



**A STUDY OF NEEDS ANALYSIS IN GENERATING
DATA OF ENGLISH FOR TOURIST POLICE COURSE
DESIGN FOR PATTAYA TOURIST POLICE**

BY

MR. RATTAPOOM KOTCHAPONG

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2017
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INDEPENDENT STUDY

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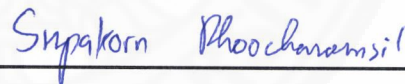
ENTITLED

A STUDY OF NEEDS ANALYSIS IN GENERATING DATA OF ENGLISH FOR
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was approved as partial fulfillment of the requirements for
the degree of Master of Arts in Teaching English as a Foreign Language

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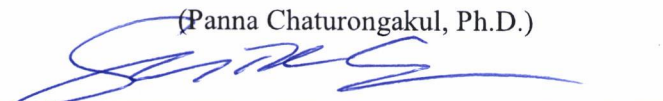
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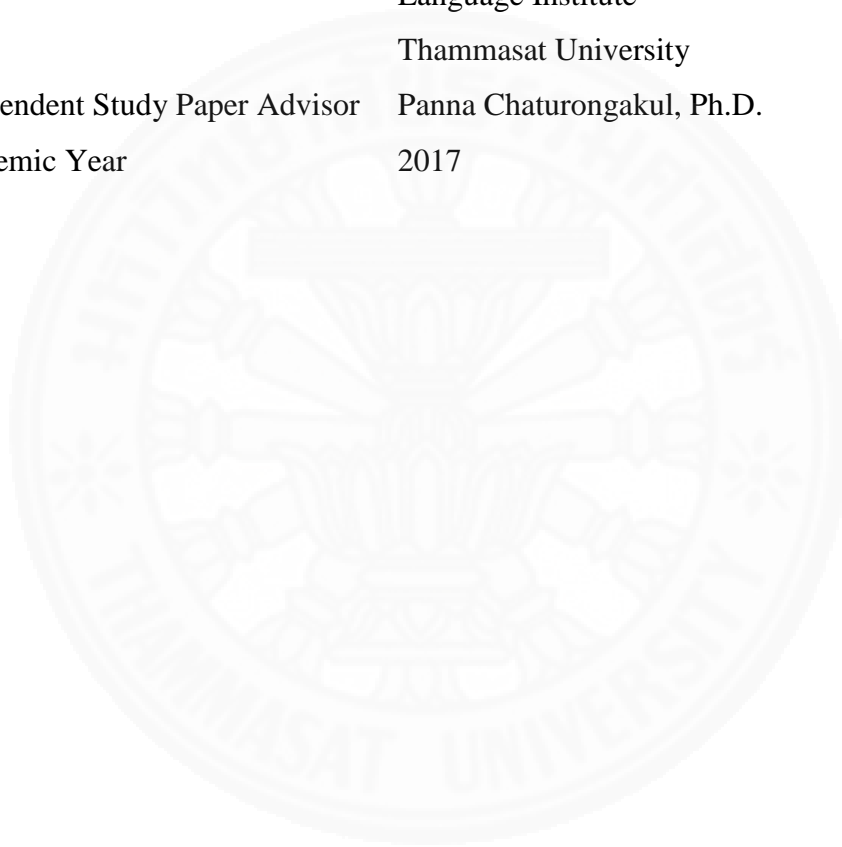


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ABSTRACT

This study seeks to gain better understanding of the use of English language at the work place of Tourist Police Officers in Pattaya through the use of present situation analysis in order to generate information for remedial course design. A four part questionnaire featuring relevant demographic data, perceived importance, perceived difficulties and open ended suggestion box was devised to gain raw data. Statistical tools are then used to analyze the information using percentage, frequency, mean and standard deviation.

It was found that most of the topics listed in the questionnaire that came from Police Training Center's curriculum is deemed to be relevant to the job of Tourist Police Officer as most of the officers reported the topics to be critical to most of their jobs by giving all of the topics high perceived importance score. However, when it comes to their skill level, the perceived difficulties score revealed that it varies between topics. Some topics are low while the others are high.

By comparing the Perceived Importance score with Perceived Difficulties score, a gap score was generated. This score is then used to rank each topic. A low gap score indicated high importance and high difficulties while a high gap score indicated high importance but low difficulties. The ranked topic and other gathered information is then used to form a suggestion for remedial design. It is found that Civil cases and medical terminologies ranked highly in priority list while topics that are more regularly encountered like lost goods and map navigation rank low in priority.

Further inquiry reveals that there are topics outside of the listed items that are of high importance. Some police officers stated that their job involved explanation of their police work and Thai judicial system to foreigners, something they wish they could do better and be more diplomatic. This is an interesting emergent issue that deserves to be further analyzed and would never have been discovered had this study not been undertaken. It is also an affirmation that Present Situation Analysis and Need Analysis in general are critical to the success of any EOP course design.

Keywords: Needs Analysis, Tourist Police, ESP, EOP, Course Design, Remedial Course, Present Situation Analysis, Perceived needs, Pattaya, Motivation.



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My gratitude also extends to all of the Pattaya Tourist Police Officers who have been gracious with their time spent giving interviews, their honest answers and friendship throughout the field research period. Dr. Chuag Ping Derg (Ph.d) my understanding employer and mentor, whom has been lending me his support and wisdom, Dr. Pana Chaturongkul for her kindness, guidance and patience that allowed me to finished this research as well as all administrative staff members of Language Institute, Thammasart University.

Last but not least, my loving wife whose presence alone has inspired me to push on through tough times

Mr. Rattapoom Kotchamong

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The Pattaya Tourist Police (TP) is an arm of the Royal Thai Police Force, created specifically to deal with increasing amount of foreign visitors in the kingdom. The primary duty of TP is not direct law enforcement but rather that of facilitating law enforcement. TP often act as a medium between the foreigner and the local law enforcement agencies. They have official duties and rights as any normal police officer, but it is not their main function. TP's supposedly unique properties as a law enforcement agent and their foreign language skill are indispensable when it comes to law enforcement in multi-language environments. The regular police force does not possess enough English proficiency to effectively deal with the intricacies in this context. TP generally act as a liaison between plaintiff and local law enforcement agencies.

At the time of this paper's production, Pattaya TP has total of 57 active police officers (TPO). Their area of responsibility includes the entirety of Chonburi and Shachoengsao provinces. Pattaya city in Chonburi alone received more than 9 million tourists in 2012, a huge portion compared to the total amount of 22,353,903 tourists that arrived in the country as reported by Tourism Authority of Thailand in the same year. Evidently their personal number is gravely outmatched by their area of responsibility

Pattaya TP responded to such a low saturation of officers by utilizing article 386 (2) of Thai criminal code to introduce the concept of "police volunteers" to their workspace. The code gives a law enforcement agent the power to recruit any civilian to aid in his/her duty. The intention of article 386 was meant for cases of emergency. The recruited civilian can only assist in law enforcement as directed by the police. However, in actual practice, Pattaya TP uses them more as an auxiliary police force. This has given birth to more than 100 uniformed "Tourist Police Volunteers" (TPV) in Pattaya, many of whom are not Thai citizens, but native speakers of foreign languages. Inspector Ensarn , commanding officer of Pattaya TP stated that without

such sizable helpers to rely on, any field operation will grind to a halt due to work overload:

(1) *“We are responsible for 2 provinces and one special administration zone. Pattaya city occupied most of our force. Lost of document cases here alone are enough to swamp us down. We simply cannot function without these volunteers”*

Currently, Pattaya Tourist Police is using TPVs as interpreters and a number of university interns for document translation. This is done in order to free up actual TPO to do more patrol and emergency response duties. According to inspector Ensarn the precinct responds to 10-20 criminal reports a day. Such cases were brought to their attention by direct reporting, phone calls from local police departments and incidents encountered while on patrol. Many of these cases can be very complicated and often require the power of proper law enforcement which cannot be given to any TPV.

1.2 STATEMENT OF THE PROBLEM

TP in general has an ongoing problem with a large language skill gap within their own force from the very beginning due to the recruitment process. TP draws their recruits from an existing pool of regular police officers as well as civilians outside of the force that possess the desired credentials. There is currently no mandatory English proficiency test for in-force recruits aside from informal interviews by the regional commander. Civilian recruits however, do have to take extra English proficiency tests. Most TPO of Pattaya precinct agrees that civilian recruits are generally better at English than in-force counterparts due to more exposure to English as well as the fact that the language test tends to filter out those that cannot communicate already.

In term of English education, after one becomes a TPO, there is very little. English courses are offered once a year and last only 3 days. Each year, around 50 TPOs from different precincts around the country gather and study from a centrally planned curriculum. Two Pattaya TPOs stated that there was no need analysis of any kind being made prior to, during or after the course:

(2) *“It was a 3 days event. <we> went to a seminar in batches since not all of us can go at the same time. There were <TPO> from different districts too. <the organizer> gave us a thick photocopied book and we use that in our lesson”*

(3) *“No, they never asked us how we use English. We just go and practice in a class with a foreign teacher that changes every year. There were no test at the end and no evaluation after we finished”*

Police Major. Ensarn stated that the course does little in terms of improving the TPO English proficiency. Instead of relying on a centrally managed English course, new officers are expected to adapt and overcome their language difficulties once they started their post. On the job training is the norm. Admittedly this is the only form of training that the TPO perceived to be useful. Furthermore; there is no formal provision for making sure that all officers are up to functioning standards. New recruits are paired with the veterans and through such arrangement; they learn to work in their new environment.

In term of motivation, the working environment is not always conducive in developing English language proficiency as Major Ensarn would have hoped. The abundance of available TPVs and constant supply of interns mean that officer's face time with foreigners is kept at minimum. While such arrangement was made to cope with the situation, it has inadvertently created a safe zone where TPO can remain at their current language level without any real penalty, resulting in the lack of any strong motivation

The status quo will thus face a challenge. As of early 2016 Royal Thai Police Headquarters have announced that it is aiming to give TP more responsibility at active law enforcement as soon as the force is ready. This will include criminal investigation, crime suppression, and plain clothes duties, a sharp contrast to what was mainly a supporting role of intermediaries. TP is also being mobilized to counter the increased criminal activities involving foreign organized crimes around the country in recent years. The required language envelope will be wider, deeper and more unpredictable than ever before.

In order to prepare TPO to meet such challenge, a radical re-thinking of how English language education is handled within TP is required. Presently, all English courses that were provided by the Royal Thai Police Headquarters have stopped as of 2014. To deal with this problem, Pattaya TP is now looking at the possibility of hiring

English tutors and developing in-house English courses. Such EOP course will be a challenge to develop given the existing pool of expertise organic to the force.

The TPO's situation and professional environment is unique. Their work involves dealing with volatile situations that requires both diplomacy and commanding presence. TPO also operates in the rigid framework of legal due processes. The combination of the aforementioned factors makes it hard to adapt materials from EOP of other professions. Furthermore, there is a shortage of English language instructors that are also knowledgeable in the field of law enforcement.

In order to develop a remedial course that make efficient use of time and resources it is necessary that an in-depth need analysis is to be performed. The goal of the course has already been determined by the precinct and commanding officers; the ability to perform police work using verbal communication in English must be improved.

1.3 OBJECTIVES OF THE STUDY

1.3.1 To explore the current situation of English verbal communication being currently used by TPOs in their work environment

1.3.2 To identify the verbal communication problem of police officers concerning their professional tasks and generate data for a remedial EOP course

1.4 RESEARCH QUESTIONS

1.4.1 Which English verbal communication skills are relevant to TPO's work?

1.4.2 Which topics should be priority for a remedial EOP course for TPOs?

1.5 DEFINITION OF TERMS

1.5.1 Tourist Police (TP) An arm of the Royal Thai Police, a law enforcement agency in charge of protecting tourists industry of the kingdom against crime involving tourists as well as providing general law enforcement service. Tourist Police is a bureaucratic level organization

1.5.2 Tourist Police Officer (TPO) Police officers serving within the Tourist Police bureau. In this literature it means particularly the officers serving at the Pattaya Tourist Police precinct

1.5.3 Tourist Police Volunteer (TPV) Civilians who possess language skills or foreign nationals that are recruited to aid tourist police officers in Pattaya in communicating with foreign tourists through article 386.

1.5.4 Precinct Pattaya Tourist Police precinct located in Pattaya city, responsible for Pattaya and Shachoengsao provinces.

1.5.5 Task Interaction between the Tourist Police officer and English speaking foreigners as an integral part of their law enforcement and public service duties.

1.5.6 Remedial Course A course organized at precinct level by the local precinct to improve English communication skills of TPOs utilizing an outsourced instructor.

1.6 SIGNIFICANCE OF THE STUDY

This study deals in the area of English in Tourist Police work, a unique environment in the area of EOP. The data gathered will be used to design a remedial EOP course for TPO's. The questionnaire is used as a tool and the way of which the contextualized items of perceived importance and existing skill level interact may prove to be useful for future needs analysis studies as it has not been attempted extensively in this context.

1.7 SCOPE OF THE STUDY

This study is a PSA of task-specific English currently used by TPO in their daily work, particularly while on patrol when they encounter different incidents. Participants are 30 patrolling officers that are conveniently sampled. The study focuses on finding and correlating levels of perceived importance and perceived difficulties in various aspects of English communication used in their current line of work to derive useful information to design as relevant remedial EOP course.

1.8 ORGANIZATION OF THE STUDY

This research is divided into 5 chapters;

Chapter one, the introduction, contains background information of the study, statement of problem, purpose of study, research questions, definition of terms, significance of the study and scope of the study.

Chapter two contains the literature review that forms the theoretical basis of this study as well as previous research.

Chapter three explains the research methods, population sampling, data gathering instruments and analytical tools used.

Chapter four presents the finding and raw data represented in tables and charts as well as description of notable findings and anomalies.

Chapter five gives conclusion discussion of the finding, emergent issues and recommendations for future research.



CHAPTER 2

LITERATURE REVIEW

This chapter includes the material that has been reviewed upon the inception of this research. It includes relevant materials by experts in the field as well as previous research by others that are used as reference as well as framework of this study.

2.1 DEFINITION OF NEEDS AND NEEDS ANALYSIS

The definition of need analysis in TESOL has changed over time according to West (1994). In acknowledgement of his predecessors, he stated that as many scholars in the language education field have explored the concept, the encompassing classification of both focus and scope have expanded.

Stage	Period	Focus		Scope of analysis	Examples
1	early 1970s	ESP	EOP	target situation analysis	Richterich, 1971/1980 ELTDU, 1970 Stuart & Lee, 1972/85
2	later 1970s		EAP	target situation analysis	Jordan & Mackay, 1973 Mackay, 1978
3	1980s	ESP & general language teaching		target situation analysis deficiency analysis strategy analysis means analysis language audits	Tarone & Yule, 1989 Allwright & Allwright, 1977 Allwright, 1982 Holliday & Cooke, 1982 Pilbeam, 1979
4	early 1990s	ESP		integrated/computer-based analyses materials selection	Jones, 1991 Nelson, 1993

Fig.1 West's table showing the expansion of needs analysis

Trimble (1985) stated that the original focus of needs analysis has moved from the linguistic features to more rhetorical structure of specialized language. Additionally, for a more recent definition of needs analysis in this context, Hyland (2007) has provided a statement of what is needs analysis in ESP: "The use of systematic means to define the specific sets of skills, texts, linguistic forms, and communicative practices that a particular group of learners must acquire is central to ESP, informing its curricula and materials and underlining its pragmatic engagement with occupational, academic, and professional realities."

Berwick (1989) proposed a distinction between what he called “perceived needs” and “felt needs” Felt needs are what the student felt that they need from their own perspective once they have started to encounter difficulty in reaching their goal. Perceived needs can be said to be the instructor’s viewpoint of what is lacking when he viewed the student’s performance. This perception usually fell outside of a student’s perspective as the instructor assumes a superior position academically and as a professional teacher.

In the realm of EOP however, the perceived needs may not be accurate or insightful. Many EOP instructors that have to design their own curriculum have to face the reality that their students are operating in the environment beyond their understanding. Such a problem could be solved if careful needs analysis is performed To define needs in needs analysis can be thought of as finding what is currently lacking in students that prevent them from reaching their objective. (Robinson 1991) Naturally, the instructor should possess sufficient technical knowledge in order to ascertain such information from the prospective students. ESP courses, being goal driven, always operate under some form of timeframe. The course cannot afford to be liberal when it comes to the course syllabus.

When considering Pattaya TPO’s needs in term of motivation, particularly from the view of Marslow’s hierarchy model (Marslow, 1943), one will see that the need to close the language gap has moved from the self-actualization layer to lower order of security. To be able to conduct their police duty more independently from volunteers is a matter of employment instead of self-improvement.

2.2 ESP and EOP

This study derived from the need analysis phase for an English course design for TPOs. This kind of English language education falls into the area of English for occupational Purpose (EOP) according to Robinson (1991). EOP is a subset of English for Specific Purpose (ESP), a disciplinary of English Language Teaching (ELT). As described by Evans and Jo (1998), EOP distinguishes itself from other kinds of English language teaching by being designed mostly for adult learners who

are already on the job and those that are going into a profession that demands English. The curriculum of EOP is function driven and aims directly to produce practical outcomes rather than academic excellence.(Robinsons 1980)

2.3 PREVIOUS STUDIES

The following researches that used questionnaire as a mean of need analysis have been reviewed to gain useful information; All of them lack correlation between what is perceived to be needed by the student and what the student's current level of competence is. This issue will be explained in detail in the discussion section.

Pratpruet conducted research on Tourist police officers at Suvarnabhumi international airport in 2015 and discovered that the officers were having problem with speaking and listening English. They were reported to be unable to listen, remember and translate long sentences and not doing well when it came to pronounce certain words, putting stresses in wrong places and in some extreme cases unable to construct coherent sentences. Pratpruet suggested that remedial course is needed to fix such problem.

Lekkla (2013) conducted similar research on construction managers at mass rapid transit authority (MRTA). After employing 30-question questionnaire, she found that the managers needed improvement on all 4 skills but their most pressing needs were in the writing and reading skills as they communicated in English mostly in texts.

Assawaroj (2010) engaged in a study with the Royal Metropolitan Police to find out their perception in the importance of English education for its personnel. The result showed that even though the ability to speak English is not critical in their present duty, most officers across the ranks recognize the importance of English language skill in the future.

Nippakakun (2014) did research on non-commissioned military officer in 7 bases around the country and found that the self-assessed questionnaire suggested that officers want generic English for mostly self-fulfillment purpose as their job does not demand a high level of English competency. Regardless, the attitude towards English education is very positive.

Changkaew (2010) did a cross-sectional study using a questionnaire conducted with the privates of 1st infantry regiment. He found that most of the privates acknowledged the importance of English but are more interested in using English outside of current professional environment. Some privates that hoped to move up to work with company commanders expressed more enthusiasm as well as more ambitious target



CHAPTER 3

METHODOLOGY

This chapters explain the design of the research, which includes the description of the population, methodology and tools used to extract useful information from raw data

3.1 Participants

Participants are 30 Tourist Police Officers from Pattaya tourist police precinct. Their job includes patrol duty and counter duty at the precinct. Convenient sampling is employed to select 20 officers from the total of 57

3.2 Materials

Questionnaires will be used to gather relevant information from the participants. The questionnaire is divided into 3 parts:

Part I: Demographic and background information. This is for gathering information about the age, time on the force, rank, and English education

Part II: Perceived need of English verbal communication skill. To find out what the participant perceived to be the most important verbal English skill for the different tasks they needed to perform. Contextualized items are representative of language needed in order to efficiently process each case. The items are based on English course materials offered at Metropolitan Police Training Center. Participants are asked to rate on Likert scale between 1 to 4

- 1) Not important
- 2) Little importance
- 3) Important
- 4) Extremely important

Part III: Existing English verbal communication skill. Similar to Part II, the participant is asked to rate another set of a Likert scale but this part is for the area of English verbal communication that they are having problems. The scale is also between 1 to 4.

- 1) Can communicate well
- 2) Can communicate with little difficulties
- 3) Can communicate with some difficulties
- 4) Cannot communicate at all

Part IV: Opinion on course improvement: Participants were asked their opinion on how the course should be run. This part will be an open-ended question and they are free to write whatever they think is relevant to course improvement. This will give an opportunity to spot other issues that otherwise would have been overlooked by the pre-determined Likert scale parts as well as to ascertain their attitude towards the course

3.3 Procedures

3.3.1 Research design

Quantitative research method using convenient sampling is employed. TPO have identical job descriptions and areas of responsibility. The sample size of 30 out of 53 is adequately representative to a real situation. Officers work in shifts and the order of rotation is practically random.

3.3.2 Data collection

Fieldwork is planned for late April and takes place within the precinct or TP checkpoints around Pattaya where TPOs are actively patrolling.

3.4 Data analysis

PSPSS an open source version of popular statistic software will be used for tabulation and data analysis. Microsoft Excel will be used for rendering graph and charts for comparison.

3.4.1 Demographic information will be analyzed by frequency distribution method and rendered to percentage.

3.4.2 Four points Likert scales data of perceived importance part (Part II) and existing listening and speaking skills (Part III) will be analyzed for means (\bar{X}) and standard deviation (S.D.) and compared against each other to find significant correlations.

CHAPTER 4

RESULTS

This chapter contains the results collected from questionnaires distributed among the patrolmen of Pattaya TPO in late April 2018. The results were tabulated and analyzed using PSPSS (the open source version of SPSS) as well as Microsoft's Excel to render the finding in graphs and charts. The result will be presented in 4 sections:

4.1 Demographic information of the participants, presented in ranged frequency and percentage.

4.2 Perceived importance of English verbal communication according to the field of work. This section presented the itemized topics of tangible tasks in mean, standard deviation and rank of the self-perceived importance.

4.3 Perceived difficulties of English verbal communication according to the field of work. This section presented the itemized topics of tangible tasks in mean, standard deviation and rank of the self-perceived difficulties.

4.4 Data Comparison between perceived importance and perceived difficulties. 2 sets of the data will be compared to find the gap between the 2 scores on each item.

4.5 Reported findings of the TPO's suggestion of what they need from an English EPP course.

4.1 Demographic information of the participants

This section is the report of personal information of the participants. Years of formal English education refers to the year they spent in established classroom in formalized education setting. Years on force refers to elapsed time since they started joining tourist police force regardless of physical location of posting or their duty. Any other police work from a different branch is not taken into consideration

Table 1: Years of Formal English Education

Range	Amount	Percentage
0-5 Year	2	6.67%
5-10 year	10	33.33%
10 - 15 year	9	30.00%
15-20 year	9	30.00%
TOTAL	30	100.00%

Figure 2: Years of formal English Education pie chart

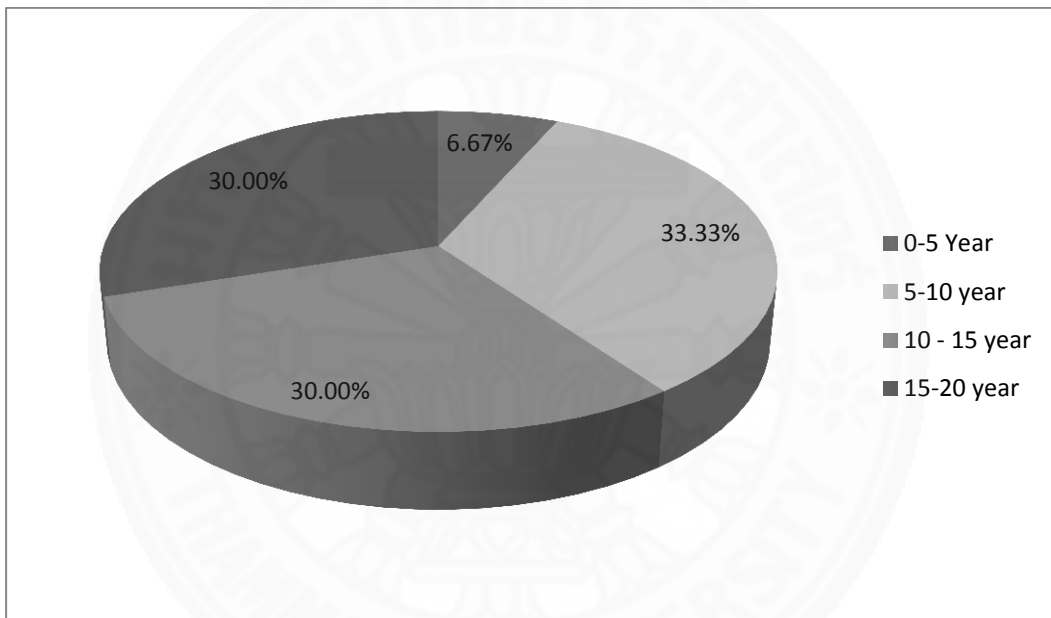
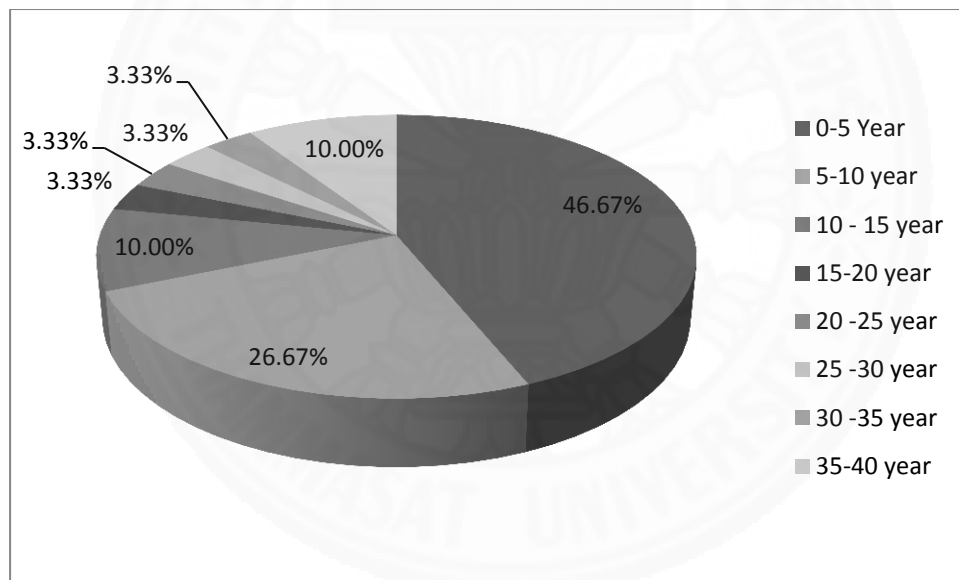


Table 1 illustrated the years of formal English education received by the TPO prior to the enlistment as a police officer. A majority of the participants has 5-10 years of English education which accounted for 33%. The leading group followed closely by those in the range of 10-15 and 15-20 year which are divided equally at 30%. There was an insignificant anomaly of 2 officers that received virtually no formal English education since their formative years well into adulthood, which accounted for 6.67%. The findings indicated that majority of TPOs had at least high school level of English education before joining the force

Table 2: Years of Work Experience on the Tourist Police Force

Range	Amount	Percentage
0-5 Year	14	46.67%
5-10 year	8	26.67%
10 - 15 year	3	10.00%
15-20 year	1	3.33%
20 -25 year	1	3.33%
25 -30 year	1	3.33%
30 -35 year	1	3.33%
35-40 year	3	10.00%

Figure 3: Years of Work Experience on the Tourist Police Force pie chart



The participants are largely new officers with less than 5 years of work experience as a TP with 14 officers making up the bulk of patrol force that translated to 46.67%. 8 officers holding 5-10 years of experience made up the 2nd largest group, a significant 26.67%. Another significant minority are the 3 officers that have more than 10 years of experience (10%). 3 of the most senior officer with the longest service time in the force consisting of 35 years of experience also accounted for another 10%. The remaining age group sees only 1 officer per range which are 15-20, 20-25, 25-30 and 30-35 years range, accounted for 3.33% each.

4.2 Perceived importance of English verbal communication according to the field of work.

This section summarized the findings from section 2 of the questionnaire. The itemized topics are selected from English curriculum being taught at Metropolitan Police Training Center. Participants are asked to rate how relevant these topics are in relation to their present work as a patrolling officer. Higher score reflects higher importance and lower score reflects lower importance

Table3: Perceived importance of English verbal communication according to the field of work.

CORE เนื้อหาหลัก		Mean	S.D	Rank
1	Personal information / ข้อมูลส่วนบุคคล	3.60	0.78	7
2	Address / ที่อยู่	3.50	0.58	8
3	Time and duration / เวลาและระยะเวลา	3.40	0.71	14
4	Order of events / ลำดับเหตุการณ์	3.63	0.48	4
5	Controlling situation / การควบคุมสถานการณ์	3.63	0.66	4
6	Description of people / รูปพรรณบุคคล	3.67	0.55	3
7	Description of goods / รูปพรรณสิ่งของ	3.63	0.55	4
8	Description of Place / รูปพรรณสถานที่	3.73	0.54	1
LOSS OF GOODS ทรัพย์สินสูญหาย / เสียทรัพย์สิน				
9	Preposition of Place / บอกตำแหน่งสถานที่	3.70	0.55	2
LOSS OF PERSON บุคคลสูญหาย				
10	Relationship between people / ความสัมพันธ์ระหว่างบุคคล	3.33	0.83	16
11	Medical condition / ศัพท์การแพทย์และอาการเจ็บป่วย	3.43	0.72	10
BUSINESS DISPUTE ข้อขัดแย้งทางธุรกิจ				
12	Business types / ธุรกิจชนิดต่างๆ	3.13	0.82	18
13	Legal terms concerning contracts / ศัพท์เฉพาะเรื่องสัญญาต่างๆ	3.17	0.83	17
14	Civil case terminologies / ศัพท์เฉพาะคดีแพ่ง	2.93	0.79	20

THIEVERY ลักทรัพย์ รังราว ปล้น				
15	Criminal case terminologies / ศัพท์เฉพาะคดีอาญา	3.43	0.65	10

ASSAULT ทำร้ายร่างกาย				
16	Criminal case terminologies / ศัพท์เฉพาะคดีอาญา	3.43	0.64	10
17	Types of injuries / การบาดเจ็บลักษณะต่างๆ	3.40	0.64	14
18	Weapon terminologies / ศัพท์เฉพาะอาวุธและอุปกรณ์ในอาชญากรรม	3.43	0.72	10

GIVING DIRECTION ให้คำบอกนำทาง				
19	Giving street direction / นำทางแผนที่หรือจุดสำคัญในพื้นที่	3.50	0.58	8
20	Travel Plan / แผนการเดินทาง	3.13	0.74	18
AVERAGE		3.44	0.67	

From table:3 we see that most of the topics are perceived to be highly important to their work judging from the mean score of 3.44. Narrow standard deviation of 0.67 indicated high uniformity of opinion among the participants. Other notable results are topic No.10 (relationship between people) and all topics concerning business dispute case (no12, 13 and 14) which has the highest standard deviation of all cases (0.82-0.83)

4.3 Perceived difficulties of English verbal communication according to the field of work.

In this section, the participants rated their own English language skills. Items are similar to that of the Perceived Importance section. Higher scores indicate higher levels of difficulties while lower scores reflects lower levels of difficulties.

Table 4: Perceived difficulties of English verbal communication according to the field of work.

CORE เนื้อหาหลัก		Mean	S.D	Rank
1	Personal information / ข้อมูลส่วนบุคคล	1.93	0.88	11
2	Address / ที่อยู่	1.63	0.75	16
3	Time and duration / เวลาและระยะเวลา	1.63	0.79	16
4	Order of events / ลำดับเหตุการณ์	1.97	0.88	10
5	Controlling situation / การควบคุมสถานการณ์	2.03	0.90	8
6	Description of people / รูปพรรณบุคคล	1.93	0.93	11
7	Description of goods / รูปพรรณสิ่งของ	1.90	0.85	13
8	Description of Place / รูปพรรณสถานที่	1.70	0.67	15
LOSS OF GOODS ทรัพย์สินสูญหาย / เสียทรัพย์สิน				
9	Preposition of Place / บอกตำแหน่งสถานที่	1.53	0.70	20
LOSS OF PERSON บุคคลสูญหาย				
10	Relationship between people / ความสัมพันธ์ระหว่างบุคคล	1.83	0.73	14
11	Medical condition / ศัพท์การแพทย์และอาการเจ็บป่วย	2.70	0.69	2
BUSINESS DISPUTE ข้อขัดแย้งทางธุรกิจ				
12	Business types / ธุรกิจชนิดต่างๆ	2.33	0.71	4
13	Legal terms concerning contracts / ศัพท์เฉพาะเรื่องสัญญาต่างๆ	2.70	0.89	2
14	Civil case terminologies / ศัพท์เฉพาะคดีแพ่ง	2.80	0.85	1
THIEVERY ลักทรัพย์ รังราว ปล้น				
15	Criminal case terminologies / ศัพท์เฉพาะคดีอาญา	2.20	1.06	7
ASSAULT ทำร้ายร่างกาย				
16	Criminal case terminologies / ศัพท์เฉพาะคดีอาญา	2.27	0.94	6
17	Types of injuries / การบาดเจ็บลักษณะต่างๆ	2.33	0.84	4
18	Weapon terminologies / ศัพท์เฉพาะอาวุธและอุปกรณ์ในอาชญากรรม	2.03	0.94	8

GIVING DIRECTION ให้คำบอกนำทาง				
19	Giving street direction / นำทางแผนที่หรือจุดสำคัญในพื้นที่	1.60	0.70	18
20	Travel Plan / แผนการเดินทาง	1.60	0.76	18
AVERAGE		2.03	0.82	

According to the result, Most TPOs are comfortable in most areas with low difficulty scores given (2.03 on average) however, a wide standard deviation of 0.82 suggested that some TPOs may have problem in certain areas. Significantly high scores can be seen in legal terms concerning contracts, civil case terminologies and medical conditions (topic no. 14, 13 and 11) with scores of 2.8, 2.7 and 2.7 respectively. This is sharp increase when compared to the next topic in difficulty ranking which is topic no.12, which ranked 4th with 2.33.

4.4 Data comparison

Comparing Perceived Importance (P.I.) data set with perceived difficulties (P.D.) will generate the gap value between the two.

- **Positive gap value (>0)** translated to a topic that has more P.I than P.D, a topic of certain degree of importance and can still be improved by a remedial course.
- **Negative gap value (<0)** indicated a topic of low importance and perceived as not being difficult, thus, can be dismissed from the course syllabus.
- **High positive value** indicated a topic that is important yet easy to perform giving it low priority for remedial course.
- **Low positive gap value** indicated a topic of high importance but perceived as being difficult. This makes it a priority.

Table:5 Perceived Importance (P.I.) VS Perceived Difficulties (P.D.)

CORE เนื้อหาหลัก		P.I	P.D.	Gap
1	Personal information / ข้อมูลส่วนบุคคล	3.60	1.93	1.67
2	Address / ที่อยู่	3.50	1.63	1.87
3	Time and duration / เวลาและระยะเวลา	3.40	1.63	1.77
4	Order of events / ลำดับเหตุการณ์	3.63	1.97	1.67
5	Controlling situation / การควบคุมสถานการณ์	3.63	2.03	1.60
6	Description of people / รูปพรรณบุคคล	3.67	1.93	1.73
7	Description of goods / รูปพรรณสิ่งของ	3.63	1.90	1.73
8	Description of Place / รูปพรรณสถานที่	3.73	1.70	2.03
LOSS OF GOODS ทรัพย์สินสูญหาย / เสียทรัพย์สิน				
9	Preposition of Place / บอกตำแหน่งสถานที่	3.70	1.53	2.17
LOSS OF PERSON บุคคลสูญหาย				
10	Relationship between people / ความสัมพันธ์ระหว่างบุคคล	3.33	1.83	1.50
11	Medical condition / ศัพท์การแพทย์และอาการเจ็บป่วย	3.43	2.70	0.73
BUSINESS DISPUTE ข้อขัดแย้งทางธุรกิจ				
12	Business types / ธุรกิจชนิดต่างๆ	3.13	2.33	0.80
13	Legal terms concerning contracts / ศัพท์เฉพาะเรื่องสัญญาต่างๆ	3.17	2.70	0.47
14	Civil case terminologies / ศัพท์เฉพาะคดีแพ่ง	2.93	2.80	0.13
THIEVERY ลักทรัพย์สิน รังราว ปล้น				
15	Criminal case terminologies / ศัพท์เฉพาะคดีอาญา	3.43	2.20	1.23
ASSAULT ทำร้ายร่างกาย				
16	Criminal case terminologies / ศัพท์เฉพาะคดีอาญา	3.43	2.27	1.17
17	Types of injuries / การบาดเจ็บลักษณะต่างๆ	3.40	2.33	1.07
18	Weapon terminologies / ศัพท์เฉพาะอาวุธและอุปกรณ์ในอาชญากรรม	3.43	2.03	1.40

GIVING DIRECTION ให้คำบอกนำทาง				
19	Giving street direction / นำทางแผนที่หรือจุดสำคัญในพื้นที่	3.50	1.6	1.90
20	Travel Plan / แผนการเดินทาง	3.13	1.6	1.53
AVERAGE		3.44	2.03	1.41

Figure 4: Perceived Importance (P.I.) VS Perceived Difficulties (P.D.) area chart

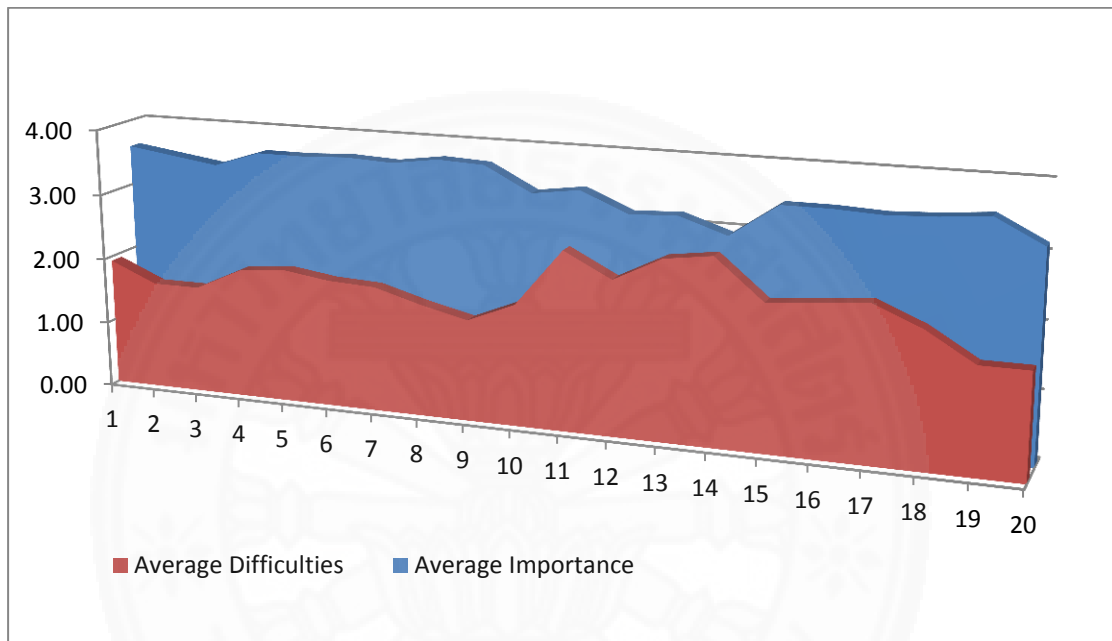
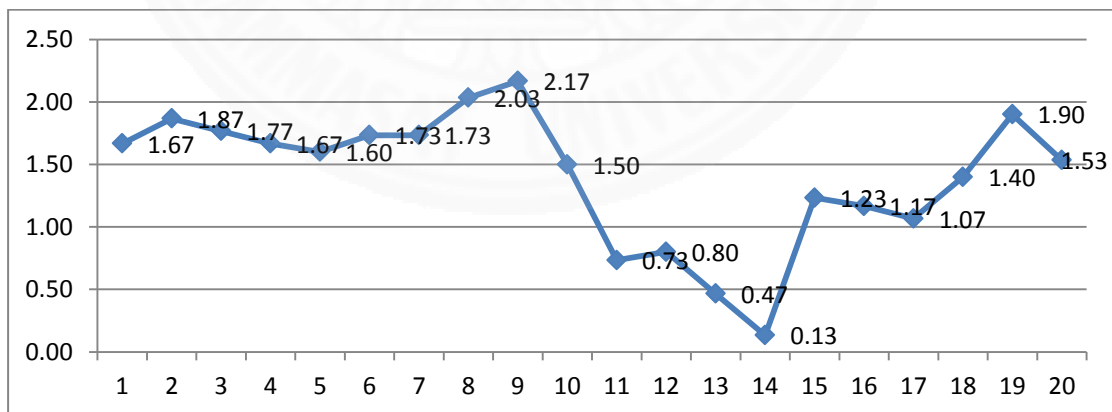


Figure 5: Score Gap between P.I. and P.D. graph chart



Superposition of P.I. and P.D. values revealed topic No.14, which is “Business Dispute: Civil Case Terminologies” to be the one with the smallest gap value between the two-score set. When each topic is ranked by gap value we can come up with this result:

Table 6: Topics Ranked by Gap Value

RANK	Topic
1	Business Dispute: Civil Case Terminologies
2	Business Dispute: Legal terms Concerning Contracts
3	Loss of person: Medical Condition
4	Business Dispute: Business Types
5	Assault: Types of Injuries
6	Assault: Criminal Case Terminologies
7	Thievery: Criminal Case Terminologies
8	Assault: Weapon Terminologies
9	Loss of person: Relationship Between People
10	Direction: Travel Plans
11	Core: Situation Control
12	Core: Order of Event
13	Core: Personal Information
14	Core: Description of Person
15	Core: Description of Object
16	Core: Time
17	Core: Address
18	Direction: Giving Street Direction
19	Core: Description of Place
20	Loss of goods: Preposition of Place

4.5 Reported findings of the TPO's suggestion

The last portion of the questionnaire is an open-ended question asking what topic they would find most helpful should they get the language training. 8 out of 30 samples gave their opinion but 4 of them were of the general consensus that what they find most problematic is explaining the Thai law enforcement process and justice system in English. This is reportedly to be a task that they do regularly.



CHAPTER 5

DISCUSSION

This chapter provides a discussion based on interpretation of information gathered as well as comparison of the author's experience as one of the providers of EOP courses for more than 5 years in different capacities.

5.1 Discussion

More often than not, EOP courses are designed to fix a working problem. It is imperative that such problem is first, identified. This research explored the use of present situation analysis to provide a tool to gain better understanding of the student's practical need and hopefully generate necessary data in designing a useful EOP course.

Belcher (2009) has stated the fundamental question in ESP design as: "How can ESP instructors meet their own teacher's knowledge needs?" This is also true for EOP instructors which have to be confident in their material's relevancy enough to execute them in front of students who are arguably better experts in their field. While such information can be gathered from work manuals or consulting employers of the prospective students, more often than not, it is not as straightforward as it seems.

In an ideal situation, the EOP course designer should be the expert in the field of the student's work, a language expert and preferably a skilled language teacher. This is hardly ever the case in Thailand. EOP teachers are often professional instructors that initially know little about their student's language environment. Once contracted to teach, a generic placement test could be employed, and students judged based on their score. The result is not always useful to the course designer. A generic label can be assigned to the students based on their generic linguistic ability, but not necessarily their ability to actually do the job in the target language. It is natural that certain degrees of assumptions do exist on all sides of the stakeholders. Ferguson (1997) and Dudley – Evans (1998) commented that most employers do not require the teacher to be the expert in the career matter, but it is also arguable that over-generalization can lead to an incident where a course is designed based on the

assumption rather than real needs. This is akin to trying to fix a problem without clearly defining the problem.

To minimize the said assumption, stakeholders in EOP course design should be objective in their goals and practical in execution. For the present situation analysis, a questionnaire could be employed but it should be kept in mind that the instructor is not the expert in the student's job and neither is the student the expert in the nuances of language instruction. Research should be done first by the course designer in the area of practical application of the target language in their prospective student's context. After that, a questionnaire that is worded to be easily understood by the students could be developed. For example, a question to find out how well a student can use different tenses could be worded as "How well can you understand and record the order of events in English?" The student need not understand the name and application of different tenses (as they most likely, do not) but they can immediately tell the surveyor how well they can perform certain tasks in target language without resorting to linguistic jargon.

Upon reviewing questionnaire from previous researches, it was found that information gathered is unsatisfactory. This leads to the design of the questionnaire that formed the basis of this research:

- Chankaew (2010)'s work on future English Language Skills Needs and Expectations, asked army officers what they perceived to be their future needs but did not provide sufficient evidence that such perceived future needs will be relevant for the present career path. However, according to Chankaew's finding, the student's need for English education ranked high in Marslow's hierarchy as it is not really concerned with their present situation but rather for personal growth. Chankaew stated in his finding that "<most of the privates> accept the importance of English in their daily life; for example, to read textbooks for studying NFE (non-formal education), to listen to tourist's questions, to listen to music and movie and to search for information from English website..." His questionnaire provides a good framework on practical wording, easily understood questions. However, with the superficial needs of his target students, it is not suitable for determining a course that addresses present needs.

- Yingamnuayhai (2013)'s work on need analysis of Hotels.com staffs is remarkable at compressing career matters into a concise questionnaire defined by

clear area of works, but it only addressed the perceived needs (or skill levels by assumption). While it can be assumed that an area may be perceived to be needed by employers because they do not do well in that regard, there is no probable linkage that by addressing the resulted shortcomings their performance will be better. The questionnaire did not give factual information of what is the problem but rather a general idea of what is needed. It is also noteworthy that Yingamnuaychai lumped 2 groups of the population that may have very different practical needs together in one group. This devalues the gathered information if it is to be used to construct an EOP course.

-Siwayingsuwan (2015)'s work fell within the same line of thought as Yingamnuaychai(2013)'s. His work is remarkable in that it addressed EOP course design as a means to solve a problem. His questionnaire's wording is researched and worded in such a way that it portrayed the problems that his student may face in their line of work. His population is also more homogenous which resulted in a more representable group of prospective students.

The questionnaire is therefore designed to produce 2 sets of assessment scores to produce different perspectives on the same set of topics instead of relying on a singular set of scores like from previous studies. By subtracting the PD score from PI score, the research questions can be met with certain answers.

5.1.1 Which English verbal communication skill is relevant to TPO's work?

Most of the selected items listed in the questionnaire are perceived to be important after averaging the score. The score is not only high at 3.44 out of 4.00 from P.I section, it also remarkably uniform at 0.64 of standard deviation. This does confirm that the topics covered by police training center are accurate when it comes to relevancy since the items are based from English lessons designed and taught in Metropolitan Police Training Center. However, most of the TPOs stated in their interview that their present English skill mostly came from personal endeavor outside of work as well as on the job training. Most of them don't remember the lesson and don't find the English lessons useful. All participants reported that it took them less than a year to adapt to TP environment.

The split in opinion about the importance of dealing with civil cases is noticeable with the topic in the said section having the highest standard deviation. It should be noted that civil cases are normally outside of Thai police jurisdiction. This is not always the case with Pattaya TPO as they are often called to solve business disputes between local locals and foreigners. In practice, TPOs do try to reconcile the cases by acting in an intermediary role but should that task fail they will try to refer such cases to a local lawyer and court arbitration process as quickly as possible. This creates a unique situation where a police officer needs to be both diplomatic and knowledgeable in civil case proceedings in English. Not all officers are comfortable with this task and many cases were quickly brushed aside. However, some of the officers expressed that a lot more cases can be settled at the site of incident rather than at the court had they been able to better facilitate the reconciliation.

5.1.2 Which topic should be the priority for remedial EOP course for TPOs?

Considering that all topics are uniformly reported to be of high importance (high P.I. score) civil cases in general have remarkably high difficulty (high P.D.) This suggested that these should be the topic that warrants highest priority in course design, but this may require consent from the commanding officer of TP since civil cases fall outside of their official jurisdiction.

“Medical term” ranked 3rd behind 2 other topics from civil cases, is in an interesting position. TPOs don’t deal with cases that involve medical complications often but when they do it is vital to communicate well in such topic. It is ranked 3rd in gap score, meaning that it is a highly important task that the TPOs are not confident in executing. According to additional interviews, such topics were never offered in any of the official training syllabus. This should be a high priority topic.

Gap score also gives an insight into the TPO’s language situation. A highly important task may not necessarily warrant an urgent course if the TPOs are already comfortable doing it. For example, “Loss of Goods: Preposition of Place” (topic no.9) has the highest gap value indicating that the TPOs can already deal with this important task with ease, putting it as a low priority topic.

It must be noted that since gap score is the result of the interaction between PI and PD score, inaccuracy may occur. This is particularly true where the gap score has narrow distribution between different topics (low standard deviation). Gap score is suitable for detecting extremes of difference. But for a comprehensive interpretation of data to determine what should take priority, PI and PD score as well as interviews with employer as a significant stakeholder should be taken into consideration.

5.1.3 After Research

Upon conducting the field research, interesting and unexpected findings have been brought up by the participants outside of the established questions. While most TPOs have confidence in their ability to perform in the target language, the area in which they want to improve is not listed in the selected topics or recommended by the commanding officer. They stated that they want to be a better at diplomacy when explaining the process of law enforcement and judicial system. The TPOs want to be better at making sure that the information they got from tourist is correct, suggesting a demand for negotiation for meaning skill. These issues may never have come up in course design had the interview not taken place.

Machine translation, particularly Google translation has been used by the TPO with some limited success. The officers appreciate the speed of which certain words can be translated quickly but the translation is not good enough for longer sentences. The machine is not context sensitive enough for their line of work. Dr. Chuang Ping Derg, an expert in robotics and artificial intelligence commented that machine translation will inevitably get better over time. More advanced models are approaching the level that synthesized conversation is indistinguishable to real human speech. He commented that the only real reason that the corpus work has not been done in this context is the lack of interest and financial commitment by decision makers. While machines may not replace human police officers in all capacities, it is likely going to be integrated into all lines of work that requires prompt translation.

5.2 Conclusion

The findings from the second part of the questionnaire have given the perceived importance score of each topic. We found that the topics which originated from the course syllabus of police training centers were all relevant with high P.I. score and narrow standard deviation. This confirms that the topics offered are suitable for police work as they prepare them for their tasks, however, most officers reported that they mostly learn how to perform in English from on the job training, indicating that there may be other factors that diminish the knowledge retention between their graduation from police training center to their present job as a TPO. It is also noteworthy that 46.67% of the officers are relative newcomers to the force (0-5 year of experience on the force) yet they have adapted well to the language environment as most of them reported to have little difficulty in operating in English on average (2.03 perceived difficulty score on average) This could translate to an effective on the job training that turn novices into functional TPO's within a relatively short time.

The third part of the test yielded perceived difficulty score which tells us the competency level of the student. Most of the officers reported high level of comfort when operating in English except in civil cases and medical terminologies. Both topics are not encountered very often but reported to be important

By comparing P.I and P.D score a gap score was generated and topics were ranked according to the difference between what they think is actually important and how well they can perform. The rank showed that certain topics have high importance but low competency and should be put at high priority. Lower ranking topics may have either low importance or high competency which is more likely to put them at a lower score. However, since the gap score results from subtraction of P.D from P.I it has a potential to be inaccurate when used for ranking purpose .While this is unlikely to happen if the data is gathered from larger number of the population, lower sampled population will significantly lower the accuracy.

Needs analysis and present situation analysis is vital to the success of any EOP course. It is advisable that the course design should be based on an attempt to fix a well-researched problem rather than generic assumptions. Cooperation and objectivity is required by all stakeholders to keep the said assumptions at the minimum and the

course useful. The present situation in Thailand at the time of this research is countering this practice.

It is perceived by personal experience of the author who has been in the business of EOP in different capacities for more than 5 years, that the main goal of language institutes and even private instructors are mainly monetarily driven. If there is no class then there is no business. More often than not, need analysis has to give way to expedite the transaction.

The interaction process of making sales of EOP courses to a client organization usually start with the client expressing the desire to improve their workforce's English skills for various different reasons. It could be a practical as they need to perform in English, or it could be artificial in a sense that there is no real pressure to learn EOP but the client needs it as a form of welfare or a façade of human development. Sadly, for both kinds of reasons, the instructors may choose not to employ need analysis, or even when they do, it is often too generic to be useful for EOP. Researching the client's linguistic needs and developing a test to identify the relevant topics of study take too much time and resources, particularly when there are cookie cutter tests and course syllabus to choose from.

The clients are usually not the language instruction expert and they will have to assume that whatever the institution is selling them is sufficient.

Due to the lack of insight by both the instructor and clients, the EOP course usually ends up being too generic and inefficient. A vaguely named course like "Basic English Conversation" or "E-mail writing" are sold to the clients and have no lasting effects.

EOP courses in Thailand fail mostly due to the lack of care given by all stakeholders. The fact that many topics were discovered to be in high priority was not in the official job description or even recognized by the selected topics pointed that need analysis is important and should not be dismissed

5.3 RECOMMENDATIONS

5.3.1) Repeated study of this research is advised. Topics that have low P.I. but high P.D was not encountered during this study which will test the full range of this tool. Repeated study in different organizations could be employed to further study the limitation of the research tools developed

5.3.2) Pedagogical studies post course could be performed to verify the effectiveness of EOP that utilized this tool as a PSA.

5.5.3) Machine translation and expert system is an emergent point of interest that should be explored in law enforcement context.



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Appendix
Sample of the questionnaire

PART1

Length of Formal English Education / ระยะเวลาที่ได้เรียนภาษาอังกฤษใน ห้องเรียน	
Length of Work Experience as a tourist police / อายุการทำงาน ดร. ท่องเที่ยว	

PART 2

การฟังและพูดภาษาอังกฤษตามเนื้อหางานเหล่านี้สำคัญกับงานของคุณขนาดไหน

Perceived Difficulties of English verbal communication according to field of work

CORE เนื้อหาหลัก

	1	2	3	4
	ไม่สำคัญ / not important	สำคัญ เล็กน้อย / A bit important	สำคัญ / Important	สำคัญมาก / Very important
Personal information / ข้อมูลส่วนบุคคล				
Address / ที่อยู่				
Time and duration / เวลาและระยะเวลา				
Order of events / ลำดับเหตุการณ์				
Controlling situation / การควบคุมสถานการณ์				
Description of people / รูปพรรณบุคคล				
Description of goods / รูปพรรณสิ่งของ				
Description of Place / รูปพรรณสถานที่				
LOSS OF GOODS ทรัพย์สินสูญหาย / เสียทรัพย์สิน				
Preposition of Place / บอกตำแหน่งสถานที่				
LOSS OF PERSON บุคคลสูญหาย				
Relationship between people / ความสัมพันธ์ ระหว่างบุคคล				
Medical condition / ศัพท์การแพทย์และอาการ เจ็บป่วย				

BUSINESS DISPUTE ข้อขัดแย้งทางธุรกิจ				
Business types / ธุรกิจชนิดต่างๆ				
Legal terms concerning contracts / ศัพท์เฉพาะเรื่องสัญญาต่างๆ				
Civil case terminologies / ศัพท์เฉพาะคดีแพ่ง				
THIEVERY ลักทรัพย์ รังราว ปล้น				
Criminal case terminologies / ศัพท์เฉพาะคดีอาญา				
ASSAULT ทำร้ายร่างกาย				
Criminal case terminologies / ศัพท์เฉพาะคดีอาญา				
Types of injuries / การบาดเจ็บลักษณะต่างๆ				
Weapon terminologies / ศัพท์เฉพาะอาวุธและอุปกรณ์ในอาชญากรรม				
GIVING DIRECTION ให้คำบอกนำทาง				
Giving street direction / นำทางแผนที่หรือจุดสำคัญในพื้นที่				
Travel Plan / แผนการเดินทาง				

PART3

คุณให้คะแนนตัวเองในการสื่อสารด้วยวาจาเป็นภาษาอังกฤษในหัวข้อเหล่านี้อย่างไร

Perceived Difficulties of English Listening / Speaking according to field of work

CORE เนื้อหาหลัก				
	1	2	3	4
	Not difficult / ไม่ยาก	A bit difficult / ยากเล็กน้อย	Difficult / ยาก	ยากมาก / very difficult
Personal information / ข้อมูลส่วนบุคคล				
Address / ที่อยู่				
Time and duration / เวลาและระยะเวลา				
Order of events / ลำดับเหตุการณ์				
Controlling situation / การควบคุมสถานการณ์				
Description of people / รูปพรรณบุคคล				
Description of goods / รูปพรรณสิ่งของ				
Description of Place / รูปพรรณสถานที่				

LOSS OF GOODS ทรัพย์สินสูญหาย / เสียทรัพย์สิน				
Preposition of Place / บอกตำแหน่งสถานที่				
LOSS OF PERSON บุคคลสูญหาย				
Relationship between people / ความสัมพันธ์ระหว่างบุคคล				
Medical condition / ศัพท์การแพทย์และอาการเจ็บป่วย				
BUSINESS DISPUTE ข้อขัดแย้งทางธุรกิจ				
Business types / ธุรกิจชนิดต่างๆ				
Legal terms concerning contracts / ศัพท์เฉพาะเรื่องสัญญาต่างๆ				
Civil case terminologies / ศัพท์เฉพาะคดีแพ่ง				
THEIEVERY ลักทรัพย์ ชิงรางวัล ปล้น				
Criminal case terminologies / ศัพท์เฉพาะคดีอาญา				
ASSAULT ทำร้ายร่างกาย				
Criminal case terminologies / ศัพท์เฉพาะคดีอาญา				
Types of injuries / การบาดเจ็บลักษณะต่างๆ				
Weapon terminologies / ศัพท์เฉพาะอาวุธและอุปกรณ์ในอาชญากรรม				
GIVING DIRECTION ให้คำบอกนำทาง				
Giving street direction / นำทางแผนที่หรือจุดสำคัญในพื้นที่				
Travel Plan / แผนการเดินทาง				

What other English instruction topics(s) do you think will help you the most
 การเรียนภาษาอังกฤษในหัวข้อใดนอกจากนี้ที่จะช่วยคุณได้มากที่สุด

BIOGRAPHY

Name	Rattapoom Kotchapong
Date of Birth	January 17 th , 1981
Education	2008 Bachelor Degree in Social Science, Mahidol University International College
Work Experience	<ul style="list-style-type: none">• 2010 - 2011 Academic Assistant Officer, AYC intercultural center• 2011 - 2012 TEFL instructor, AYC intercultural center• 2013 English instructor, freelance• 2013-2014 Math, Science and English teacher, Sawangboriboon school, Pattaya• 2014 – present Personal Assistance to CEO, Miracle Group

