the train conductors and guards only faced problematic issues when using listening and speaking skills in their job.

Most conductors and guards participating in this study considered the English language important to their current job. Listening and speaking skills were rated as the skills that they frequently used in their work, whereas speaking skills were perceived as the most difficult English skill.

Regarding the English skills necessary for the SRT train conductors and guards' job, the questionnaire responses revealed that vocabulary related to tourism and providing services on the train were perceived as the most needed skill, followed by speaking and listening skills. However, the interviews suggested otherwise. The train conductors and guards' opinions on this issue were separated into three different views: one group of them agreed with the results from the questionnaire; another group argued that listening skills were the most needed; and the other group stated that speaking skills were the train conductors and guards' greatest need. Writing and English grammar were considered the least necessary skills for the train conductors and guards' job. Considering the problems in English use at workplace, the results from both the

questionnaire and interviews reported that listening skills caused problems to the train conductors and guards the most, followed by speaking, vocabulary related to tourism and providing services on the train and English pronunciation.

Furthermore, the train conductors and guards participating in this study indicated that English training courses designed and developed specifically for train conductors and guards were highly needed. English teachers, should focus more on listening skills, speaking skills and job-related vocabulary by basing their course structure on language functions that train conductors and guards actually used in the real situations when they encountered foreign passengers on the trains. Finally, the train conductors and guards suggested that the SRT should also provide them with self-learning materials such as self-study audio or a small handbook containing necessary English skills for train conductors and guards or leaflets filled with lists of useful English vocabulary or phrases that they could learn and use on the trains.

The results of in this study will surely be useful for course designers, English teachers as well as the State Railway of Thailand (SRT) in the sense that they can use such information as basis data in developing or improving appropriate English training courses as well as course syllabus pursuant to the needs of train conductors and guards, including choosing the right materials in accordance with the objectives of the course.

Despite the fact that this study merely focuses on the needs of a specific group of learners and contexts, this should not preclude those who are interested in conducting similar research to this one but with other target groups and in different contexts, from investigating and conducting further studies since they can adapt the methodology applied in this research study with their own one. This study was conducted in the hope

that it can raise train conductors and guards' awareness of their own needs for English skills, which were essential factors for implementing and designing the English course content.

6.5 LIMITATIONS OF THE STUDY

Due to the limited budget and timeframe, the researcher of this study conducted the observations on specific trains that only passed or stopped at the stations where famous tourist attractions were located. Furthermore, the researcher decided not to carry out the observations on the night trains or sleeper trains due to her safety issues. Hence, there were many railway lines or other routes that the researcher did not have the opportunity to observe the participants' behaviour when they encountered foreign passengers on the trains.

During her observations conducted on the trains, the researcher also noticed that the train conductors and guards being observed behaved slightly different at times when she observed them along the train bogies. Some of the train conductors and guards gave up communicating in English with foreign passengers too early and asked the researcher to help with the vocabulary or the translation. Owing to the researcher's presence, it prevented her from seeing the train conductors and guards' actual or natural behaviour when interacting with foreign passengers on the trains. However, this incident only happened in early minutes of a few observed trips.

In addition, this study merely focused on exploring the needs for English skills of train conductors and guards from the Traffic Operation Department at the State Railway of Thailand and investigating problems when they used English skills in their work. The results of this research study cannot represent the same situation for officers from other departments who also work at the State Railway of Thailand or other train

conductors and guards working at different organisations such as train conductors and guards working for the MRT or BTS.

6.6 SUGGESTIONS FOR THE TARGET ORGANISATION AND PEDAGOGICAL IMPLICATIONS

Apart from the suggestions made by the train conductors and guards participating in this study as mentioned earlier, the researcher would like to offer a few more recommendations that could be useful for the State Railway of Thailand, course designers and English teachers to improve their current English training courses as set forth below:

6.6.1 Suggestions for the State Railway of Thailand

6.6.1.1 Keeping records of employees participating in English training

To alleviate problems and to reduce any confusion as to who has or has never been trained in English training courses provided by the SRT, the approach in selecting the SRT's employees to participate in any English training courses should be more systematic and traceable. That is the department or officers who are responsible for choosing employees to participate in the training should keep records of attendants participating in each English training course, including details of their department to which they belong. By doing this, the SRT could keep track of who has or has not yet participated in English training.

6.6.1.2 Asking the train conductors and guards to register for the English training

Due to the fact that the train conductors and guards have different levels of English proficiency as well as different degrees of needs for the English training, this could possibly affect their willingness and motivation to join English training courses

provided by the SRT. For instance, some might not want to participate in the training for the content to be taught is too easy or too hard for them, or even irrelevant to their job, whereas some would desperately want to be selected for the training. In some cases, the train conductors and guards selected to join the course are about to reach their retirement. To address this problem, the SRT should allow the train conductors and guards to decide whether or not they want to participate in the training. This means that SRT has to let them see the course syllabus or course content to be taught in the English training before they make their decision. For those who need to improve their English skills and really want to participate in English training, they should be allowed to sign up their name to let the SRT know that they are interested in joining the courses. Then, the SRT can start the process of selecting its employees for English training courses by based on those name lists.

6.6.1.3 Providing self-study materials to the train conductors and guards

Since the majority of train conductors and guards working at the State Railway of Thailand are in their middle age, what they have been trained in English training courses can be easily forgotten. As a consequence, self-study materials to be provided to them are also recommended. For example, a list of useful job-related vocabulary or English sentences that the train conductors and guards can actually use on board will be extremely helpful should they encounter foreign passengers on the trains.

6.6.2 Suggestions for course designers and English teachers

6.6.2.1 Providing compulsory and optional training courses

The findings of this research study clearly pointed out that English training courses suitable for train conductors and guards should predominantly focus on listening, speaking and vocabulary related to tourism and providing services on the

train. However, this does not mean that other English skills such as reading, writing, pronunciation and English grammar should be completely disregarded for they might be considered important and necessary to some of the train conductors and guards. To balance their needs, it is therefore suggested that English training courses should be designed and separated into two courses that contain different teaching curriculums.

Regardless of the suggestions stated in 6.6.1.2, the first type of English training course should be compulsory for all train conductors and guards to participate in. Also, it should mainly focus on teaching them listening, speaking and vocabulary related to tourism and providing services on the train. Meanwhile, the other type of English training course should be optional and only arranged specifically for certain groups of train conductors and guards who really need to improve their specific area of English skills apart from those provided in the first type of training course. For instance, the SRT can arrange an English pronunciation training course designed particularly for the train conductors and guards who have difficulty differentiating English consonant and vowel sounds or for those who are not confident enough to communicate with foreign passengers because they are not sure about how to pronounce English words.

6.6.2.2 Allowing the train conductors and guards to help shape the teaching topics

Practically speaking, the train conductors and guards can help their English teachers narrow down the scope of language or topics that should be taught in the training by making a list of questions they have been frequently asked by foreign passengers or a list of topics that they usually have to say to foreign passengers while working on the trains. By doing so, the English teachers can primarily start teaching listening and speaking skills to the train conductors and guards from the language

functions that they actually used in the real situations before moving on to teaching other topics. However, it is also advisable that course designers and/or English teachers should occasionally get on the trains to observe the train conductors and guards closely when they use English skills to communicate with foreign passengers. This will definitely help them to prioritise the train conductors and guards' needs and problems related to the use of English skills.

Furthermore, to strengthen the train conductors and guards' listening comprehension skills and speaking skills, it is advisable that job-related vocabulary and some phonic knowledge should also be taught along the way while teaching the train conductors and guards listening skills and speaking skills.

6.6.2.3 Teaching grammar within the scope of the train conductors and guards' job

The train conductors and guards participating in this study stated that English grammar was one of the least necessary skills for their job as they rarely used it while communicating in English to foreign passengers; yet, English grammar teaching should still be included in the course syllabus of the English training. If considering closely to the train conductors and guards' problems concerning listening and speaking skills stated earlier in Chapter 4 and Chapter 5, it can be seen that those problems partly resulted from the fact that they lack of English grammatical rules and English sentence structure. Therefore, learning English grammar is unavoidable for train conductors and guards. Nevertheless, it is recommended that the English grammatical rules to be taught in the training should not be too complicated or too advanced for the train conductors and guards to learn and understand them. More importantly, English teachers should bear in mind that the purposes of the English training courses are to improve the train

conductors and guards' English skills and to motivate them to want to learn more of the language, not to demotivate them.

6.6.2.4 Using authentic materials in the English training

Robinson (1991) stated that regarding the use of 'authentic materials' in ELT, we refer to the use of print, audio, video and pictorial material originally produced for a purpose other than the teaching of language. At one extreme, this can be anything that is available to the language teacher but which was not produced for language-teaching purposes; at the other extreme, it will be material normally used in the students' own specialist workplace or study situation. In addition, we must consider whether the goals that we set are authentic with regard to students' real-world roles, and whether the task or activities that take place in the learning situation are authentic. According to Dudley-Evans and St. John (1998), to stimulate and motivate, materials need to be challenging yet achievable; to offer new ideas and information whilst being grounded in the learners' experience and knowledge; to encourage fun and creativity.

To follow up with what Robinson (1991) and Dudley-Evans and St. John (1998) suggested, materials to be used in English training courses should be specific material drawn directly from the train conductors and guards' professional area such as case studies related to their professional work. For example, English teachers could teach job-related vocabulary by using the actual train tickets or materials like a visual dictionary illustrating images of train compartment that are labelled with English vocabulary to identify each component of the item shown.

6.6.2.5 Keeping the English training courses updated and following up the train conductors and guards' progress in English use

English training courses should also be designed to allow room for change based on the feedback given by the train conductors and guards who, at the same time, need to be involved in making decisions about their learning and assessing their own progress.

6.7 RECOMMENDATIONS FOR FURTHER STUDIES

Based on the findings and discussion of this research, the following are recommendations for researchers who are interested in conducting further research studies:

6.7.1 Conducting needs analysis on a different group of the SRT officers

The participants of this research study were 176 train conductors and 92 guards from the SRT's Traffic Operation Department working on the trains that journey around Thailand. Further studies should be conducted with other officers from other departments who also work at the State Railway of Thailand. Actually, needs analysis for English skills of coach attendants or ticketing officers working at the State Railway of Thailand is highly recommended.

For coach attendants who usually work on the night trains, their main duties are to assist the passengers in obtaining food, refreshments, changing bed sheets or making their bed as well as ensuring the passengers' convenience in general. Since there are many foreign passengers travelling on the night trains such as trains to Chiang Mai, Nong Khai or to Su-ngai Kolok, their chances of encountering foreign passengers and using English skills are extremely high. As for ticketing officers, they are actually the front-line officers at the State Railway of Thailand to encounter foreign passengers

before other officers do since foreign passengers usually approach them first to ask for details of the train tickets, train times or journey destinations.

6.7.2 Sparing some extra time for the delay of the data collection

The researcher of further study should allow a few weeks or maybe a month for the participants of such research to complete the questionnaire. The researcher in this study spent a whole month collecting data until she could gather an acceptable amount of questionnaires for the data analysis. Due to the nature of work of officers working at the State Railway of Thailand, especially train conductors and guards, they cannot spend too much time filling in many pages of the questionnaire for they are required to make a preparation and to check on many things on the train before it departs. Therefore, it is recommended that the researcher of further study should keep the questionnaire short and right to the point.

6.7.3 Exploring more on the participants' preferred times and duration of the English training courses

The researcher of the further study should focus on the preferred times and hours of English training courses that the participants of such research see fit since this research study did not pay much attention of such in-depth details.

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APPENDIX A

OBSERVATION SHEET

Needs Analysis for English skills of train conductors and guards working at the State Railway of Thailand (SRT)

Observation checklist

Observation form No. _____

Date: _____ Train No. _____ Type of train _____

Depart from _____ at (time) _____

Destination _____ arrive at (time) _____

Length of the observation (approximately) _____ start from (time) _____

End of the observation at (time) _____

Name of the participant _____

Position () Train conductor (brakeman) () Guard


The aim of this observation checklist is to identify if the participant shows their competence and/or problems of the following English skills while interact with foreign passengers on the train.

	<u>English skills</u>	Evidence		Problems	Evidence
		Y	N		
1.1	Listening				
1.2	Speaking				

<u>English skills</u>		Evidence		Problems		Evidence
		Y	N	Y	N	
1.3	Pronunciation					
1.4	Translation for listening skill					
	Translation for speaking skill					
1.5	Reading					
1.6	Writing					
1.7	Translating for reading skill					

<u>English skills</u>				Evidence	Problems		Evidence
		Y	N		Y	N	
1.7	Translating for writing skill (cont.)						
1.8	Vocabulary						
1.9	Grammar and expression						
1.9	Others (Identify)						

Field notes

Observation form No.	Date:	Start:
From:	To (destination):	End:
 The image shows a large, faint watermark of the Thammasat University logo centered on the page. The logo is circular and contains a central emblem with a crown-like top and a lotus-like base. The text 'THAMMASAT UNIVERSITY' is written in a circle around the emblem, with Thai script above it.		

APPENDIX B

OBSERVATION FIELD NOTES

Trip 1: Bangkok to Ayutthaya

This transcript was based on the data in the Observation Sheet No. 1. The researcher kept the record derived from the observation conducted on July 12, 2016 on a trip from Bangkok to Ayutthaya. The observation was conducted on the Ordinary Train No. 209 scheduled to depart from Hua Lamphong Station to Baan Ta-khli Station. The observation was done secretly without letting the participants know that they were being observed. The researcher observed the participants while they were performing their duties between Hua Lamphong Station and Ayutthaya Station.

On Train No. 209 from Bangkok to Ayutthaya

The train departed from Hua Lamphong Station at 11.20 am. and was expected to arrive at Ayutthaya Station at 1.04 pm. While walking along the aisles from the last bogie up to the front to find a place to sit, the researcher spotted a train conductor having a conversation with two foreign passengers (Asian race).

Asian passenger 1: Is the last station of this Bangkok to Ayutthaya?

Train conductor: No...no..... [waving his hand to gesture “no”, but looking quite unsure].

Asian passenger 2: Last station? [pointing his index finger on the train floor to gesture “this train”].

Train conductor: No...not last station. I tell you the last station [then he walked away].

Summary – The main problems of this case were caused by the participant’s lack of listening comprehension and a misinterpretation of the context in the situation. Those

two Asian passengers actually wanted to make sure that they boarded the right train to their destination - Ayutthaya, thereby asking the officer to confirm it. However, as their first language was not English either, the structure of the sentences foreign passengers produced were short and ungrammatical, which resulted in the misunderstanding of the train conductor. When the train conductor heard the phrase “last station” combining with the gesture of the Asian passenger 2 pointing to the ground, he mistook them as asking if Hua Lamphong Station was the last station of Train No. 209. Without asking the passengers to double check his understanding, he then replied that Hua Lamphong Station was not the last station and that he would tell them when they got to the last station, which actually was Baan-Takhli Station, not Ayutthaya Station.

Trip 2: Ayutthaya to Bangkok

This transcript was based on the data in the Observation Sheet No. 1. The researcher kept a record derived from the observation conducted on July 12, 2016 on a trip from Ayutthaya to Bangkok. The observation was conducted on the Rapid Train No. 106 scheduled to depart from Sila At to Hua Lamphong Station. The observation was done secretly without letting the participants know that they were being observed. The researcher observed the participants while they were performing their duties between Ayutthaya Station. and Hua Lamphong Staion.

On Train No. 106 from Ayutthaya to Bangkok

While the train was about to leave Bang Sue Junction Station, there was a technical problem with the train in which it suddenly stopped working. Though the train driver had tried to move the train forward many times, he eventually failed to do so. The officer positioned at Bang Sue Junction Station then announced through the speakers on the platforms to let the passengers on the train and on the platform know

that there was a technical problem with Train No. 106 and that the train would be fixed and ready to leave the station soon. However, there was no announcement made in English and the train conductors and guards on the train did not explain what actually happened to any of foreign passengers on the train. This confused a group of foreign passengers who thought the train was broken or suspended since the train stopped dead for several minutes without a clear explanation. Eventually, they frustratedly got off the train without knowing what actually happened.

Summary – The problem in this case was that the train conductors and guards did not explain the situation in English to the foreign passengers who were really confused and that resulted in the foreign passengers’ frustration and some getting off the train.

Trip 3: Bangkok to Hua Hin

This transcript was based on the data in the Observation Sheet No. 2. The researcher kept the record derived from the observation conducted on July 14, 2016 on the Ordinary Train No. 261 scheduled to depart from Hua Lamphong Station at 9.30 am. and expected to arrive at Hua Hin Station at 1.35 pm. This observation was done secretly without the participant knowing that he was being observed.

This train was scheduled to leave Hua Lamphong Station at 9.30 am. However, the trip was delayed as the train was 15 minutes late to arrive at Hua Lamphong Station. Owing to the delay of the train departure time, all arrival times scheduled for each stop were therefore not accurate as stipulated on the train timetable. Around one o’clock in the afternoon, a train conductor walked past a foreigner who boarded the train with his family. He asked the train conductor about the train timetable.

Foreign passenger: Why aren’t we at Cha-Am Station yet?

Train conductor: รถไฟมันล่าช้า...มัน delay [the train’s late...it’s delayed]

Foreign passenger: When will we arrive at Cha-Am Station?

Train conductor: [looking at his watch] น่าจะบ่ายโมงสี่สิบ...บ่ายโมงสี่สิบ [Probably around 1.40 pm...1.40 pm.] Umm...one...one...one-forty. One-forty.

Summary – This train conductor’s listening skill was quite good since he was able to answer the foreign passenger correctly to the point, though such answers were merely just a simple word or phrases. However, what he lacked was speaking skill, the relevant vocabulary related to train times and sentence structure.

Trip 4: Bangkok to Chiang Mai

This transcript was based on the data in the Observation Sheet No. 3. The researcher kept the record derived from the observation conducted on July 19, 2016 on the Special Express Train No. 7 scheduled to depart from Hua Lamphong Station at 8.30 am. and expected to arrive at Chiang Mai Station at 7.30 pm. In this observation, the participant was fully aware that he was being observed since the researcher observed the participant by walking along the aisles with him from one bogie to another while the participant was performing his duties.

Interaction 1

Train conductor: สวัสดีครับ ผู้โดยสารกรุณาเตรียมตั๋วไว้ให้เจ้าหน้าที่ตรวจด้วยนะครับ [saying out loud for the whole passengers on the bogie to hear].
[Good morning. Please kindly get your ticket ready for the officer’s ticket inspection].

Most of the foreign passengers on that bogie looked puzzled and glanced around at other passengers to see what was going on. Then, they followed Thai passengers in preparing the tickets for the inspection. However, one of the foreign passengers did not prepare the ticket for the inspection.

Train conductor: Ticket, please [clicking his hole-puncher to gesture that he was waiting for the ticket].

Foreign passenger: [rummaging around his backpack and then giving it to the train conductor]

Train conductor: [giving the ticket back to the passenger] Thank you.

Summary – The problem of this case was that when the participant announced that the ticket should be prepared for the inspection, he only said it in Thai, which confused the foreign passengers for they did not understand what he said. However, when he encountered with the foreign passenger who did not hand the ticket to him, he was actually able to ask the passenger to give the ticket to him in English by only saying “Ticket, please”.

Interaction 2

Foreign passenger: How many stopping stations until we get to Chiang Mai?

Train conductor: [turning to the researcher] คำถามจุดที่สถานี จะบอกว่าหลายสถานีต้องพูดยังไงอะ [The passenger asked about stopping stations. How do we say ‘many stations’ in English?]

The researcher then checked the train timetable on the mobile phone for the number of stopping stations and then told the train conductor in Thai that there would be 19 stops before the train arrived at Chiang Mai Station. Still, the participant could not say that in English.

Train conductor: ...บอกเค้าให้พี่น้อง พี่ไม่รู้ว่าคุณพูดยังไง [Can you tell that to the passenger for me? I don't know how to say it in English].

Summary – The problem of this case was that the train conductor did not know the key vocabulary such as the name of numbers in English and that he did not know the English sentence structure.

Interaction 3

Foreign passenger: How many meals are we going to get?

Train conductor: Two [Then turning to the researcher] ข้าวนี้เค้าเรียกว่า meal ใช่ไหม แล้วขนมนี้เรียกว่า snack หรือเปล่า [Do we call rice as “meal” in English? And do we call nibbles as “snack”?].

[When researcher confirmed his questions, he then continued his conversation with the foreign passenger]

Two...one meal and one snack

Foreign passenger: Oh...okay. When will the meal be served?

Train conductor: Lopburi Station

Summary – In this case, the participant was not so sure about the vocabulary related to food and drinks that he had to confirm that with the researcher. For the participant’s answer on the second question, what the participant meant was that “the meal will be served when we get to Lopburi Station”. This again shows that the participant was good at listening skill, but not the speaking skill as he was not able to produce a proper sentence to explain his answer to the foreign passenger who was quite confused with the participant’s answer.

Interaction 4

A foreigner walked to the place where a food and drink trolley was located.

Foreign passenger: [pointing to a bottle of water on the trolley] How much for the water?

Train conductor: No. เดี่ยวมี service ให้ [his tone of voice was quite harsh].
[No, the water will be provided as part of service].

The foreigner pulled her face a little bit as she felt offended by the participant's tone of voice combining with the fact that she did not understand what he just said. Frustrated, she walked back to her seat without knowing why she was refused by the participant to not let her buy a bottle of water.

Summary – For Train No. 7, the passengers do not have to pay for the food and drinks as they are part of the service for all passengers on board, except for those who bought the ticket with special rate. However, in this case, the participant could not think of the key vocabulary and could not produce a proper sentence in English to explain about this service to the passenger.

Interaction 5

Two foreigners asked the train conductor why they did not get the food and drinks like other passengers.

Foreigner 1: Why didn't we get the food like others?

Train conductor: Ticket, please [looking at the passengers' tickets and turning to the researcher] โห อธิบายยากเลยคราวนี้ นื่องช่วยพี่แปลหน่อยนะ คือเค้าเนี่ยซื้อตั๋วไปอุตรดิตถ์ในราคา 150 บาท ซึ่งเป็นตั๋วราคาพิเศษ มันจะไม่รวมอาหารและเครื่องดื่มในนั้น ส่วนคนอื่นที่ได้อาหารกับเครื่องดื่ม นั่นคือเค้าซื้อตั๋วราคาปกติ 400 บาท [Oh, it's difficult to explain this. Can you help me with the translation? The thing is they bought tickets to Uttaradit Station by the amount of 150 Baht. They are special rate tickets, so the food and drinks are not included in the service. The others got their

food and drinks because they bought a normal rate ticket by the amount of 400 Baht].

Summary – This case involves with the type of the ticket and its service that comes with it. Apparently, the language functions in this case were too complicated for the participant to be able to explain in English to the passengers for he needed to know the key vocabulary related to food and drinks, vocabulary related to the price of the ticket and sentence structure, particularly the ones used for explaining cause and effect.

Interaction 6

A foreigner dropped his water bottle on the train floor without knowing he dropped it. Instead of telling the foreign passenger to pick it up verbally, the participant just patted on that passenger's arm and then pointed to the water bottle and then walked away.

Interaction 7

A foreign teenager walked toward the participant and asked him where the toilets were. The participant replied her back by merely pointing his finger to the direction where one of the toilets was located without saying any other words.

Summary – In Interactions 6 and 7, the participant chose not to say anything, but simply used his gestures to communicate with the foreign passengers.

Interaction 8

Foreign passenger: I have to get off at Phitsanulok Station. Can you remind me when to get off?

Train conductor: Don't worry จะบอกเค้าว่า ไม่ต้องห่วง เดี่ยวจะบอกเค้าให้ตอนที่ถึงสถานีพิษณุโลก นี่พี่ต้องพูดยังไงอะ ใช่พูดว่า I tell you when you get there หรือเปล่า [Don't worry. How do we say 'He doesn't have to worry about getting

off the train for I'll tell him when we arrive at Phitsanulok Station' in English? Is it 'I tell you when you get there'?)

Summary – In this case, the participant tried to say “I will tell you when we get there”, the sentence of which he learnt from a Thai passenger who helped him with the translation.

Interaction 9

While the participant was walking along the aisles of the train bogies to inspect the tickets of those new passengers who just boarded the train and to check if they sat on the right place according to their seat number on the ticket, he faced this foreign couple who were supposed to sit separately as their seat numbers were not next to each other.

Train Conductor: Excuse me, sir and madam. You...umm [pointing to the seat number on the tickets and then pointing to the seat numbers above the couple].

Foreign passenger: Oh sorry, I *swapped* my seat with this man [pointing to a Thai passenger sitting behind him and then making a hand gesture to help explain the situation]. We just wanted to sit together [pointing to his girlfriend]. Is it okay to do that?

[The participant looked confused, then he turned to that Thai passenger]

Thai passenger: คือเค้าขอเปลี่ยนที่นั่งกับผม [He asked if we could swap seats].

Before the participant answered the foreign couple, he checked with the Thai passenger who swapped his seat with the foreigner if he was really okay about exchanging the seats. The Thai passenger said it was okay. Then the Train conductor turned to say “Okay” to the foreign couple.

Summary – The problem of this case was that the participant could not understand what the foreign passenger said until the Thai passenger explained it to him. Also, he could not produce a proper sentence in English to inform the foreign couple that one of them sat on the wrong seat and that he needed to change back to their own seat.

Interaction 10

Foreign passenger: Excuse me, where can I smoke?

Guard: No smoke. You smoke, I charge you money.

Summary – According to the State Railway of Thailand’s regulations, smoking on the train is prohibited. In this case, the participant could not explain the State Railway of Thailand’s regulations to this passenger for he did not know words like “prohibit” “allow” or “forbid”. He also tried to produce an “if clause” sentence by saying “If you smoke, I will charge you X Baht”. However, he merely said “money” because he did not know how to say 2,000 in English. The 2,000 Baht was the amount that the foreign passenger would be charged if he smoked on the train.

Trip 5: Bangkok to Ayutthaya

This transcript was based on the data in the Observation Sheet No. 4. The researcher kept the record derived from the observation conducted on July 22, 2016 on the Ordinary Train No. 201 scheduled to depart from Hua Lamphong Station at 9.25 am. and expected to arrive at Phitsanulok Station at 5.50 pm. The researcher observed the participants between Hua Lamphong Station and Ayutthaya Station. In this observation, the participants were fully aware that they were being observed since the researcher observed the participants by walking along the aisles with them from one bogie to another while the participants were doing their duties.

Interaction 1

Foreign passenger: Excuse me, is it two hours from here to Ayutthaya?

Train conductor 1: Yes, train to Ayutthaya [nodding his head].

Summary – The problem of this case was that the participant did not understand the meaning of the question. When he heard the word “Ayutthaya”, he immediately assumed that the foreign passenger asked him if that train was the one that went to Ayutthaya. He missed out the true meaning of the question. This shows that he lacked listening comprehension skill.

Interaction 2

Foreign passenger: How many hours to get to Lopburi?

Train conductor 2: Err...err...say again...slow slow, please

Foreign passenger: How...many...hours...until...we...get...to...Lopburi?

Train conductor 2: Err...(looking at his watch)about...three

Foreign passengers: Three hours?

Train conductor 2: Yes

Summary – In this case, the participant did not catch what the foreign passenger asked him at first. Therefore, he asked the passenger to repeat the question again slowly. Instead of using the adverb “slowly”, the participant said “slow slow”, which was equivalent to the Thai translation “ช้าช้า”.

Interaction 3

There were two foreign passengers boarding the train to go to Thammasat University Hospital in Rangsit area. One of the passengers asked Train conductor 2 as to the direction from Thammasat University Station to the hospital and how to get there. The participant understood the questions fired at him by the foreign passenger;

however, he could not think of the vocabulary and he could not produce a proper sentence to answer the foreign passenger. As a consequence, he used the application called “Thai-English translator” that he had in his mobile phone to help explain to the foreign passengers that they could take a taxi from the station to the hospital. He also wrote “10 km.” on the paper and showed them that so they would know it was about 10 kilometers from the station to the hospital.

Summary – The problem in this case was that the participant (Train conductor 2) lacked speaking skill, which resulted in him having to solve this problem by using an application on his mobile phone to help with the translation.

Trip 6: Ayutthaya to Pak Chong

This transcript was based on the data in the Observation Sheet No. 5. The researcher kept the record derived from the observation conducted on July 22, 2016 on the Express Train No. 71 scheduled to depart from Hua Lamphong Station at 10.05 am. and expected to arrive at Si Sa Ket Station at 6.40 pm. The researcher observed the participant between Ayutthaya Station and Pak Chong Station. In this observation, the participant was fully aware that he was being observed since the researcher observed the participant by walking along the aisles with him from one bogie to another while the participant was doing his duties.

Interaction 1

A foreign passenger dropped his water bottle on the train floor. However, the participant did not tell the foreign passenger that he dropped his water bottle verbally. He just patted the passenger on the shoulder and pointed to the water bottle on the floor.

Summary - the participant chose not to speak to the passenger in English to tell him that he dropped the water bottle. Instead, the participant simply used his gesture to communicate with the foreign passenger.

Interaction 2

There were a group of foreign passengers getting on the train at Ayutthaya Station. They asked the participant to remind them to get off the train at Pakchong Station. When the train was approaching the foreign passengers' destination, the participant said loudly to the whole passengers on the bogie, including the foreign passengers, to hear.

Train conductor: สถานีหน้าปากช่องนะคะครับ Next Station, Pak Chong.

Summary – There was no significant problem in this case, the foreign passenger understood what the participant said perfectly well.

Trip 7: Bangkok to Hua Hin

This transcript was based on the data in the Observation Sheet No. 6. The researcher kept the record derived from the observation conducted on July 24, 2016 on the Ordinary Train No. 261 scheduled to depart from Hua Lamphong Station at 9.20 am. and expected to arrive at Hua Hin Station at 1.35 pm. In this observation, the participant was fully aware that he was being observed since the researcher observed the participant by walking along the aisles with him from one bogie to another while the participant was doing his duties.

Interaction 1

The participant started walking along the aisles and asked the passengers to prepare the ticket(s) for the inspection. The participant however did not say that in

English, which led to the confusion of the foreign passengers who had to look around the bogie to get the idea of what they had to do.

Summary – The problem of this case was that the participant did not translate what he said in English so that the foreign passengers could understand what they had to do.

Interaction 2

While inspecting the passengers' tickets, the participant encountered a group of foreign passengers, one of whom handed him a set of tickets. He counted the tickets in his hands and then asked the passengers as to how many people boarded the train and where they sat on the bogie. This is because he had to check if the number of foreign passengers and the number of the tickets shared the same number. The participant used simple phrases – i.e. "How many?" and hand gestures to help him communicate with this foreign passenger. That foreign passenger understood him well enough for he pointed to his friends who sat next to and around him to let the participant know where his companions sat in that bogie.

Summary – In this case, the participant could not say a full sentence of "How many people on board with you and where are they sitting?" in English to the foreign passengers. Nonetheless, the communication between the participant and the foreign passengers were astonishingly successful.

Interaction 3

There were two Asian passengers who firstly bought tickets to Nakhon Pathom, but they changed their mind later and wanted to get off at Hua Hin Station. They handed the participant the tickets, stating that Nakhon Pathom was their destination, then asked the participant what they had to do if they needed to go to Hua Hin. If they had to buy new tickets, where could they do so? The participant looked at the tickets and then said

“Station...you buy ticket...umm Station...Nakhon Pathom Station and you on this train again”. However, the foreign passengers looked puzzled and unsure if they really understood what the participant meant. Eventually, the researcher had to help the participant with the translation.

Summary – In this case, the participant wanted to say that the passengers had to get off the train at Nakhon Pathom Station to buy tickets to Hua Hin from the ticketing officer at Nakhon Pathom Station, then the passengers could get on the same train again to get to Hua Hin. This case shows that the participant lacked knowledge of English sentence structure and relevant vocabulary.

Trip 8: Bangkok to Kanchanaburi

This transcript was based on the data in the Observation Sheet No. 7. The researcher kept the record derived from the observation conducted on July 28, 2016 on the Ordinary Train No. 257 scheduled to depart from Thon Buri Station at 7.50 am. and expected to arrive at Nam Tok Station at 12.35 pm. In this observation, the participants were fully aware that they were being observed since the researcher observed the participants by walking along the aisles with them from one bogie to another while the participants were doing their duties.

Interaction 1

The train was delayed about 40 minutes from the original train timetable due to the fact that on that day, the Governor of the State Railway of Thailand, along with a huge group of work colleagues and his entourage, wanted to board the train to Kanchanaburi as well. As a result, we, the rest of the passengers, both Thai and foreigners, had to wait for two extra special train cars to get attached to the end of Train No. 257 for the Governor and his crew to get on. As a consequence of this, all arrival

times scheduled for each stop were therefore not accurate as stipulated on the original train timetable.

Many Thai and foreign passengers made serious complaints to the train conductors and guards as to the cause of the delay and some asked how many hours the train would be delayed from the original train timetable. The train conductors and guards explained the situation and deal with the passengers' complaints in a calm manner. However, the foreign passengers did not receive any clear explanation from the train conductors and guards in English as to what really happened. Luckily, there were groups of foreign passengers coming with Thai tour guides who explained the situation to the foreign passengers on board.

Summary – In this case, the participants found it difficult to explain the situation to the foreign passengers in English owing to their lack of vocabulary, sentence structure and grammar for using cause and effect sentences.

Interaction 2

While the train was approaching Kanchanaburi Station, there were two foreign passengers walking into the last bogie where train conductors and guards were sitting. They asked one of the guards if it was okay for them to get off the train at Nam Tok Station, which was the final destination for Train No. 257, despite the fact that they bought the tickets to Kanchanaburi Station. The guard responded to the foreign passengers' question by simply saying "No problem".

Summary – There was no problem in this case, the foreign passenger understood what the participant said perfectly well.

Trip 9: Kanchanaburi to Bangkok

This transcript was based on the data in the Observation Sheet No. 8. The researcher kept the record derived from the observation conducted on July 28, 2016 on the Ordinary Train No. 258 scheduled to depart from Nam Tok Station at 12.55 am. and expected to arrive at Thon Buri Station at 17.40 pm. In this observation, the participants were fully aware that they were being observed since the researcher observed the participants by walking along the aisles with them from one bogie to another while the participants were doing their duties.

Interaction 1

On the way back from Nam Tok Station to Thon Buri Station, the train stopped at Saphan Tam Krasae Station for approximately 10 minutes without any announcement made by the train conductors or the guards to let the passengers know why the train had to make a long stop at Saphan Tam Krasae Station. Many Thai and foreign passengers were really annoyed by the lengthy delay of the trip since the passengers who boarded Train No. 258 were passengers who had been waiting for almost an hour for Train No. 257 to arrive at Nam Tok Station so that they could catch this very same train to go back to Bangkok. Some foreign passengers even shook their heads in disapproval of this undue delay.

Summary – The problem of this case was that when the train stopped at one station longer than it should, the participants did not explain to the foreign passengers about the cause of the delay or why they had to make a long stop. This caused confusion and frustration among foreign passengers.

Interaction 2

While the train was passing the famous spot with beautiful view and scenery near the Death Railway, there was a foreign passenger who wanted to get a better view for his photo taking, so he sat on the steps of the train entrance, which was prohibited by virtue of the State Railway of Thailand's regulations. The train conductor then went to tell that passenger to get back in the train bogie by saying “No sit here อันตราย เค้าห้าม นั่งตรงนี้” [It's dangerous. You are not allowed to sit here].

Summary – In this case, the participant only said to the foreign passenger in English to not sit on the steps of the train entrance, but he could not produce a proper English sentence to let the foreign passenger know that it was dangerous sitting on that area of the train and that it was against the State Railway of Thailand's regulations because he did not know the vocabulary related to the situation.

Interaction 3

When the train stopped at Saphan Kwae Yai Station to let the passengers get on and off the train, there was a foreign passenger who just got on the train and tried to get into the train car which was allowed for the State Railway of Thailand's officers to get in only. The guard then quickly said to the foreign passenger in strong Thai accent “Not this bogie. This is for staff”, then used his hand gesture to let the passenger know that he had to turn around and find a seat on other bogies.

Summary – There was no significant problem in this case, the foreign passenger understood the participant perfectly well.

Trip 10: Bangkok to Surat Thani

This transcript was based on the data in the Observation Sheet No. 9. The researcher kept the record derived from the observation conducted on August 2, 2016 on the Special Express Train No. 43 scheduled to depart from Hua Lamphong Station at 8.05 am. and expected to arrive at Surat Thani Station at 4.45 pm. In this observation, the participant was fully aware that he was being observed since the researcher observed the participant by walking along the aisles with him from one bogie to another while the participant was doing his duties.

Interaction 1

When the participant was walking along the aisle in one bogie, he asked a group of Chinese passengers to give their train tickets to him for the inspection. However, it turned out that the Chinese passengers sat on the wrong seat numbers. To ask the Chinese passengers to sit on their correct seat numbers, the participant returned the tickets to them and pointed to the seat numbers provided on the tickets and then pointed his finger to the seat numbers they were sitting on. This gesture was to let the passengers know that they sat on the wrong seats. After that, he said to the Chinese passengers “Can you change?” and then walked in the direction where the seats were located to guide the foreign passengers to the right seat numbers.

Interaction 2

Similar to the case of Chinese passengers described in Interaction 1 above, the participant encountered a group of European passengers who sat on the wrong seat numbers and on the wrong train car. He used the same gesture that he did with the Chinese passengers and then said “Can you change?” as he pointed his finger to the

train car behind the one the passengers were on so as to let them know where their correct seats were located.

Summary – In Interactions 1 and 2 above, the participant did not produce a proper English sentence to let the foreign passengers know that they sat on the wrong seats. Nevertheless, by using his hand gestures and a simple phrase “Can you change?”, the participant successfully achieved what he wanted since all of the foreign passengers understood what he said and got to their correct seat numbers later on.

Interaction 3

While checking the passengers’ train tickets, the participant spotted one foreign passenger who put their huge luggage on the floor. Knowing that the luggage would block the way and it would make it difficult for the rest of the passengers to walk through, the participant then walked towards that passenger, intending to tell him to store his bag on the luggage rack provided. Instead of telling the foreign passenger verbally, the participant just patted that foreign passenger on the shoulder and pointed his finger to the train luggage rack located on top of the passengers’ seats and said “Bag”.

Summary – Similar to previous cases, the participant only used a simple word “Bag” and used his hand gesture to communicate with foreign passenger.

APPENDIX C

QUESTIONNAIRE

Needs Analysis for English skills of train conductors and guards working at the State Railway of Thailand (SRT)

This questionnaire is made as a partial fulfillment of the Master's Thesis done in accordance with the curriculum of a Master of Arts in Teaching English as a Foreign Language, Thammasat University.

The main objective of this questionnaire is to survey problems and needs for English skills of train conductors and guards working at the State Railway of Thailand. Your contribution in providing useful information will be beneficial for the process of needs analysis so as to find out the way to implement and develop English training courses for officers working at the State Railway of Thailand. Please answer the questions with regard to your information so that the English training courses to be designed and developed would reflect and serve your needs of English skills, which are to be applied with your work later on.

Please kindly complete every question provided in this questionnaire. Your information and responses will be treated as confidential and will be exclusively used in this study only. Your contribution and cooperation will be greatly appreciated.

Instructions for completing this questionnaire

1. This questionnaire is divided into 4 parts as follows:
 - 1) General information
 - 2) General opinions
 - 3) Needs for the English language skills of train conductors and guards working at the State Railway of Thailand
 - 4) Problems when using the English language to communicate with foreign passengers
2. In each question, please put a tick \checkmark in the brackets () *or* fill in the information in accordance with actual facts *or* rank your needs or opinions in order of priority. If you would like to suggest additional opinions, please identify them in the blank spaces provided there in.

Thank you very much for your co-operation
Nutpaphat Prasitpornkun

QUESTIONNAIRE

Needs Analysis for English skills of train conductors and guards working at the State Railway of Thailand (SRT)

Please kindly complete this questionnaire with regard to your information

Part 1: General Information

Please put a tick \surd in the brackets () and/or provide the information according to actual facts in blank spaces provided herein.

1. Gender () Female () Male

2. Age (year) () Under 21 () 21-25 () 26-30
 () 31-35 () 36 – 40 () 41 – 45
 () 46 – 50 () Over 50

3. Educational background
 () Lower secondary school () Upper secondary school
 () Vocational school () Bachelor's degree
 () Higher than bachelor's degree () Other (please specify)

4. In which position of the State Railway of Thailand do you currently work?
 () Train conductor (brakeman)
 () Guard

 Positioned on the train No. _____ Type of train _____
 From _____ To _____

5. How long have you been working as a train conductor or guard at the State Railway of Thailand?
 () Less than 1 year () 1 – 2 years
 () 3 – 5 years () 5 – 10 years
 () More than 10 years

6. Is English important in your current job?
 () Yes () No

 If you have answered *Yes*, how often do you use English in your job?
 () Seldom () Occasionally () Often () Regularly

7. Please choose your current level of English proficiency (choose only one item)
 () None () Beginner () Elementary
 () Lower intermediate () Upper intermediate () Advanced

Part 2: General Opinions

1. In your job, **how often** do you **use** the following English language skills (Please put a tick \checkmark in the box for each skill)

Skills	Most	A lot	Somewhat	A little	Not use at all
Listening					
Speaking					
Reading					
Writing					
Pronunciation					
Vocabulary related to providing tourism and services on the train					
Grammar					

2. In your job, **what level of difficulty** do you encounter when using the following English language skills (Please put a tick \checkmark in the box for each skill)

Skills	Most	A lot	Somewhat	A little	No difficulty because	
					<i>Able to use it fluently</i>	<i>Not use at all</i>
Listening						
Listening						
Reading						
Writing						
Pronunciation						
Vocabulary related to tourism and providing services on the train						
Grammar						

Part 3: Needs for the English language skills of train conductors and guards working at the State Railway of Thailand

Please indicate your opinions towards the following topic areas by circling \bigcirc the appropriate numbers.

1. Listening

To what extent do you **need** the following listening skills in your job?

Needs for listening skills	Not use at all	Not necessary	Fairly necessary	Very necessary	Most necessary
Listening to greetings and introduction of passengers	1	2	3	4	5
Listening to queries related to passengers' itineraries	1	2	3	4	5
Listening to passengers' personal information, e.g. passengers' names or the number of passenger(s) boarding the train	1	2	3	4	5
Listening to queries related to train times, e.g. how many hours until the train arrives at the passenger's destination? Or how long does it take from the original station to the final destination?	1	2	3	4	5
Listening to queries related to destinations, e.g. how many stopping stations before the train arrives at the final destination or at the passenger's destination?	1	2	3	4	5
Listening to queries related booking and train tickets, e.g. how much for the train ticket if going to X station?; is it okay to get off the train at the station, which is not the one stated on the ticket the passengers have bought?; which train car number as stated on the passengers' train ticket that they are to get on?	1	2	3	4	5
Listening to queries related to the dining car or meals provided on the train	1	2	3	4	5
Listening to queries related to passengers' requests e.g. in the event where the passengers exchange their seats; a couple sitting separately on the train ask if they could exchange their seat to another passenger so they could sit together; ask for more toilet paper	1	2	3	4	5
Listening to passengers' complaints, e.g. why is the train delayed?; how long is it going to be delayed?; why does the train stop at this station longer than usual?; why there is no toilet paper in the toilet?	1	2	3	4	5
Listening to queries related to problems occurring during the journey, e.g. in the event where passengers' personal belongings or luggage are stolen or fallen of the train; passengers get sick or pass out on the train,	1	2	3	4	5
Listening to queries related to tourist attractions and/or accommodations	1	2	3	4	5
Other (please specify) _____	1	2	3	4	5

2. Speaking

To what extent do you **need** the following speaking skills in your job?

Needs for speaking skills	Not use at all	Not necessary	Fairly necessary	Very necessary	Most necessary
Welcoming, greeting or introducing oneself to passengers	1	2	3	4	5
Informing passengers to have their ticket(s) ready for inspection	1	2	3	4	5
Providing information related to passengers' itineraries	1	2	3	4	5
Asking for passenger's personal information, e.g. passengers' names or the number of passenger(s) boarding the train	1	2	3	4	5
Providing information related to train times, e.g. how many hours until the train arrives at the passenger's destination? Or how long does it take from the original station to the final destination?	1	2	3	4	5
Providing information related to destinations, e.g. the name of the next station or informing passengers that the next station is the passenger's destination; how many stopping stations before the train arrives at the final destination or at the passenger's destination?	1	2	3	4	5
Suggesting or providing information related to booking and train tickets, e.g. how to book train tickets in advance; how much for the train ticket if going to X station; is it okay to get off the train at the station, which is not the one stated on the ticket the passengers have bought?; which train car number as stated on the passengers' train ticket that they are to get on?	1	2	3	4	5
Informing or explaining to passengers as to the area on the train e.g. the area where the passengers can put or store their luggage; the location of the toilets, the location of the washing basin, the location of the passenger's seat or the correct location where the passenger(s) should be sat in the event where such passenger(s) sit on the wrong seat	1	2	3	4	5
Providing information related to the dining car or meals provided on the train, e.g. informing passengers that food and drinks are provided for the passengers without extra charge except for the passenger who bought a train ticket with special rate, telling the types of food served, number of meals provided and the periods of time when the food and drinks will be served	1	2	3	4	5

Needs for speaking skills	Not use at all	Not necessary	Fairly necessary	Very necessary	Most necessary
Dealing and communicating with passengers in the event where they make requests, e.g. in the event where the passengers exchange their seats; a couple sitting separately on the train ask if they could exchange their seat to another passenger so they could sit together; passengers ask for more toilet paper	1	2	3	4	5
Dealing and communicating with passengers in the event where they make complaints, e.g. why is the train delayed?; how long is it going to be delayed?; why does the train stop at this station longer than usual?; why there is no toilet paper in the toilet?	1	2	3	4	5
Informing passengers as to causes and problems occurred during the journey, e.g. technical problems, accidents, emergency problems	1	2	3	4	5
Explaining to passengers as to the evacuation procedures in case of accidents, emergency problems or technical problems occur while boarding the train	1	2	3	4	5
Informing passengers as to the rules, regulations and prohibitions that the passengers need to follow while boarding the train, including penalty if any violations occur, e.g. standing and sitting on the entrance of the train are prohibited or smoking on the train is prohibited. Those who violate the rules will be charged for X Baht.	1	2	3	4	5
Suggesting and providing information related to tourist attractions and/or accommodations	1	2	3	4	5
Other (please specify) _____	1	2	3	4	5

3. Reading

To what extent do you **need** the following reading skills in your job?

Needs for reading skills	Not use at all	Not necessary	Fairly necessary	Very necessary	Most necessary
Reading passengers' travel documents written in English, e.g. passengers' passports or itineraries	1	2	3	4	5
Reading brochures or leaflets written in English regarding tourist attractions and/or hotels and accommodations	1	2	3	4	5
Reading maps written in English to give information to tourists and passengers	1	2	3	4	5
Other (please specify) _____	1	2	3	4	5

4. Writing

To what extent do you **need** the following writing skills in your job?

Needs for writing skills	Not use at all	Not necessary	Fairly necessary	Very necessary	Most necessary
Writing messages in English to give information to passengers, e.g. writing names of the train stations, tourist attractions, hotels or accommodations	1	2	3	4	5
Writing for explaining the map or travel route in English	1	2	3	4	5
Writing travel timetables or itineraries in English	1	2	3	4	5
Other (please specify) _____	1	2	3	4	5

5. Pronunciation

To what extent do you **need** the following pronunciation skills in your job?

Needs for pronunciation skills	Not use at all	Not necessary	Fairly necessary	Very necessary	Most necessary
Pronouncing English consonant and vowel sounds correctly	1	2	3	4	5
Speaking English with appropriate word stress	1	2	3	4	5
Speaking English with appropriate word intonation	1	2	3	4	5
Other (please specify) _____	1	2	3	4	5

6. Vocabulary related to tourism and providing services on the train

To what extent do you **need** the following vocabulary related to tourism and providing services on the train in your job?

Needs for vocabulary related to tourism and providing services on the train	Not use at all	Not necessary	Fairly necessary	Very necessary	Most necessary
Vocabulary related to train travelling	1	2	3	4	5
Vocabulary related to telling time and giving directions	1	2	3	4	5
Vocabulary related to the rate of train tickets and its fees	1	2	3	4	5
Vocabulary related to tourist attractions and hotels	1	2	3	4	5
Vocabulary related to Thai culture and traditions or Thai festivals	1	2	3	4	5
Vocabulary related to emergency situations, accidents or technical problems	1	2	3	4	5
Vocabulary related to providing services and help	1	2	3	4	5

Needs for vocabulary related to tourism and providing services on the train	Not use at all	Not necessary	Fairly necessary	Very necessary	Most necessary
Vocabulary related to food and drinks	1	2	3	4	5
Vocabulary related to rules, regulations and prohibitions that passengers need to follow while boarding the train	1	2	3	4	5
Other (please specify) _____	1	2	3	4	5

7. Grammar

To what extent do you **need** the following grammar in your job?

Needs for grammar	Not use at all	Not necessary	Fairly necessary	Very necessary	Most necessary
Grammar for imperative sentences	1	2	3	4	5
Grammar for using explanation in sentences, e.g. tenses and conjunction	1	2	3	4	5
Grammar for using conditional sentences (If clause)	1	2	3	4	5
Grammar for affirmative, negative and question sentences	1	2	3	4	5
Grammar for using cause and effect in sentences	1	2	3	4	5
Other (please specify) _____	1	2	3	4	5

Part 4: Problems when using the English language to communicate with foreign tourists and passengers

Please put a tick \checkmark in the brackets () and/or provide the information according to actual facts in blank spaces provided herein.

1. What are problems of **listening to English language** you have encountered in your jobs? (**you can choose more than 1 item**)

- () Foreign passengers speak so fast that you cannot catch what they say
- () Foreign passengers' accents are too difficult to comprehend
- () Do not understand some vocabulary foreign passengers say to you
- () Able to catch some part of what foreign passengers say, but not all of it
- () No problem found
- () Other (please specify)

2. What are problems of **speaking in English** you have encountered in your jobs? (**you can choose more than 1 item**)

- () Foreign passengers do not understand your English
- () Unable to think of vocabulary relevant to the situation, so cannot communicate with foreign passengers

- () Unable to speak English with long sentences because you do not know the English sentence structure
- () Foreign passengers do not understand what you say because your pronunciation is not clear
- () Unable to communicate with foreign passengers because English is not their first language
- () No problem found () Other (please specify)

3. What are problems of **reading information in English** you have encountered in your jobs? **(you can choose more than 1 item)**

- () Able to read documents written in English, but do not know the meaning of the vocabulary in such documents () Need to read documents written in English several times to be able to understand the context
- () No problem found () Other (please specify)

4. What are problems of **writing in English** you have encountered in your jobs? **(you can choose more than 1 item)**

- () Unable to spell words in English correctly () Unable to put English sentence structure in the correct word order
- () Able to write in words or short sentences () Unable to think of the vocabulary in English that you want to write down
- () No problem found () Other (please specify)

5. What are problems of **English pronunciation** you have encountered in your jobs? **(you can choose more than 1 item)**

- () Your pronunciation of the English consonant and vowel sounds is not clear () Foreign passengers do not understand what you say because your pronunciation is wrong or incorrect
- () Unable to speak with a comprehensible accent () No problem found
- () Other (please specify)

6. What are problems of **English vocabulary related to tourism and providing services on the train** you have encountered in your jobs? **(you can choose more than 1 item)**

- () Do not know the meaning of the English vocabulary () Unable to think of the vocabulary that you want to convey in English

() No problem found () Other (please specify)

7. What are problems of **English grammar** you have encountered in your jobs? (**you can choose more than 1 item**)

- () Unable to put English words or phrases in the correct word order
 () Feel worried about using tenses to communicate with foreign passengers e.g. past tense or future tense
 () Able to communicate with foreign passengers by using simple words or short sentences due to lack of knowledge of English grammar
 () No problem found () Other (please specify)

8. Other problems related to the use of English you have encountered in your jobs

(Please specify)

.....

Thank you so much for taking the time to answer this questionnaire

APPENDIX D

แบบสอบถาม

การวิเคราะห์ความต้องการทักษะภาษาอังกฤษ

ของพนักงานห้ามล้อและพนักงานรักษารถของการรถไฟแห่งประเทศไทย

แบบสอบถามนี้เป็นส่วนหนึ่งของการจัดทำวิทยานิพนธ์ ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ สถาบันภาษามหาวิทยาลัยธรรมศาสตร์

แบบสอบถามนี้ สร้างขึ้นเพื่อสำรวจความคิดเห็นเกี่ยวกับปัญหาและความต้องการทักษะภาษาอังกฤษของพนักงานห้ามล้อและพนักงานรักษารถของการรถไฟแห่งประเทศไทย คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์เพื่อหาแนวทางในการจัดทำและพัฒนาหลักสูตรภาษาอังกฤษสำหรับเจ้าหน้าที่การรถไฟแห่งประเทศไทย ดังนั้น จึงขอความกรุณาให้ท่านตอบแบบสอบถามโดยให้ข้อมูลที่ตรงกับตัวท่านมากที่สุด ทั้งนี้เพื่อให้หลักสูตรการสอนที่จะได้รับการออกแบบและพัฒนา มีความสอดคล้องและตอบสนองกับความต้องการของท่านในการเรียนรู้ทักษะภาษาอังกฤษเพื่อนำไปใช้ในการปฏิบัติหน้าที่ต่อไป

ขอความกรุณาให้ท่านตอบแบบสอบถามทุกข้อ ข้อมูลและคำตอบของท่านจะถือเป็นความลับและจะถูกนำไปใช้เพื่อการจัดทำวิทยานิพนธ์นี้เท่านั้น หวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่าน และขอขอบคุณมา ณ โอกาสนี้

คำแนะนำในการตอบแบบสอบถาม

- แบบสอบถามนี้ แบ่งออกเป็น 4 ส่วน ดังนี้
 - ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม
 - ความคิดเห็นทั่วไป
 - ความต้องการทักษะภาษาอังกฤษของพนักงานห้ามล้อและพนักงานรักษารถของการรถไฟแห่งประเทศไทย
 - ปัญหาต่าง ๆ ที่เกิดขึ้นในการใช้ภาษาอังกฤษในการสื่อสารกับนักท่องเที่ยวและผู้โดยสารรถไฟชาวต่างชาติ
- โปรดทำเครื่องหมาย ✓ ลงในวงเล็บ () หรือ เติมข้อความที่ตรงกับความเป็นจริง หรือ จัดเรียงลำดับความต้องการหรือความคิดเห็นของท่านตามที่ระบุไว้ในคำถามแต่ละข้อ กรณีที่ท่านต้องการเสนอแนะความคิดเห็นเพิ่มเติม โปรดระบุในช่องว่างที่เว้นไว้ให้

ขอขอบคุณที่ให้ความร่วมมือ

ณัฐปภัทร์ ประสิทธิ์พรกุล

แบบสอบถาม

การวิเคราะห์ความต้องการทักษะภาษาอังกฤษ ของพนักงานห้ามล้อและพนักงานรักษารถของการรถไฟแห่งประเทศไทย

กรุณาตอบคำถามต่อไปนี้โดยระบุข้อมูลที่ตรงกับตัวท่านมากที่สุด

ส่วนที่ 1: ข้อมูลส่วนตัว

โปรดทำเครื่องหมาย ✓ ลงในวงเล็บ () และ/หรือ เติมคำตอบตามความเป็นจริงลงในช่องว่างที่เว้นไว้ให้

1. เพศ หญิง ชาย
2. อายุ (ปี) ต่ำกว่า 21 21 – 25 26 – 30
 31 – 35 36 – 40 41 – 45
 46 – 50 มากกว่า 50
3. ระดับการศึกษา มัธยมศึกษาตอนต้น มัธยมศึกษาตอนปลาย
 อาชีวศึกษา ปริญญาตรี
 สูงกว่าปริญญาตรี อื่น ๆ โปรดระบุ.....
4. ปัจจุบันท่านทำงานในตำแหน่งใดของการรถไฟแห่งประเทศไทย
 พนักงานห้ามล้อ
 พนักงานรักษารถ
 ประจำรถไฟเลขขบวนรถที่ _____ ประเภทรถ _____
 สถานีต้นทาง _____ สถานีปลายทาง _____
5. ท่านทำงานเป็นพนักงานห้ามล้อ หรือ พนักงานรักษารถให้กับการรถไฟแห่งประเทศไทยมากี่ปีแล้ว
 น้อยกว่า 1 ปี 1 – 2 ปี
 3 – 5 ปี 5 – 10 ปี
 มากกว่า 10 ปี
6. ท่านคิดว่าภาษาอังกฤษมีความสำคัญต่ออาชีพนี้ของท่านในปัจจุบันหรือไม่
 มีความสำคัญ ไม่มีความสำคัญ
 หากท่านตอบว่า *สำคัญ* อยากทราบว่าท่านใช้ภาษาอังกฤษในการปฏิบัติหน้าที่ของท่านบ่อยแค่ไหน
 นาน ๆ ครั้ง เป็นบางครั้งคราว บ่อย เป็นประจำ
7. โปรดระบุระดับความสามารถในการใช้ภาษาอังกฤษของท่าน (เลือกเพียง 1 ข้อ)
 ไม่สามารถใช้ได้เลย ระดับเริ่มต้น ระดับพื้นฐาน
 ระดับกลางต่ำ ระดับกลางสูง ระดับสูง

ส่วนที่ 2: ความคิดเห็นทั่วไป

1. ในการทำงานของท่าน ท่านใช้ทักษะภาษาอังกฤษด้านต่าง ๆ ดังต่อไปนี้ **อย่างน้อยเพียงใด** (โปรดทำเครื่องหมาย ✓)

ทักษะ	มากที่สุด	มาก	ปานกลาง	น้อย	ไม่ได้ใช้เลย
การฟัง					
การพูด					
การอ่าน					
การเขียน					
การออกเสียง					
คำศัพท์ที่เกี่ยวข้องกับการท่องเที่ยวและการให้บริการบนรถไฟ					
การใช้ไวยากรณ์					

2. ในการทำงานของท่าน ท่าน**พบปัญหา**ในการใช้ทักษะภาษาอังกฤษด้านต่าง ๆ ดังต่อไปนี้ **อย่างน้อยเพียงใด** (โปรดทำเครื่องหมาย ✓)

ทักษะ	มากที่สุด	มาก	ปานกลาง	น้อย	ไม่พบปัญหาเลยเพราะ	
					สามารถใช้ทักษะนี้ได้โดยไม่ติดขัด	ไม่ได้ใช้ทักษะนี้เลย
การฟัง						
การพูด						
การอ่าน						
การเขียน						
การออกเสียง						
คำศัพท์ที่เกี่ยวข้องกับการท่องเที่ยวและการให้บริการบนรถไฟ						
การใช้ไวยากรณ์						

ส่วนที่ 3: ความต้องการทักษะภาษาอังกฤษของพนักงานห้ามล้อและพนักงานรักษารถของการรถไฟแห่งประเทศไทย

โปรดระบุความคิดเห็นของท่านต่อคำถามต่าง ๆ ดังต่อไปนี้ โดยให้ท่านวงกลม รอบหมายเลขที่ตรงกับความเห็นของท่านมากที่สุด

1. ด้านการฟัง

ท่านมีความต้องการใช้ทักษะภาษาอังกฤษด้านการฟังดังต่อไปนี้ ในการทำงานของท่านมากน้อยเพียงใด

ความต้องการใช้ทักษะการฟัง	ไม่ได้ ใช้เลย	ไม่จำเป็น	จำเป็น ปานกลาง	จำเป็น มาก	จำเป็น มากที่สุด
ฟังคำทักทายและการแนะนำตัวของผู้โดยสาร	1	2	3	4	5
ฟังคำถามเกี่ยวกับแผนการเดินทางของผู้โดยสาร	1	2	3	4	5
ฟังรายละเอียดส่วนตัวของผู้โดยสาร เช่น ผู้โดยสารชื่ออะไร หรือมีจำนวนผู้โดยสารมากี่ท่านในเที่ยวรถไฟนั้น ๆ	1	2	3	4	5
ฟังคำถามเกี่ยวกับตารางเวลาการเดินทางรถไฟ เช่น ใช้เวลาที่ชั่วโมงกว่ารถไฟจะถึงสถานีปลายทางของผู้โดยสาร หรือ จากสถานีต้นทางถึงสถานีปลายทาง ใช้เวลานานเท่าไร	1	2	3	4	5
ฟังคำถามเกี่ยวกับสถานีปลายทาง เช่น รถไฟจะจอดที่สถานีก่อนถึงสถานีปลายทาง หรือ ก่อนจะถึงสถานีปลายทางของผู้โดยสาร	1	2	3	4	5
ฟังคำถามเกี่ยวกับการจองตั๋วหรือเกี่ยวกับตั๋วรถไฟ เช่น จะไปสถานี X ราคาตั๋วเท่าไร หรือ ซื้อตั๋วเพื่อลงสถานีนี้ แต่จะขอลงสถานีอื่นที่ไม่ใช่สถานีที่ระบุไว้ในตั๋วที่ผู้โดยสารซื้อมาได้หรือไม่ หรือ ผู้โดยสารต้องขึ้นตู้รถไฟที่เท่าไร	1	2	3	4	5
ฟังคำถามเกี่ยวกับตู้เสบียงอาหารหรืออาหารที่มีบริการบนรถไฟ	1	2	3	4	5
ฟังคำถามเกี่ยวกับการขอความช่วยเหลือของผู้โดยสาร เช่น ในกรณีที่ผู้โดยสารขอสับเปลี่ยนที่นั่งกับผู้โดยสารท่านอื่น หรือ ผู้โดยสารที่มาเป็นคู่แต่ได้นั่งแยกกันมาสอบถามเพื่อขอสับเปลี่ยนที่นั่งกับผู้โดยสารท่านอื่นเพื่อให้ได้นั่งด้วยกัน, ผู้โดยสารขอกระดาษชำระในห้องน้ำเพิ่ม	1	2	3	4	5
ฟังคำร้องเรียนต่าง ๆ ของผู้โดยสาร เช่น ทำไมรถไฟถึงล่าช้า, รถไฟจะล่าช้านานเท่าไร, ทำไมรถไฟถึงจอดสถานีนี้นานกว่าปกติ, ทำไมถึงไม่มีกระดาษชำระในห้องน้ำ	1	2	3	4	5
ฟังคำถามเกี่ยวกับปัญหาต่าง ๆ ที่เกิดขึ้นระหว่างการเดินทาง เช่น ในกรณีที่ทรัพย์สินส่วนตัวของผู้โดยสารหรือกระเป๋าเดินทางของผู้โดยสารถูกขโมยหรือตกจากตัวรถไฟ, กรณีที่ผู้โดยสารป่วยหรือเป็นลมบนรถไฟ	1	2	3	4	5
ฟังคำถามเกี่ยวกับสถานที่ท่องเที่ยวและ/หรือโรงแรมที่พัก	1	2	3	4	5
อื่น ๆ (โปรดระบุ) _____	1	2	3	4	5

2. ด้านการพูด

ท่านมีความต้องการใช้ทักษะภาษาอังกฤษด้านการพูดดังต่อไปนี้ ในการทำงานของท่านมากน้อยเพียงใด

ความต้องการใช้ทักษะการพูด	ไม่ได้ ใช้เลย	ไม่จำเป็น	จำเป็น ปานกลาง	จำเป็น มาก	จำเป็น มากที่สุด
กล่าวต้อนรับ ทักทาย หรือแนะนำตัวกับผู้โดยสาร	1	2	3	4	5
แจ้งให้ผู้โดยสารเตรียมตัวโดยสารให้พร้อมสำหรับการเดินทางขึ้นรถ	1	2	3	4	5
ให้ข้อมูลรายละเอียดเกี่ยวกับแผนการเดินทางของผู้โดยสาร	1	2	3	4	5
สอบถามรายละเอียดส่วนตัวของผู้โดยสาร เช่น ผู้โดยสารชื่ออะไร หรือมีจำนวนผู้โดยสารมากี่ท่านในเที่ยวรถไฟนั้น ๆ	1	2	3	4	5
ให้ข้อมูลเกี่ยวกับตารางเวลาการเดินทางรถไฟ เช่น ใช้เวลาที่ชั่วโมงกว่า รถไฟจะถึงสถานีปลายทางของผู้โดยสาร หรือ จากสถานีต้นทางถึง สถานีปลายทาง ใช้เวลานานเท่าไร	1	2	3	4	5
ให้ข้อมูลเกี่ยวกับสถานีปลายทาง เช่น ชื่อสถานีรถไฟซึ่งเป็นสถานีต่อไปที่รถไฟจะจอด หรือ แจ้งให้ผู้โดยสารทราบว่าสถานีต่อไปคือ สถานีปลายทางของผู้โดยสาร, รถไฟจะจอดที่สถานีก่อนถึงสถานี ปลายทาง หรือ ก่อนจะถึงสถานีปลายทางของผู้โดยสาร	1	2	3	4	5
แนะนำหรือให้ข้อมูลเกี่ยวกับการจองตั๋วหรือเกี่ยวกับตั๋วรถไฟ เช่น วิธีการจองตั๋วรถไฟล่วงหน้า, จะไปสถานี X ราคาตั๋วเท่าไร หรือ ซื้อตั๋วเพื่อลงสถานีนี้ แต่จะขอลงสถานีอื่นที่ไม่ใช่สถานีที่ระบุไว้ในตั๋ว ที่ผู้โดยสารซื้อมาได้หรือไม่ หรือ ผู้โดยสารต้องขึ้นตู้รถไฟที่เท่าไร	1	2	3	4	5
ให้ข้อมูลหรืออธิบายแก่ผู้โดยสารเกี่ยวกับบริเวณพื้นที่บนรถไฟ เช่น บริเวณที่ผู้โดยสารสามารถวางกระเป๋าและสัมภาระบนรถไฟ, ตำแหน่งที่ตั้งของห้องน้ำบนรถไฟ, ตำแหน่งที่ตั้งของอ่างล้างหน้า, ตำแหน่งที่นั่งของผู้โดยสาร หรือตำแหน่งที่นั่งที่ถูกต้องของผู้โดยสาร ในกรณีที่ผู้โดยสารนั่งที่นั่งผิดจากเลขที่นั่งที่ระบุไว้บนตั๋วโดยสาร	1	2	3	4	5
ให้ข้อมูลเกี่ยวกับตู้เสบียงอาหารหรืออาหารที่มีบริการบนรถไฟ เช่น แจ้งให้ผู้โดยสารทราบว่ามีการบริการอาหารและเครื่องดื่มให้โดยไม่ต้อง เสียค่าใช้จ่ายเพิ่ม ยกเว้นในกรณีของผู้โดยสารที่ซื้อตั๋วรถไฟในอัตรา พิเศษ, บอกประเภทอาหาร จำนวนมื้ออาหารและช่วงเวลาที่จะ บริการเสิร์ฟอาหารและเครื่องดื่มแก่ผู้โดยสาร	1	2	3	4	5
รับมือและเจรจาเพื่อทำความเข้าใจกับผู้โดยสารในกรณีที่ผู้โดยสาร ขอความช่วยเหลือ เช่น ในกรณีที่ผู้โดยสารขอสับเปลี่ยนที่นั่งกับ ผู้โดยสารท่านอื่น หรือ ผู้โดยสารที่มาเป็นคู่แต่ได้นั่งแยกกันมา สอบถามเพื่อขอสับเปลี่ยนที่นั่งกับผู้โดยสารท่านอื่นเพื่อให้ได้นั่ง ด้วยกัน, ผู้โดยสารขอกระดาษชำระในห้องน้ำเพิ่ม	1	2	3	4	5

ความต้องการใช้ทักษะการพูด	ไม่ได้ ใช้เลย	ไม่จำเป็น	จำเป็น ปานกลาง	จำเป็น มาก	จำเป็น มากที่สุด
รับมือและเจรจาเพื่อทำความเข้าใจกับผู้โดยสารในกรณีที่มีผู้โดยสารมีเรื่องร้องเรียน เช่น ทำไมรถไฟถึงล่าช้า, รถไฟจะล่าช้านานเท่าไร? ทำไมรถไฟถึงจอดสถานีนี้ นานกว่าปกติ, ทำไมถึงไม่มีกระดาษชำระในห้องน้ำ	1	2	3	4	5
แจ้งให้ผู้โดยสารทราบถึงสาเหตุและปัญหาที่เกิดขึ้นระหว่างการเดินทาง เช่น เหตุขัดข้องในการเดินรถ อุบัติเหตุ เหตุฉุกเฉิน	1	2	3	4	5
อธิบายกับผู้โดยสารเกี่ยวกับขั้นตอนในการอพยพผู้โดยสารออกจากตัวรถไฟในกรณีที่เกิดอุบัติเหตุ เหตุฉุกเฉิน หรือเหตุขัดข้องในการเดินรถ	1	2	3	4	5
แจ้งให้ผู้โดยสารทราบถึงกฎ ระเบียบ และข้อห้ามต่าง ๆ เวลาโดยสารบนรถไฟ รวมถึงโทษปรับกรณีฝ่าฝืน เช่น ห้ามยืนและนั่งบริเวณทางขึ้นตัวรถไฟ หรือห้ามสูบบุหรี่บนรถไฟ หากฝ่าฝืนมีโทษปรับ X บาท	1	2	3	4	5
แนะนำและให้ข้อมูลเกี่ยวกับสถานที่ท่องเที่ยวและ/หรือโรงแรมที่พัก	1	2	3	4	5
อื่น ๆ (โปรดระบุ) _____	1	2	3	4	5

3. ด้านการอ่าน

ท่านมีความต้องการใช้ทักษะภาษาอังกฤษด้านการอ่านดังต่อไปนี้ ในการทำงานของท่านมากน้อยเพียงใด

ความต้องการใช้ทักษะการอ่าน	ไม่ได้ ใช้เลย	ไม่จำเป็น	จำเป็น ปานกลาง	จำเป็น มาก	จำเป็น มากที่สุด
อ่านข้อมูลจากเอกสารการเดินทางของผู้โดยสารที่เป็นภาษาอังกฤษ เช่น หนังสือเดินทางหรือแผนการเดินทางของผู้โดยสาร	1	2	3	4	5
อ่านโบรชัวร์ หรือแผ่นพับที่เป็นภาษาอังกฤษเกี่ยวกับสถานที่ท่องเที่ยว และ/หรือโรงแรมและสถานที่พัก	1	2	3	4	5
อ่านแผนที่ที่เป็นภาษาอังกฤษเพื่อให้ข้อมูลแก่ผู้โดยสาร	1	2	3	4	5
อื่น ๆ (โปรดระบุ) _____	1	2	3	4	5

4. ด้านการเขียน

ท่านมีความต้องการใช้ทักษะภาษาอังกฤษด้านการเขียนดังต่อไปนี้ ในการทำงานของท่านมากน้อยเพียงใด

ความต้องการใช้ทักษะการเขียน	ไม่ได้ ใช้เลย	ไม่จำเป็น	จำเป็น ปานกลาง	จำเป็น มาก	จำเป็น มากที่สุด
เขียนข้อความภาษาอังกฤษเพื่อให้ข้อมูลแก่ผู้โดยสาร เช่น เขียน ชื่อสถานีรถไฟ, ชื่อสถานที่ท่องเที่ยว โรงแรมที่พัก	1	2	3	4	5
เขียนแผนที่ หรือเส้นทางการเดินทางเป็นภาษาอังกฤษ	1	2	3	4	5
เขียนตารางการเดินทาง หรือกำหนดการเดินทางเป็นภาษาอังกฤษ	1	2	3	4	5
อื่น ๆ (โปรดระบุ) _____	1	2	3	4	5

5. ด้านการออกเสียง

ท่านมีความต้องการใช้ทักษะภาษาอังกฤษด้านการออกเสียงดังต่อไปนี้ ในการทำงานของท่านมากน้อยเพียงใด

ความต้องการใช้ทักษะการออกเสียง	ไม่ได้ ใช้เลย	ไม่จำเป็น	จำเป็น ปานกลาง	จำเป็น มาก	จำเป็น มากที่สุด
การออกเสียงพยัญชนะและสระในภาษาอังกฤษที่ถูกต้องชัดเจน	1	2	3	4	5
การออกเสียงภาษาอังกฤษด้วยการเน้นเสียงหนักเบาของคำที่ ถูกต้อง	1	2	3	4	5
การออกเสียงประโยคในภาษาอังกฤษด้วยการใช้เสียงสูงต่ำที่ ถูกต้อง	1	2	3	4	5
อื่น ๆ (โปรดระบุ) _____	1	2	3	4	5

6. คำศัพท์เกี่ยวกับการท่องเที่ยวและการให้บริการบนรถไฟ

ท่านมีความต้องการใช้คำศัพท์เกี่ยวกับการท่องเที่ยวและการให้บริการบนรถไฟดังต่อไปนี้ ในการทำงานของท่านมาก
น้อยเพียงใด

ความต้องการใช้คำศัพท์เกี่ยวกับการท่องเที่ยวและการให้บริการ บนรถไฟ	ไม่ได้ ใช้เลย	ไม่จำเป็น	จำเป็น ปานกลาง	จำเป็น มาก	จำเป็น มากที่สุด
คำศัพท์ที่เกี่ยวข้องกับการเดินทางโดยรถไฟ	1	2	3	4	5
คำศัพท์ที่เกี่ยวข้องกับการบอกเวลา และการบอกทิศทาง	1	2	3	4	5
คำศัพท์ที่เกี่ยวข้องกับอัตราราคาและธรรมเนียมค่าตัวรถไฟ	1	2	3	4	5
คำศัพท์ที่เกี่ยวข้องกับสถานที่ท่องเที่ยวและโรงแรมที่พัก	1	2	3	4	5
คำศัพท์เกี่ยวกับวัฒนธรรมประเพณีไทย หรืองานเทศกาลของไทย	1	2	3	4	5
คำศัพท์เกี่ยวกับสถานการณ์ฉุกเฉิน อุบัติเหตุ หรือเหตุขัดข้อง	1	2	3	4	5
คำศัพท์ที่ใช้ในการให้บริการและความช่วยเหลือ	1	2	3	4	5
คำศัพท์ที่เกี่ยวข้องกับอาหารและเครื่องดื่ม	1	2	3	4	5

ความต้องการใช้คำศัพท์เกี่ยวกับการท่องเที่ยวและการให้บริการ บนรถไฟ	ไม่ได้ ใช้เลย	ไม่จำเป็น	จำเป็น ปานกลาง	จำเป็น มาก	จำเป็น มากที่สุด
คำศัพท์เกี่ยวกับกฎ ระเบียบและข้อห้ามต่าง ๆ เวลาโดยสารบน รถไฟ	1	2	3	4	5
อื่น ๆ (โปรดระบุ) _____	1	2	3	4	5

7. การใช้ไวยากรณ์ภาษาอังกฤษ

ท่านมีความต้องการใช้ไวยากรณ์ภาษาอังกฤษดังต่อไปนี้ ในการทำงานของท่านมากน้อยเพียงใด

ความต้องการใช้ไวยากรณ์ภาษาอังกฤษ	ไม่ได้ ใช้เลย	ไม่จำเป็น	จำเป็น ปานกลาง	จำเป็น มาก	จำเป็น มากที่สุด
ไวยากรณ์สำหรับประโยคคำสั่ง และ/หรือ ขอร้อง (imperative)	1	2	3	4	5
ไวยากรณ์สำหรับใช้ในการบรรยาย เช่น การใช้ tense และ คำเชื่อม	1	2	3	4	5
ไวยากรณ์สำหรับใช้ในประโยคเงื่อนไข (if clause)	1	2	3	4	5
ไวยากรณ์สำหรับประโยคบอกเล่า ประโยคปฏิเสธ และประโยค คำถาม	1	2	3	4	5
ไวยากรณ์สำหรับประโยคที่ใช้ในการบอกเหตุและผล (cause & effect)	1	2	3	4	5
อื่น ๆ (โปรดระบุ) _____	1	2	3	4	5

ส่วนที่ 4 : ปัญหาต่างๆ ที่เกิดขึ้นในการใช้ภาษาอังกฤษในการสื่อสารกับนักท่องเที่ยวและผู้โดยสารรถไฟ ชาวต่างชาติ

โปรดทำเครื่องหมาย $\sqrt{\quad}$ ลงในวงเล็บ () และ/หรือ เติมคำตอบตามความเป็นจริงลงในช่องว่างที่เว้นไว้ให้

- ท่านพบปัญหา **ด้านการฟังภาษาอังกฤษ** ในการทำงานของท่านอย่างไรบ้าง (เลือกได้มากกว่า 1 คำตอบ)
 - () ชาวต่างชาติพูดเร็ว จับใจความไม่ทัน
 - () สำเนียงชาวต่างชาติฟังยาก ทำให้ไม่เข้าใจ
 - () ไม่เข้าใจคำศัพท์ที่ชาวต่างชาติพูด
 - () ฟอฟังได้ แต่จับใจความได้ไม่หมดทั้งประโยค
 - () ไม่พบปัญหา () อื่น ๆ โปรดระบุ
- ท่านพบปัญหา **ด้านการพูดภาษาอังกฤษ** ในการทำงานของท่านอย่างไรบ้าง (เลือกได้มากกว่า 1 คำตอบ)
 - () ชาวต่างชาติไม่เข้าใจภาษาอังกฤษที่ท่านสื่อสาร
 - () นึกคำศัพท์ไม่ออก จึงสื่อสารออกไปไม่ได้
 - () ไม่สามารถพูดประโยคยาว ๆ ได้ เพราะเรียงรูปประโยคภาษาอังกฤษไม่ถูก
 - () ท่านออกเสียงไม่ชัด ทำให้ชาวต่างชาติไม่เข้าใจ
 - () ชาวต่างชาติไม่ได้ใช้ภาษาอังกฤษเป็นภาษาแม่ จึงทำให้สื่อสารภาษาอังกฤษกันไม่เข้าใจ
 - () ไม่พบปัญหา () อื่น ๆ โปรดระบุ

3. ท่านพบปัญหา **ด้านการอ่านภาษาอังกฤษ** ในการทำงานของท่านอย่างไรบ้าง (เลือกได้มากกว่า 1 คำตอบ)
- () อ่านออก แต่ไม่รู้คำศัพท์ในเอกสารที่อ่าน () ต้องอ่านทวนหลาย ๆ ครั้งจึงเข้าใจความหมาย
- () ไม่พบปัญหา () อื่น ๆ โปรดระบุ
4. ท่านพบปัญหา **ด้านการเขียนภาษาอังกฤษ** ในการทำงานของท่านอย่างไรบ้าง (เลือกได้มากกว่า 1 คำตอบ)
- () สะกดคำในภาษาอังกฤษไม่ถูก () เรียงรูปประโยคภาษาอังกฤษไม่ถูก
- () เขียนได้แต่เป็นคำ ๆ หรือประโยคสั้น ๆ () คิดคำศัพท์ที่จะเขียนไม่ออก
- () ไม่พบปัญหา () อื่น ๆ โปรดระบุ
5. ท่านพบปัญหา **ด้านการออกเสียงภาษาอังกฤษ** ในการทำงานของท่านอย่างไรบ้าง (เลือกได้มากกว่า 1 คำตอบ)
- () ออกเสียงพยัญชนะและสระไม่ชัด () ออกเสียงเพี้ยน ไม่ถูกต้อง ทำให้ชาวต่างชาติไม่เข้าใจ
- () ไม่สามารถพูดโดยใช้สำเนียงที่เข้าใจได้ () ไม่พบปัญหา
- () อื่น ๆ โปรดระบุ
6. ท่านพบปัญหา **ด้านการใช้คำศัพท์ภาษาอังกฤษที่เกี่ยวกับการท่องเที่ยวและการให้บริการบนรถไฟ** ในการทำงานของท่านอย่างไรบ้าง (เลือกได้มากกว่า 1 คำตอบ)
- () ไม่ทราบความหมายของคำศัพท์ () นึกคำศัพท์ภาษาอังกฤษที่ต้องการสื่อสารไม่ออก
- () ไม่พบปัญหา () อื่น ๆ โปรดระบุ
7. ท่านพบปัญหา **ด้านการใช้ไวยากรณ์ภาษาอังกฤษ** ในการทำงานของท่านอย่างไรบ้าง (เลือกได้มากกว่า 1 คำตอบ)
- () เรียงรูปประโยคต่าง ๆ ในภาษาอังกฤษไม่ถูก
- () กังวลเรื่องการใช้ tense ในการสื่อสาร เช่น รูปประโยคอดีตกาล หรือรูปประโยคอนาคต
- () ไม่ค่อยมีความรู้เรื่องไวยากรณ์มากนัก จึงอาศัยการสื่อสารเป็นคำสั้น ๆ ง่าย หรือประโยคสั้น ๆ
- () ไม่พบปัญหา () อื่น ๆ โปรดระบุ
8. ปัญหาการใช้ภาษาอังกฤษอื่น ๆ ที่ท่านประสบพบระหว่างการทำงาน (โปรดระบุ)
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ขอขอบพระคุณสำหรับการให้ความร่วมมือในการตอบแบบสอบถามของท่าน มา ณ ที่นี้

APPENDIX E

QUESTIONS FOR SEMI-STRUCTURED INTERVIEW

Needs Analysis for English skills of train conductors and guards working at the State Railway of Thailand (SRT)

Part 1: Personal information

1. In which sub-department of the State Railway of Thailand do you currently work?
2. What position do you currently work? (Train conductor or guard)
3. Could you please briefly specify your duty (what do you basically do)?
4. How long have you been working at the State Railway of Thailand and how long have you been working in your current position? (for the guard that worked as a conductor before, please specify the year of service for both positions).
5. On which train number are you currently positioned? What type of train is it? What are the departure and destination stations?

Part 2: Needs for English skills use at workplace

6. In which situations do you need to use English skills to communicate with foreign passengers? (Give some examples of the real situations)
7. According to the findings from the questionnaires, it shows that the following English skills the train conductors and guards viewed as necessary in their job are in descending order: (1) Vocabulary related to tourism and providing services on the train, (2) Speaking skill, (3) Listening Skill, (4) Grammar, (5) Pronunciation, (6) Reading skill and (7) Writing skill. From this result, do you agree with the ranking stated above, particularly the top 3 skills? Why? (Explain by giving some examples from your experience)
8. Are there any other skills or techniques you think that the train conductors and guards need to know to successfully communicate with foreign passengers? (if yes, please give some examples)

Part 3: Problems when using English skills at workplace

9. What kind of problems that you encounter most when you use English skills to communicate with foreign passengers?
10. According to the findings from the questionnaires, it shows that the following English skills the train conductors and guards encountered problems most when they used them to communicate with foreign passengers are in descending order: (1) Listening skill, (2) Speaking Skill, (3) Vocabulary related to tourism and providing services on the train, (4) Pronunciation, (5) Grammar, (6) Reading skill and (7) Writing. From this result, do you agree with the ranking stated above, particularly the top 3 skills? Why? (Explain by giving some examples from your experience).
11. Apart from listening, speaking, reading and writing skills, do you encounter any other types of problems when using English to communicate with foreign passengers? (e.g. foreigners' accents, cultural differences, grammar, and vocabulary)
12. Regarding the problems with English use that you mentioned earlier, how do you deal with such problems? (Explain – may explain each skill separately or give some examples from your own experience).

Part 4: Needs for English training courses

13. Does the State Railway of Thailand provide any English courses or training for train conductors and guards? What these English training courses look like? How often are the English courses provided?
14. Do you think it is necessary for the State Railway of Thailand to provide English training courses specifically for the train conductors and guards? Why?
15. If your answer in Q14 is 'yes', how do you want such English training courses to be like?
16. If you could choose the English teacher, what kind of English teacher would you like to have? Why?
17. In addition to the training, what else should the State Railway of Thailand do to support and improve their officers and employees' English skills use?

APPENDIX F

การสัมภาษณ์แบบกึ่งมีโครงสร้าง

การวิเคราะห์ความต้องการทักษะภาษาอังกฤษ

ของพนักงานห้ามล้อและพนักงานรักษารถของการรถไฟแห่งประเทศไทย

ส่วนที่ 1: ข้อมูลส่วนตัว

1. ปัจจุบันท่านทำงานในแผนก/ฝ่ายใดของการรถไฟแห่งประเทศไทย
2. ปัจจุบันท่านทำงานในตำแหน่งอะไร (พนักงานห้ามล้อ หรือพนักงานรักษารถ)
3. ขอความกรุณาท่านอธิบายเนื้อหาของงานที่ท่านรับตำแหน่งอยู่ (ท่านมีหน้าที่ทำอะไรบ้าง)
4. ท่านทำงานเป็นเจ้าหน้าที่การรถไฟแห่งประเทศไทยมากี่ปีแล้ว และทำงานเป็นเจ้าหน้าที่การรถไฟในตำแหน่งปัจจุบันมากี่ปีแล้ว (สำหรับพนักงานรักษารถที่เคยเป็นพนักงานห้ามล้อมาก่อน ให้ระบุอายุงานของทั้งสองตำแหน่ง)
5. ปัจจุบันท่านประจำอยู่บนรถไฟขบวนที่เท่าไร เป็นรถไฟประเภทอะไร สถานีต้นทางและสถานีปลายทางคือที่ไหน

ส่วนที่ 2: ความจำเป็นในการใช้ทักษะภาษาอังกฤษในการทำงาน

6. ท่านจำเป็นต้องใช้ทักษะภาษาอังกฤษในการสื่อสารกับผู้โดยสารชาวต่างชาติในสถานการณ์ใดบ้าง (จงยกตัวอย่างจากสถานการณ์จริง)
7. จากผลของแบบสอบถาม ปรากฏว่าทักษะภาษาอังกฤษที่พนักงานห้ามล้อและพนักงานรักษารถเห็นว่าเป็นทักษะที่จำเป็นในการทำงานนั้น มีการเรียงลำดับความจำเป็นจากมากไปน้อยดังต่อไปนี้ (1) คำศัพท์ที่เกี่ยวข้องกับการท่องเที่ยวและการให้บริการบนรถไฟ (2) ทักษะการพูด (3) ทักษะการฟัง (4) การใช้ไวยากรณ์ (5) การออกเสียง (6) ทักษะการอ่าน และ (7) ทักษะการเขียน จากผลลัพธ์นี้ ท่านเห็นด้วยกับการเรียงลำดับดังกล่าวข้างต้น โดยเฉพาะทักษะ 3 อันดับแรก หรือไม่ อย่างไร (โปรดอธิบายโดยยกตัวอย่างจากประสบการณ์จริง)
8. ท่านคิดว่ามีทักษะหรือเทคนิคอื่นใดอีกหรือไม่ที่พนักงานห้ามล้อและพนักงานรักษารถจำเป็นต้องรู้ เพื่อจะได้สื่อสารกับผู้โดยสารชาวต่างชาติได้เป็นผลสำเร็จ (ถ้ามี โปรดยกตัวอย่าง)

ส่วนที่ 3: ปัญหาการใช้ทักษะภาษาอังกฤษในการทำงาน

9. ปัญหาแบบไหนที่ท่านพบมากที่สุดเวลาใช้ทักษะภาษาอังกฤษในการสื่อสารกับผู้โดยสารชาวต่างชาติ
10. จากผลของแบบสอบถาม ปรากฏว่าทักษะภาษาอังกฤษที่พนักงานห้ามล้อและพนักงานรักษารถพบปัญหามากที่สุดเวลาใช้สื่อสารกับผู้โดยสารชาวต่างชาตินั้น มีการเรียงลำดับจากมากไปน้อยดังต่อไปนี้ (1) ทักษะการฟัง (2) ทักษะการพูด (3) คำศัพท์ที่เกี่ยวข้องกับการท่องเที่ยว และการให้บริการบนรถไฟ (4) การออกเสียง (5) การใช้ไวยากรณ์ (6) ทักษะการอ่าน และ (7) ทักษะการเขียน จากผลลัพท์นี้ ท่านเห็นด้วยกับการเรียงลำดับดังกล่าวข้างต้น โดยเฉพาะทักษะ 3 อันดับแรก หรือไม่ อย่างไร (โปรดอธิบายโดยยกตัวอย่างจากประสบการณ์จริง)
11. ท่านประสบปัญหาด้านการใช้ภาษาอังกฤษด้านอื่น ๆ นอกเหนือจากทักษะ ฟัง พูด อ่าน และเขียน เวลาสื่อสารกับผู้โดยสารชาวต่างชาติหรือไม่ (เช่น สำเนียงของชาวต่างชาติ ความแตกต่างทางวัฒนธรรม ไวยากรณ์ คำศัพท์)
12. จากปัญหาการใช้ภาษาอังกฤษต่างๆ ที่ท่านได้กล่าวมาข้างต้น ท่านมีวิธีการจัดการกับปัญหาเหล่านั้นอย่างไร (อธิบาย – อาจแยกย่อยตามทักษะ หรือเล่าจากเหตุการณ์จริงที่ประสบ)

ส่วนที่ 4: ความต้องการให้มีการจัดอบรมภาษาอังกฤษ

13. ปัจจุบันการรถไฟแห่งประเทศไทยมีการจัดอบรมภาษาอังกฤษให้พนักงานห้ามล้อและพนักงานรักษารถหรือไม่ การจัดอบรมดังกล่าวมีลักษณะอย่างไร และมีการจัดอบรมบ่อยแค่ไหน
14. ท่านคิดว่าจำเป็นหรือไม่ที่การรถไฟแห่งประเทศไทยควรมีการจัดอบรมภาษาอังกฤษสำหรับพนักงานห้ามล้อและพนักงานรักษารถโดยเฉพาะ เพราะอะไร
15. ถ้าท่านตอบคำถามข้อ 14 ว่า 'จำเป็น' ท่านอยากให้การอบรมภาษาอังกฤษดังกล่าวเป็นไปในลักษณะใด
16. ถ้าเลือกได้ ท่านอยากได้ครูสอนภาษาอังกฤษแบบไหน เพราะเหตุใด
17. นอกเหนือจากการอบรม ท่านคิดว่าการรถไฟแห่งประเทศไทยควรทำอะไรอีกเพื่อช่วยสนับสนุนและพัฒนากการใช้ทักษะภาษาอังกฤษของเจ้าหน้าที่และพนักงานการรถไฟ

APPENDIX G
A SAMPLE OF THE SEMI-STRUCTURED
INTERVIEW TRANSCRIPTS

Date of the interview: February 19, 2017 Duration: 14 minutes 14 seconds

Location: Hua Lamphong Station Pseudonym: CDT1

Q: What position do you currently work? (Train conductor or guard) and please briefly specify your duty (what do you basically do)?

CDT1: I work as a train conductor. Regarding my duties, if we talked about the train on which I previously positioned, not the new 115 carriages, my first priority would be to connect train cars. But I'm now working on this new train, the 115 carriages imported from China, so I only have to connect the locomotive. In terms of providing services, we, train conductors, have to line up first to prepare ourselves for the journey. Then, we attend to passengers' needs – that is to make sure they get on the right train car and sit on the right seat, especially foreign passengers. We are asked to focus on taking good care of them.

Q: Have you encountered foreign passengers on the train?

CDT1: There are many foreigners travelling on the train on which I'm currently positioned. Approximately 80% of the passengers on board are foreign passengers. They're mostly European people, so English is used as the main medium of communication. When encountering French and Chinese passengers, there might be some communication problems.

Q: How long have you been working at the State Railway of Thailand and how long have you been working in your current position? (for the guard that worked as a conductor before, please specify the year of service for both positions)

CDT1: I've been working as an officer at the State Railway of Thailand for about 20 years or so. My first 2-3 years of working here, I was a train conductor positioned on the freight train before being assigned to position on the passenger train as a train conductor.

Q: On which train number are you currently positioned? What type of train is it? What are the departure and destination stations?

CDT1: I'm currently working on the train No. 9. It's the new train – the 115 carriages, scheduled to journey between Bangkok and Chiang Mai.

Q: In which situations do you need to use English skills to communicate with foreign passengers? (Give some examples of the real situations)

CDT1: Foreign passengers usually worry about us not notifying them when they have to get off the train. How do they know when the train arrives at their destination? It's because they're on the sleeper train, so they're afraid they would still be sleeping when the train arrives at the station they are to get off. Basically, they'd ask us when the train arrives at Chiang Mai Station and if there's going to be someone waking them up when it's time for them to get off the train. They mainly focus on this issue. For other cases, I'm the one starting the conversations with them. I'll ask them where they come from, with whom they travel with, how many people are there in that trip and so on. I just want to learn English from them because each foreigner has different ways of speaking and communication. Some foreigners use the vocabulary "dining car", whereas the other use "restaurant". When I have lots of conversations with foreigners, I can roughly tell the differences between one group of foreigners and the other. For example, I can tell if this foreigner is an American or a Brit because of their choice of words. But foreigners whom I don't get what they say are Chinese passengers.

Q: According to the findings from the questionnaires, it shows that the following English skills the train conductors and guards viewed as necessary in their job are in descending order: (1) Vocabulary related to tourism and providing services on the train, (2) Speaking skill, (3) Listening Skill, (4) Grammar, (5) Pronunciation, (6) Reading skill and (7) Writing skill. From this result, do you agree with the ranking stated above, particularly the top 3 skills? Why? (Explain by giving some examples from your experience)

CDT1: I rarely use grammar. It's not necessary in our job, so it's not supposed to be on that high spot on the ranking. Grammar is more like a theory for us. For the first spot, which is the vocabulary, I agree with this. The vocabulary is very necessary, then followed by speaking and listening. For listening skill, if foreign

passengers say 10 words to me, I just have to catch 2 words from those 10. Then, I can put pieces of this and that to assume what they want from me.

Q: Are there any other skills or techniques you think that the train conductors and guards need to know to successfully communicate with foreign passengers? (if yes, please give some examples)

CDT1: Hand gestures. Using hand gestures can help us when we communicate with foreign passengers. But mostly, we use simple words, short ones. If we really don't understand each other, I use writing technique – just write a word down on a piece of paper and let them read.

Q: What kind of problems that you encounter most when you use English skills to communicate with foreign passengers?

CDT1: I encounter problems most when I use speaking skill and vocabulary. For example, I face lots of problems when foreign passengers return their tickets back to us and we have to refund the ticket fee to them. The case was that a foreign passenger bought a ticket to board on a JR train, but then he changed his mind as he wanted to board on the 40-seated train instead. So, I had to change his ticket and refund the price difference to him. I had to communicate with him about all this. Sometimes, problems occur due to the vocabulary that I use to communicate with foreign passengers. Foreigners from different countries tend to use different vocabulary. Take the case where I have to refund the money to foreign passengers, for instance. I usually say “return money”. Some of them understand what I mean, but some don't. However, if this scenario happens to be me talking about refunding money to the Chinese passengers, I can only use the phrase “come back money” to them. I tried “return money” and “refund money” many times, but the Chinese didn't understand these 2 phrases.

Q: According to the findings from the questionnaires, it shows that the following English skills the train conductors and guards encountered problems most when they used them to communicate with foreign passengers are in descending order: (1) Listening skill, (2) Speaking Skill, (3) Vocabulary related to tourism and providing services on the train, (4) Pronunciation, (5) Grammar, (6) Reading skill and (7) Writing. From this result, do you agree with the ranking stated above, particularly the top 3 skills? Why? (Explain by giving some examples from your experience).

CDT1: For me, the vocabulary should be the first on the ranking because I use vocabulary the most in our job and I found problems with the vocabulary the most. For speaking and listening skills, if I don't understand what they say or don't know how to respond to foreign passengers' questions, I just ask someone to help me out. For example, I can ask someone to teach me how to say "please look at the plate attached on the side of the train car" when I have to tell foreign passengers about which train car they have to get on. If I have to say "You must get on the train car No. 13. So, please look at the number on the plate attached on the side of the train car", I'll ask officers positioned on the train to Chiang Mai to teach me how to properly say this sentence. When it comes to speaking and listening skills, I can still ask others to help me. They can teach me one sentence per day. But for the vocabulary, I don't know whom should I go to for help. It's okay if foreigners come on board with their tour guide. If they don't have their tour guide with them, it can be problematic for us.

Q: Regarding the problems with English use that you mentioned earlier, how do you deal with such problems? (Explain – may explain each skill separately or give some examples from your own experience).

CDT1: I usually ask for help from passengers sitting or standing nearby to help speak with foreign passengers for me. For instance, in the event where foreign passengers lost their briefcase, I cannot communicate in English with them. Sometimes, I communicate with foreign passengers with short phrases or simple words, which some of them don't understand our English. So, I have to ask Thai passengers around that area to help me out. If foreign passengers come with their tour guide, then it's good for me for I'll ask their tour guide to be a translator for us. Occasionally, I use tools or devices to help me with the translation like applications on the mobile phone. But it doesn't work for every case. Sometimes, I use an application to enhance the communication without success. In that case, I have to write the word down for foreign passengers to read. For the case that I have to write words down on a piece of paper for them to read, it's because I'm not sure how to pronounce such words in English or sometimes they don't understand the vocabulary that I use in the context. For instance, there was this incident where the train was off its train track. So, I explained the situation to foreign passengers by using the word "derailment". However, some foreign passengers didn't get what I meant by derailment. But when I used a simple word like "accident", they understood me right away.

Q: Does the State Railway of Thailand provide any English courses or training for train conductors and guards? What do these English training courses look like? How often are the English courses provided?

CDT1: Yes, it does. However, I've never been selected to participate in any English training courses provided by the SRT. I only participated in other types of training for train conductors, but not the English training courses. I've never been trained – not once for the past 20 years of working here. So, I have absolutely no idea what English training courses provided by the SRT look like.

Q: Do you think it is necessary for the State Railway of Thailand to provide English training courses specifically for the train conductors and guards? Why?

CDT1: Yes, it is very necessary for the SRT to arrange English training courses specifically for us train conductors and guards. This is because our train services have been improved and there will be foreign passengers continually using Thailand's national train services. Therefore, we have to be confident with our English skills. If we couldn't master the English language, it would be so embarrassing.

Q: If your answer in the previous question is 'yes', how do you want such English training courses to be like?

CDT1: Language that we often use on the trains should be taught in the training. For example, when there are situations like the passengers lost their bag, their documents, their wallet or their mobile phone, how could we recommend them what to do or whom should they contact or go to first? I can do that in Thai language, but when I have to say that in English with long sentences, I can't do it.

So, I really want them to focus on teaching English by basing on the language used in the real situations. If the train departs from its original station and then problems occur, we are on our own. We don't have anyone to help us.

Q: If you could choose the English teacher, what kind of English teacher would you like to have? Why?

CDT1: I want an English teacher who knows what language that train conductors and guards actually use on the trains. I want that person to board the trains and observe what we do in the real situations so he or she will get the idea of what should be taught in his or her English training courses. Come see for themselves. So, when they teach us, they won't have to focus too much on the theory and grammar because in reality, we don't get to use them. They should come on board with us, so they know which vocabulary is necessary in our job or which ones they should be teaching us.

Q: In addition to the training, what else should the State Railway of Thailand do to support and improve their officers and employees' English skills use?

CDT1: If possible, I want an English teacher to ask us about problems that usually occur during the journey. Just ask us about issues or vocabulary that we usually use to communicate with foreign passengers on the trains. Before English training is to be provided, English teachers should at least experience the real situations or they should observe us on the trains to see how many different nationalities of those foreign passengers there are on the trains. During their observation, we can recommend them as to which vocabulary they should be teaching us in the training. Also, if the SRT provides us with self-study materials like a CD about English use, that will be great since we can keep listening to it and keep learning English on and on from that CD.

APPENDIX H

JOB DESCRIPTION OF TRAIN CONDUCTOR IN THAI

เอกสารแนบหมายเลขที่ ๘

หน่วยที่ ๗

ตำแหน่ง	พนักงานขบวนรถ ๔ (พนักงานห้ามล้อ)	จำนวน ๖๒ อัตรา
คุณวุฒิ	ประกาศนียบัตรวิชาชีพ (ปวช.) ทางพาณิชย์	
สาขาวิชา/วิชาเอก	บัญชี หรือการขาย หรือเลขานุการ หรือคอมพิวเตอร์ธุรกิจ หรือธุรกิจค้าปลีก หรือภาษาต่างประเทศ หรือการประชาสัมพันธ์	
สังกัด	ฝ่ายการเดินรถ	

คุณสมบัติเฉพาะสำหรับตำแหน่ง

๑. เพศชาย และต้องเป็นผู้ที่พ้นภาระการรับราชการทหารตาม พรบ.รับราชการทหาร พ.ศ. ๒๔๙๗ (แบบ สด. ๔๓ หรือ แบบ สด. ๘)
๒. อายุไม่เกิน ๓๕ ปีบริบูรณ์นับถึงวันปิดรับสมัคร
๓. คุณวุฒิ ประกาศนียบัตรวิชาชีพ (ปวช.) ทางพาณิชย์ สาขาวิชาบัญชี หรือการขาย หรือเลขานุการ หรือคอมพิวเตอร์ธุรกิจ หรือธุรกิจค้าปลีก หรือภาษาต่างประเทศ หรือการประชาสัมพันธ์
๔. สายตาดีและมองเห็นสีได้อย่างสมบูรณ์ (ตาไม่บอดสี)
๕. สามารถใช้คอมพิวเตอร์โปรแกรม Microsoft Office ได้ดี
๖. มีทักษะในการอ่าน พูด เขียน ฟัง ภาษาอังกฤษได้ดี
๗. มีขีดความสามารถ (Competency) เป็นไปตามที่การรถไฟฯ กำหนด

ลักษณะงานที่ปฏิบัติ

๑. ปฏิบัติงานบนขบวนรถโดยสาร รถสินค้า รถงาน การเตรียมเครื่องมือเครื่องใช้สำหรับการปฏิบัติงานขบวนรถ
๒. ปฏิบัติงานบนขบวนรถด้านการโดยสาร รถสินค้า ให้เป็นไปตามระเบียบ คำสั่งที่กำหนดให้
๓. ทำการตัดรถ รับรถตามลำดับรถ หรือตามที่อยู่บังคับบัญชาสั่งการ
๔. ตรวจสอบขอฟ่วง ท่อห้ามล้อ อุปกรณ์ และความเรียบร้อย ความสะอาดของรถที่รับผิดชอบ
๕. การจัดที่นั่ง ดูแลความเรียบร้อย ดูแลให้ความช่วยเหลือผู้โดยสารในการขึ้น/ลงขบวนรถ และในระหว่างการเดินรถ ความปลอดภัย การตรวจตัวโดยสาร และอำนวยความสะดวกในการเดินทางแก่ผู้โดยสาร
๖. จัดเก็บเอกสารหลักฐานต่างๆ
๗. เก็บรวบรวมสถิติข้อมูลต่างๆ ที่เกี่ยวข้อง
๘. ติดต่อประสานงานกับหน่วยงานที่เกี่ยวข้อง
๙. ปฏิบัติงานอื่นๆ ตามที่อยู่บังคับบัญชามอบหมาย

APPENDIX I

JOB DESCRIPTION OF TRAIN CONDUCTOR IN ENGLISH

Section 7

Position	On board officer 4 (Train conductor)
Qualification	Vocational Certificate (Voc. Cert.) in Commerce
Field/ Major	Accounting, marketing, secretarial science, business computer, retail business, foreign language or public relations
Subject to	Traffic Department

Professional qualifications

1. Male and must be exempted from military service under the Military Service Act B.E. 2497 (Form Sor Dor 43 or Form Sor Dor 8)
2. Age no more than 35 years up to the application deadline
3. Vocational certificate (Voc. Cert.) in Commerce, majoring in accounting, marketing, secretarial science, business computer, retail business, foreign language or public relations
4. Good eyesight and able to see colour properly (not colour blind)
5. Good command in Microsoft office programmes
6. Good command in reading, speaking, writing and listening in English
7. Meet the competency as stipulated by the State Railway of Thailand

Duties and responsibilities

1. To perform duties on the passenger train and freight train, prepare any equipment deemed necessary for the duties on the train
2. To perform duties on the passenger train and freight train in accordance with regulations and orders assigned
3. To separate the train cars, arrange the train cars in accordance with their correct order or with the commander's order
4. To check train couplings, brake pipe, equipment and the cleanliness of the train
5. To arrange and prepare the passengers' seats, to ensure that everything is in order, to provide help to passengers while they are getting on and off the train and while they are on the train, to ensure the passengers' safety, to inspect the passengers' train tickets and assist them with their journey while they are on the train
6. To keep any documents
7. To collect any relevant statistical information
8. To contact and liaise with other relevant organisations
9. To perform other duties under the commander's order

APPENDIX J

JOB DESCRIPTION OF GUARD IN THAI

คำบรรยายลักษณะงาน

หน่วยงานและตำแหน่ง	ชื่อตำแหน่งในการบริหาร	พนักงานรักษารถ
งานเดินรถแขวงกรุงเทพ	ชื่อตำแหน่งในสายงาน	พนักงานขบวนรถ
กองจัดการเดินรถเขต 1	ระดับ	6
ฝ่ายการเดินรถ	ตำแหน่งเลขที่	03 - 091 - 71 ถึง 03 - 091 - 139

หน้าที่ความรับผิดชอบ

ดำเนินการเกี่ยวกับงานปฏิบัติการขบวนรถโดยสาร การควบคุมและให้บริการผู้โดยสารและสินค้า ควบคุมและตรวจสอบการปฏิบัติงานผู้ได้บังคับบัญชา รวมถึงการติดต่อประสานงานกับหน่วยงานที่เกี่ยวข้อง และปฏิบัติหน้าที่อื่น ๆ ตามที่ได้รับมอบหมาย

ลักษณะงานที่ปฏิบัติ

1. ควบคุม ตรวจสอบการปฏิบัติงานในการควบคุมปฏิบัติงานบนขบวนรถ
2. ดำเนินการจัดเตรียมเครื่องมือ เครื่องใช้ ตัวสัมภาระ และอื่น ๆ (ถ้ามี)
3. ตรวจสอบอุปกรณ์รพ่วงให้อยู่ในสภาพเรียบร้อย ความสะอาดของขบวนรถที่รับผิดชอบ
4. ควบคุม ดูแล ตรวจสอบการจัดที่นั่ง การตัดเจาะตัวโดยสาร การอำนวยความสะดวกให้แก่ผู้โดยสารในการขึ้น/ลง ให้เกิดความเรียบร้อยและปลอดภัย
5. ดูแลการให้บริการด้านการโดยสาร สินค้าให้ผู้ใช้บริการได้รับความสะดวก รวดเร็ว
6. ควบคุม ดูแลการรับมอบถุงเมล็ดไปรษณีย์ หนังสือ เอกสาร หรือสิ่งพิมพ์ต่าง ๆ และเงินรายได้จากสถานีปลายทาง
7. ควบคุมและการจัดทำบัญชีตัว และสัมภาระ รวบรวมเงินรายได้นำมามอบสถานีปลายทาง หรือ สถานีที่การรถไฟฯ กำหนด
8. ควบคุมติดตามให้ขบวนรถเดินตามเวลาในสมุดกำหนดเวลาเดินรถ และปฏิบัติระเบียบกฎข้อบังคับเกี่ยวกับการเดินรถ
9. ติดต่อประสานงานกับหน่วยงานที่เกี่ยวข้อง
10. ปฏิบัติงานอื่น ๆ ตามที่ได้รับมอบหมาย

คุณสมบัติที่จำเป็นสำหรับตำแหน่ง

การศึกษาและประสบการณ์

ประกาศนียบัตรไม่ต่ำกว่าประโยคมัธยมศึกษาตอนต้นหรือเทียบเท่า และดำรงตำแหน่งพนักงานขบวนการ 5 มาแล้วไม่น้อยกว่า 2 ปี

การอบรม

- อื่น ๆ
1. มีความรู้ความสามารถในงานปฏิบัติการขบวนการอย่างเหมาะสมแก่การปฏิบัติงานในหน้าที่
 2. มีความรู้ความเข้าใจในกฎข้อบังคับ ระเบียบการ และคำสั่งที่เกี่ยวข้องกับการปฏิบัติงานในหน้าที่
 3. มีสุขภาพร่างกายสมบูรณ์แข็งแรง และมีส่วนสัดเหมาะสมกับการปฏิบัติงานในหน้าที่
 4. มีความสามารถในการติดต่อประสานงาน ปกครองบังคับบัญชา และให้คำปรึกษาแนะนำในการแก้ไขข้อขัดข้องต่าง ๆ ที่เกี่ยวกับงานในหน้าที่
 5. มีความสามารถในการแก้ไขปัญหาเฉพาะหน้า
 6. มีความสามารถในการศึกษาหาข้อมูล วิเคราะห์ปัญหา สรุปเหตุผลและเสนอแนะ
 7. มีความรู้กฎหมายแรงงาน และการแก้ไขปัญหาแรงงาน

APPENDIX K

JOB DESCRIPTION OF GUARD IN ENGLISH

Job description

Department and position	Name of position	Guard
Bangkok traffic inspector	Name of position related to field of work	On board officer
District traffic division 1	Level	6
Traffic Department	Position number	03-091-71 to 03-091-139

Roles and responsibilities

Carry out work of Operation Passenger Train Section. Control and provide passengers and freight services. Control and monitor subordinate operations, including contact and liaise with other relevant organisations and perform other duties as assigned.

Duties and responsibilities

1. To control and monitor any operations in relation to the operational control on the train
2. To prepare any equipment, tools, luggage tickets and other things (if any)
3. To check and ensure that the train coupling equipment is in good condition and to check the cleanliness of the train
4. To control and monitor the passenger seating arrangements, the punching of passengers' tickets, the assistance provided to passengers to ensure their safety when getting on and off the train
5. To attend to passenger and freight services to ensure their convenience and fast service
6. To control and monitor the process of obtaining post, books, documents or other printed matters, including income collected from passengers getting on the train along the way to the train destination
7. To control and carry out bookkeeping of train tickets and luggage, to collect income earned from passengers getting on the train and give it to the railway station that is the final destination of that train journey or to the train station designated by the State Railway of Thailand
8. To control and ensure that the journey keeps up with the travel time designated in the timetable book and to comply with rules and regulations related to traffic operations
9. To contact and liaise with other relevant organisations
10. To perform other duties as assigned

Professional qualifications**Education and experience**

The applicants hold a certificate with educational level no lower than junior high school or equivalent and have worked in the position of on board officer 5 for no less than 2 years.

Other training

1. In good knowledge and competence of train operations to the appropriate extent of being able to perform job responsibilities
2. In good knowledge and understanding of rules, regulations and orders in relation to job responsibilities
3. Have healthy body and in good physical shape that is appropriate to perform job responsibilities
4. In good command of coordinating skills, administrative skills and able to give advice and suggestions to solve any problems related to job responsibilities
5. Have the ability to solve unexpected problems at hand
6. Have the ability to study for information, analyse problems, summarise reasons and give suggestions
7. In good knowledge of Labour Law and solutions to problems related to labour issues

APPENDIX L

เลขที่ รพ.ดส.๒๓๐๐/๒๓๓/๒๕๖๐



การรถไฟแห่งประเทศไทย

เลขที่ ๑ ถนนรองเมือง ปทุมวัน

กรุงเทพฯ ๑๐๓๓๐

๑๐ เมษายน ๒๕๖๐

เรื่อง จำนวนนักท่องเที่ยว (ชาวต่างชาติ) ที่เดินทางโดยสารรถไฟในรอบปีงบประมาณ ๒๕๕๙

เรียน นางสาวกัญจน์ภัสสร ประสิทธิ์พรกุล

ตามที่มหาวิทยาลัยธรรมศาสตร์ ขอความอนุเคราะห์ให้ท่านซึ่งเป็นนักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ เข้าสัมภาษณ์พนักงานรักษารถ (พรร.) และพนักงานห้ามล้อ (พหล.) เกี่ยวกับความต้องการตลอดจนปัญหาที่กระทบการใช้ภาษาอังกฤษ เพื่อทำวิทยานิพนธ์ โดยได้ขอทราบจำนวนนักท่องเที่ยว (ชาวต่างชาติ) ที่เดินทางโดยสารรถไฟในรอบปีงบประมาณ ๒๕๕๙ เพื่อประกอบการทำรายงานด้วย นั้น

กองมาตรฐานปฏิบัติงานและความปลอดภัยด้านโดยสาร การรถไฟแห่งประเทศไทย พิจารณาแล้วขอเรียนให้ทราบดังนี้ ผู้โดยสารเดินทางโดยสารรถไฟในรอบปีงบประมาณ ๒๕๕๙ ที่ผ่านมา เฉลี่ย ๑๐๐,๐๐๐ คน/วัน หรือเฉลี่ย ๓๖,๕๐๐,๐๐๐ คน/ปี ในจำนวนผู้โดยสารดังกล่าวจะเป็นนักท่องเที่ยว (ชาวต่างชาติ) เฉลี่ยร้อยละ ๖ โดยสรุปจะมีผู้โดยสารที่เป็นนักท่องเที่ยว (ชาวต่างชาติ) ที่เดินทางโดยสารรถไฟในรอบปีงบประมาณ ๒๕๕๙ รวม ๒,๑๙๐,๐๐๐ คน/ปี

จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

(นายพรสิทธิ์ ชุศรี)

หัวหน้างานมาตรฐานปฏิบัติงานและความปลอดภัย

รักษาการแทน หัวหน้ากองมาตรฐานปฏิบัติงานและความปลอดภัยด้านโดยสาร

ฝ่ายบริการโดยสาร

โทรศัพท์ ๐-๒๒๒๐-๔๖๑๒

โทรสาร ๐-๒๒๒๐-๔๖๑๒

APPENDIX M



เลขที่ รพ.ดส.๑๐๐๐/ ๕๗๐/ ๒๕๕๙

การรถไฟแห่งประเทศไทย
เลขที่ ๑ ถนนรองเมือง ปทุมวัน
กรุงเทพฯ ๑๐๓๓๐

๒๑ กรกฎาคม ๒๕๕๙

เรื่อง ขอย้ายระยะเวลาเก็บข้อมูลประกอบการทำวิทยานิพนธ์

เรียน ผู้อำนวยการสถาบันภาษา (รองศาสตราจารย์ ดร. พรศิริ สิงห์ปรีชา)

อ้างถึง ๑) หนังสือสถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ ที่ ศธ ๐๕๑๖.๔๐/๑๕๘ ลงวันที่ ๔ กรกฎาคม ๒๕๕๙

๒) ตารางการเดินทางเพื่อเก็บข้อมูลในการทำวิทยานิพนธ์

ตามหนังสือที่อ้างถึงกรณีสถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ ขอย้ายระยะเวลาการเก็บข้อมูลประกอบการทำวิทยานิพนธ์ ของนางสาวกัญจน์ณภัสขร ประสิทธิ์พรกุล นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต มหาวิทยาลัยธรรมศาสตร์ โดยเริ่มตั้งแต่เดือนกรกฎาคม ๒๕๕๙ ถึงเดือนพฤษภาคม ๒๕๖๐ นั้น ฝ่ายบริการโดยสาร การรถไฟแห่งประเทศไทย พิจารณาแล้วไม่ขัดข้องอนุญาตให้นักศึกษาเดินทางเข้าเก็บข้อมูลบนขบวนรถโดยสารตามระยะเวลาที่กำหนด ทั้งนี้ก่อนขึ้นโดยสารบนขบวนรถต้องติดต่อขอซื้อตั๋วโดยสารให้เรียบร้อย พร้อมแสดงหนังสือฉบับนี้ให้เจ้าหน้าที่ของการรถไฟแห่งประเทศไทยทราบ ก่อนทำการเก็บข้อมูลด้วย

จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

(นายอารยะ ปิมทะติช)

ผู้อำนวยการฝ่ายบริการโดยสาร ปฏิบัติการแทน

ผู้ว่าการรถไฟ

ฝ่ายบริการโดยสาร

โทรศัพท์ ๐-๒๒๒๐-๔๖๑๐

โทรสาร ๐-๒๖๒๑-๘๗๐๑ ต่อ ๕๔๘๕

APPENDIX N

รพ. ดส.๑๐๐๐/๑๑๗๒/๒๕๕๙



การรถไฟแห่งประเทศไทย
เลขที่ ๑ ถนนรองเมือง ปทุมวัน
กรุงเทพฯ ๑๐๓๓๐

พฤษภาคม ๒๕๕๙

เรื่อง ขอบความอนุเคราะห์ตอบแบบสอบถาม

เรียน ผู้อำนวยการสถาบันภาษา มหาวิทยาลัยธรรมศาสตร์

อ้างถึง หนังสือสถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ ที่ ศธ ๐๕๑๖.๔๐/๒๐๖ ลงวันที่ ๔ พฤษภาคม ๒๕๕๙

สิ่งที่ส่งมาด้วย ผู้ประสานงานหัวหน้ากองจัดการเดินรถเขตต่าง ๆ ของการรถไฟแห่งประเทศไทย

ตามหนังสือที่อ้างถึง ขอบความอนุเคราะห์ให้นางสาวกัมภ์ณภัสสร ประสิทธิ์พรกุล นักศึกษาเข้าแจกแบบสอบถามให้กับพนักงานของการรถไฟแห่งประเทศไทย เพื่อทำวิทยานิพนธ์ เรื่อง “การวิเคราะห์ความต้องการทักษะภาษาอังกฤษของพนักงานห้ามล้อ และพนักงานรักษารถของการรถไฟแห่งประเทศไทย” ความละเอียดปรากฏตามหนังสือที่อ้างถึง นั้น

ฝ่ายบริการโดยสาร การรถไฟแห่งประเทศไทย พิจารณาตามแบบสอบถามแล้วเห็นว่าไม่ขัดต่อระเบียบ ข้อบังคับของการรถไฟฯ อนุญาตให้นักศึกษาเข้าเก็บข้อมูลโดยวิธีแจกแบบสอบถามให้กับพนักงานของการรถไฟแห่งประเทศไทยได้ ทั้งนี้ก่อนเข้าดำเนินการแจกแบบสอบถามโปรดติดต่อกับหัวหน้ากองจัดการเดินรถเขตตามสิ่งที่ส่งมาด้วย เพื่อแจ้งให้พนักงานทราบต่อไป

จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

(นายอารยะ ปิมชะดิช)

ผู้อำนวยการฝ่ายบริการโดยสาร ปฏิบัติการแทน

ผู้ว่าการรถไฟแห่งประเทศไทย

กองมาตรฐานปฏิบัติการและความปลอดภัยฯ

โทรศัพท์ ๐-๒๒๒๐-๔๒๑๑

โทรสาร ๐-๒๒๒๐-๔๒๑๑

บัญชีรายชื่อผู้ประสานงานการแจกแบบสอบถาม

ลำดับ	ชื่อ - นามสกุล	ตำแหน่ง	โทรศัพท์
๑	นายอนุชา นิลมณี	หัวหน้ากองจัดการเดินรถ เขต ๑	02-220-4203
๒	นายวุฒิไกร สุทธิกุล	หัวหน้ากองจัดการเดินรถ เขต ๒	044-246-035
๓	นายวิษณุ จันทระระอ่าง	หัวหน้ากองจัดการเดินรถ เขต ๓	055-411-445
๔	นายพงษ์ศักดิ์ บุญสุข	หัวหน้ากองจัดการเดินรถ เขต ๔	077-501-040
๕	นายบรรหาญ โภษะยาหยัง	หัวหน้ากองจัดการเดินรถ เขต ๕	074-244-541

APPENDIX O

เลขที่ รพ.ดส.๑๐๐๐/๑๓๒๘/๒๕๕๙



การรถไฟฟ้าแห่งประเทศไทย

เลขที่ ๑ ถนนรองเมือง ปทุมวัน

กรุงเทพฯ ๑๐๓๓๐

๖ ธันวาคม ๒๕๕๙

เรื่อง ขอสัมภาษณ์เพื่อเก็บข้อมูล

เรียน ผู้อำนวยการสถาบันภาษา (รองศาสตราจารย์ ดร. พรศิริ สิงห์ปรีชา)

อ้างถึง ๑) หนังสือสถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ ที่ ศธ ๐๕๑๖.๔๐/๒๑๙ ลงวันที่
๒๔ พฤศจิกายน ๒๕๕๙

๒) แบบฟอร์มการสัมภาษณ์แบบกึ่งมีโครงสร้าง

สิ่งที่ส่งมาด้วย บัญชีรายชื่อผู้ประสานงานตำแหน่งสารวัตรงานปฏิบัติการโดยสารภูมิภาค ๑ ๒ ๓ ๔

ตามหนังสือที่อ้างถึงกรณีสถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ ขอความอนุเคราะห์
ให้นางสาวกัญจน์ภัสสร ประสิทธิ์พรกุล นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอน
ภาษาอังกฤษ เข้าสัมภาษณ์พนักงานรักษารถ (พรร.) และพนักงานห้ามล้อ (พหล.) เกี่ยวกับความต้องการ
ตลอดจนปัญหาที่ก่อกำเนิดการใช้ภาษาอังกฤษ เพื่อทำวิทยานิพนธ์ นั้น

ฝ่ายบริการโดยสาร การรถไฟฟ้าแห่งประเทศไทยพิจารณาแล้วไม่ขัดข้อง อนุญาตให้นักศึกษา
ทำการสัมภาษณ์พนักงานของการรถไฟฟ้าแห่งประเทศไทย ได้ทั้งนี้ก่อนทำการสัมภาษณ์โปรดประสานกับสารวัตร
งานปฏิบัติการโดยสารภูมิภาค ๑ ๒ ๓ ๔ ซึ่งเป็นผู้บังคับบัญชาของพนักงานรักษารถ (พรร.) พนักงานห้ามล้อ
(พหล.) พร้อมแสดงหนังสือฉบับนี้ให้เจ้าหน้าที่ของการรถไฟฟ้าแห่งประเทศไทยทราบ ก่อนทำการสัมภาษณ์ต่อไป
ด้วย

จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

(นายอารยะ ปินชะดิษ)

ผู้อำนวยการฝ่ายบริการโดยสาร ปฏิบัติการแทน

ผู้ว่าการรถไฟฟ้า

ฝ่ายบริการโดยสาร

โทรศัพท์ ๐-๒๒๒๐-๔๒๑๑

โทรสาร ๐-๒๒๒๐-๔๒๐๐

APPENDIX P



เลขที่ ๖๓๗/๒๕๖๐

แบบ ช.๓

หนังสือสำคัญแสดงการเปลี่ยนชื่อตัว

น.ส.กัณฑ์ณภัตสร ประสิทธิ์พรกุล

เลขประจำตัวประชาชน

อยู่บ้านเลขที่

บิดาชื่อ

มารดาชื่อ

ได้ขอเปลี่ยนชื่อตัว เป็น " ณัฐภักดิ์ "

นายทะเบียนได้อนุญาตตามคำขอที่ ๑๙๔๗/๒๕๖๐ ลงวันที่ ๕ เมษายน ๒๕๖๐

จึงออกหนังสือสำคัญนี้ให้ไว้เป็นหลักฐาน

ที่ว่าการอำเภอเมืองนครราชสีมา จังหวัดนครราชสีมา

ออก ณ วันที่ ๕ เมษายน พ.ศ. ๒๕๖๐

(นางกัญญาพร วัฒนศิริ)

ปลัดอำเภอ(เจ้าพนักงานปกครองชำนาญการ) รักษาราชการแทน

นายอำเภอเมืองนครราชสีมา

นายทะเบียนท้องถิ่น

ประทับตราประจำตำแหน่งเป็นสำคัญ

BIOGRAPHY

Name	Miss Nutpaphat Prasitpornkun (Former name: Gunnapatsorn Prasitpornkun)
Date of Birth	February 29, 1984
Educational Attainments	2006: Bachelor of Law, Thammasat University 2009: LL.M. in International Business Law, King's College London
Work position	Teaching assistant Harrow International School
Work experiences	Teaching assistant at Harrow International School: <ul style="list-style-type: none"> - Work with groups or individuals within the class in all curriculum areas, develop children's knowledge through support and encouragement in the learning activities undertaken and help plan, prepare and set out resources and programmes of work Personal tutor at Wall Street English Institute: <ul style="list-style-type: none"> - Taught and coached students towards reaching their educational goals, motivated students throughout the course and created a fun, all English learning environment Legal consultant at Nakkodmai Law Office: <ul style="list-style-type: none"> - Provided legal advice to clients in relation to the process of trademark registration, labour law, legal transactions and contracts, attended court hearings to be a translator at courts, drafted contracts and translated legal documents from Thai to English and vice versa