



**PROBLEMS AND NEEDS OF THE OCCUPATIONAL
ENGLISH LANGUAGE SKILLS FOR THAI TOURIST
POLICE OFFICERS WORKING AT ONE OF THE
INTERNATIONAL AIRPORTS IN THAILAND**

BY

MR. SANCHAI SAE-JENG

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2018
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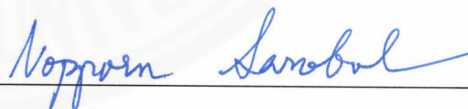
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PROBLEMS AND NEEDS OF THE OCCUPATIONAL ENGLISH LANGUAGE
SKILLS FOR THAI TOURIST POLICE OFFICERS WORKING AT ONE OF THE
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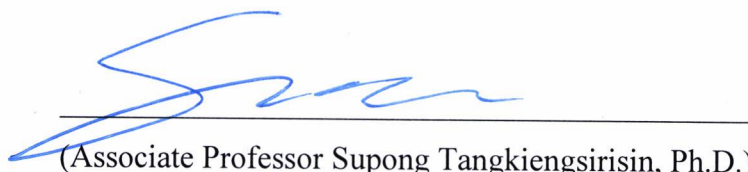
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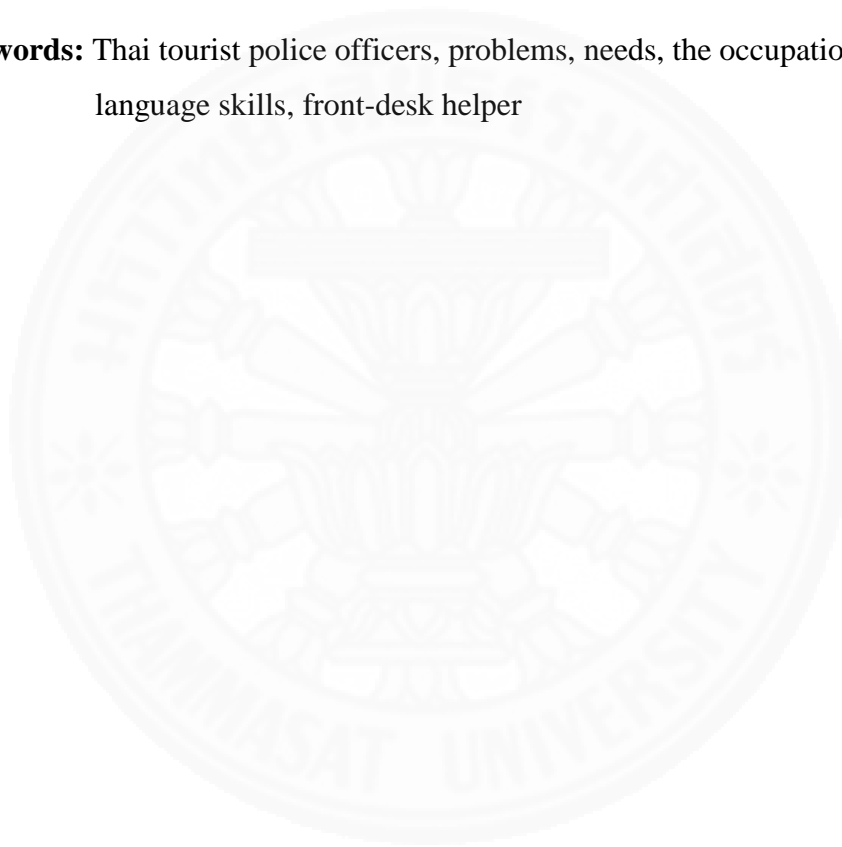
ABSTRACT

Nowadays, the tourism industry of Thailand is one of the dynamically developed business sectors for economic growth. Therefore, the four essential English language skills (listening, speaking, reading, and writing) used as the lingua franca are very important for Thai tourist police officers when interacting with foreign tourists.

This mixed-method independent study aims to investigate the problems and needs in use of the occupational English language skills of Thai tourist police officers working at one of the international airports in Thailand. Therefore, the survey respondents of this study are 30 full-time Thai tourist police officers. A close-ended questionnaire was used as a research instrument in the quantitative phase, and an open-ended questionnaire, and semi-structured interviews were used in the qualitative phase. The collected quantitative data were systematically analyzed by the computer software programs of SPSS (Statistical Package for Social Sciences) using descriptive statistics including percentage, mean, and standard deviation.

The survey results have revealed that the most problematic English language skill that Thai tourist police officers are currently facing is the listening activity (with high mean score of 3.86) while English reading skill is strongly considered as the most needed activity (with high mean score of 4.11). Research outcomes from this survey are identified and recommendations for further research are in the conclusion. The professional development programs and financial budget for Thai tourist police officers should be suitably arranged and upgraded.

Key words: Thai tourist police officers, problems, needs, the occupational English language skills, front-desk helper



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Mr. Sanchai Sae-Jeng

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CHAPTER 1

INTRODUCTION

1.1 Background and rationale for the study

In Thailand, the tourism industry has played a significant role in economic growth in terms of major revenue for the country for the last five consecutive years from 2014 to 2018. During 2018 (January-December), there were 38,270,000 million foreign tourists who visited Thailand (The Ministry of Tourism & Sports of Thailand, 2018). For this main reason - the booming of the tourism industry, Thai tourist police officers who work at the international airports in Thailand under the direct supervision of the Tourist Police Bureau (www.touristpolice.go.th) are considered as *a vital front-desk helper* for any foreign tourists when they need assistance and seek various kinds of tourism information, including any safety concerns during their stay in Thailand. At this point in time, the occupational English language skills for Thai tourist police officers are one of the necessary communication tools used as a lingua franca for effective communication between Thai tourist police officers and foreign tourists. Having a good command of the occupational English language skills is essential and beneficial to Thai tourist officers since they are typically required to communicate on a regular basis with foreign tourists travelling from various countries to Thailand. According to Richards (1985), the English language is necessary for people with careers in the field of hospitality and tourism, including the civil services. Therefore, developing and upgrading the occupational English language skills for Thai tourist police officers is essential as such skills are requisite for their daily work.

1.2 Statement of the problems

Thai tourist police officers are required to upgrade their proficiency in the occupational English language skills to be effective communicators with foreign tourists at their workplace. Inevitably, it is essential for Thai tourist police officers to develop and enhance their occupational English language skills and also to diminish their communication problems when dealing face-to-face with foreign visitors at the airports in Thailand. Hence, the deficiency of good communication skills in the English

language is a main hindrance for Thai tourist police officers. In order to help improve Thai tourist police officers' occupational English language skills, it is necessary to know what problems tourist police officers encounter and what four essential English language skills (listening, speaking, reading, and writing) they need to upgrade. However, few research papers on the problems and needs of the occupational English language skills for Thai tourist police officers have been conducted in Thailand.

1.3 Objective of the study

The core objectives of this independent study are listed below;

1.3.1 To identify and investigate the problems of the occupational English language skills mainly used by Thai tourist police officers at their workplace

1.3.2 To analyze the most needed skills of the occupational English language for Thai tourist police officers at their workplace

1.4 Research questions

This independent study substantially attempts to answer the following questions.

1.4.1 What are the problems in the occupational English language communication skills for Thai tourist police officers at their workplace?

1.4.2 What skills of the occupational English language do Thai tourist police officers need most for their daily work functions?

1.5 Definition of terms

In order to establish a clear-cut understanding of the particular terms chiefly used and described in this independent study, it is important to clarify them with the following definitions:

1.5.1 Needs

The occupational English language necessities which are specifically required in the daily work functions of the Thai tourist police officers who work at one of the international airports in Thailand

- 1.5.2 Problems Problems or situations that are unsatisfactory and cause difficulties for Thai tourist police officers when using the English language to communicate with foreign tourists at the international airports in Thailand
- 1.5.3 Thai tourist police officers The Thai tourist police officers who are currently working as full-time tourist police officers at one of the international airports in Thailand under the direct supervision of the Tourist Police Bureau
- 1.5.4 English language skills A vital set of four skills (listening, speaking, reading, and writing skills) that allow an individual to comprehend and produce proper and effective interpersonal communication.
- 1.5.5 Front-desk helpers Thai tourist police officers working at one of the international airports in Thailand who are principally responsible for assisting tourists and/or foreigners at the first contact point when they primarily need help at the airport
- 1.5.6 International airport An airport in Thailand with customs and border control facilities enabling passengers to travel between countries

1.6 Scope of the study

The research is principally restricted to the problems and needs analysis of the occupational English language skills for Thai tourist police officers who work at one of the international airports in Bangkok, Thailand. Hence, the total number of the research participants is limited. There are approximately 30 full-time Thai tourist police officers working at one of the international airports in Thailand under the direct supervision of the Tourist Police Bureau. Moreover, the mandatory requirements in upgrading their occupational English language skills are needed.

1.7 Significance of the study

The research results and findings obtained from this independent study are predominantly beneficial for the following rational grounds.

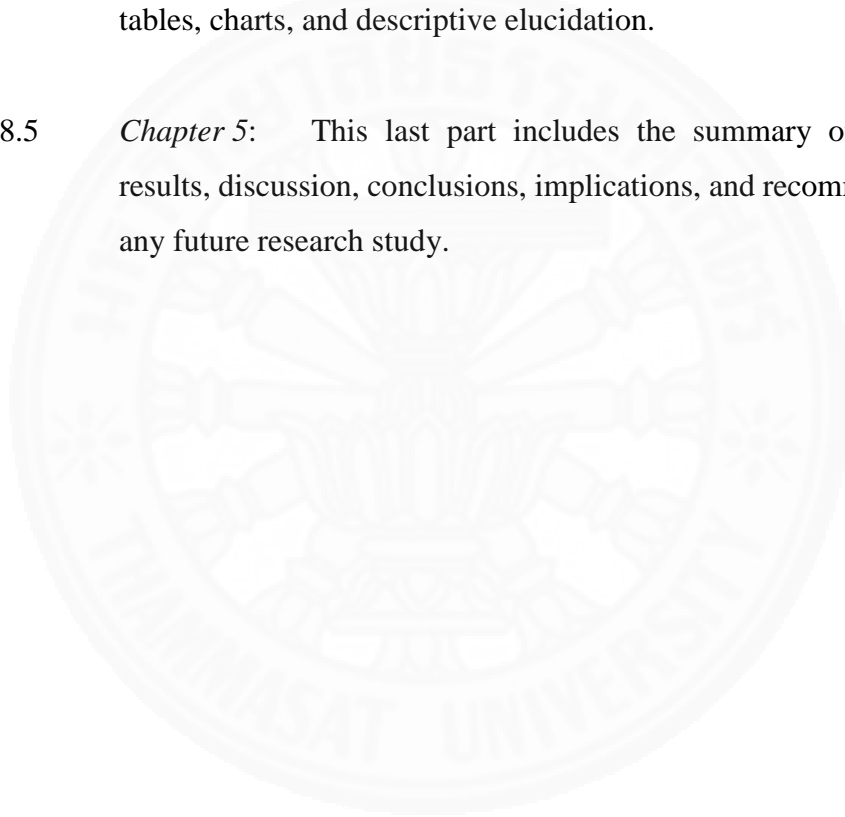
- 1.7.1 The significant findings will provide helpful information and insights about the deficiency of good English communication skills as well as the effective ways to enhance the English language skills for Thai tourist police officers.
- 1.7.2 The survey results will provide better understanding of the daily routine use of the occupational English language including the up-to-date English language proficiency level of Thai tourist police officers
- 1.7.3 The actual research outcomes of the study can be utilized as a vital guidance to improve and upgrade the suitable occupational English language training courses for Thai tourist police offers.

1.8 Organization of the study

This independent study is divided into five main chapters.

- 1.8.1 *Chapter 1:* This is an introductory part which consists of the background and rationale for the study, statement of the problems, objective of the study, research questions, definition of terms, and the scope and significance of the study.

- 1.8.2 *Chapter 2:* This second part provides core literature reviews, related theories on needs analysis, and other previous relevant research studies.
- 1.8.3 *Chapter 3:* Mainly, it describes the keynotes of the research methodology, the main survey participants, research instrument, data collection, procedures, and data analysis.
- 1.8.4 *Chapter 4:* It presents the results of the study including some useful tables, charts, and descriptive elucidation.
- 1.8.5 *Chapter 5:* This last part includes the summary of the research results, discussion, conclusions, implications, and recommendations for any future research study.



CHAPTER 2

REVIEW OF LITERATURE

The main objective of this chapter is to review and present related key theories, concepts, and previous research studies on problems and needs of the occupational English language skills for Thai tourist police officers working at one of the international airports in Thailand. The keynote contents of this chapter are divided into five parts.

2.1 Definitions of problems and needs

2.2 Significance of the occupational English language skills

2.3 Functions and responsibilities of Thai tourist police officers

2.4 On-site communication problems when using the occupational English language skills with foreign tourists at their workplace

2.5 Related studies

2.1 Definition of needs

The term “needs” has been academically standardized and defined by many scholars in several ways that can be found and cited from several sources of information. These are selected definition examples of needs as described in this section.

Berwick (1989, p.52) created a definition of “needs” as a gap or measurable discrepancy between a current situation or affair and a desirable future state, whereas Widdowson (1987) academically referred to “needs” as the current and/or future requirements of learners, and what they expect to learn when they complete the language course.

Hutchinson and Waters (1987) defined “needs” as the ability of understanding and producing the linguistic characteristics of the target circumstance at a certain moment of time.

As the researcher of this independent study (IS), I primarily define “needs” as the basic occupational English language skill requirements which are necessary for Thai tourist police officers in their daily work functions while working with foreign tourists at the international airports in Thailand.

Mackay (1978) mainly divided needs into two types, as stated below.

The first is academic needs where the English language is totally required for further academic study. For instance, aviation engineering students require good English competency in order to study and attend class, and also to understand the university textbooks that are written in the English language. The second is job needs where the English language skill is used to achieve the job KPI (Key Performance Indicator) and to perform a particular job function, such as a dentist working at an international hospital which requires a good command of the English language to treat and deal with international patients. As stated in the research paper of Mackay (1978), the fundamental needs of the four essential English language skills (listening, speaking, reading and writing) are vital for daily work communication and career paths.

In addition, Berwick (1989) distinguished between two types of needs; “perceived needs and felt needs”. The first one (perceived needs) refers to the needs that the educators believe the learners need to learn, whereas the second one (felt needs) refers to what the learners themselves believe they need to learn.

Robinson (1991) claimed that needs could be roughly interpreted as deficiencies to be filled, like what learners of language know or do not know about a language. No matter what “needs” is considered to be, clear-cut objectives should be based on them (Brindley 1984 as cited by Siwayingsuwan 2015, p. 8).

The researcher is also mindful of the fact that “needs” must be systematically investigated and analyzed while gathering the research information and data from Thai tourist police officers working at the international airport in Thailand.

2.2 Significance of the occupational English language skills

The official languages of the United Nations (UN) are the six languages that are currently used in all UN meetings, and in which all official UN documents are written. English is one of these six languages (Arabic, Chinese-Mandarin, English, French, Russian, and Spanish). Besides, the English language is the dominant business language and it has become a necessity for people to speak English if they are to enter the global workforce. Many research studies from all over the world disclose that cross-border business communication is most conducted in the English language. Mauranen and Ranta (2009) basically stated that the English language has established its position as the global lingua franca beyond any doubt; along with this status, English has become one of the symbols of our time, together with globalization, networking, economic integration, and the internet of things.

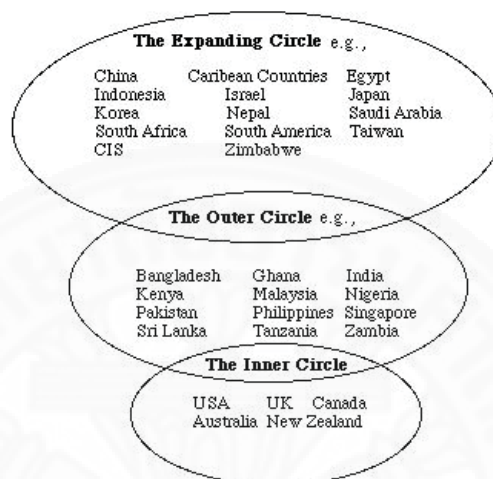
Many international companies expect their employees to be professionally fluent in English. Globally famous companies such as Airbus, Apple, British Airways, Microsoft and Polo Ralph Lauren have mandated the English language as their official business language.

The popularity of the English language can be easily witnessed in the growing number of people taking the TOEFL® and TOEIC® tests, the most widely used and accepted English examinations in the world. Educational Testing Service (ETS) manages these tests of TOEFL and TOEIC. Founded in 1947, Educational Testing Service (ETS) is the world's biggest private non-profit educational testing and assessment organization and is headquartered in Lawrence Township, New Jersey, USA.

Thailand is categorized and ranked in the expanding circle country of World Englishes. As cited by Yong-hun Lee and Ki-suk Jun (2016), there are several theoretical models to explain the spread of the English language. The outstanding linguistic model of Kachru (1990) regarding the three concentric circles of World Englishes is the most influential linguistic theory which classifies and groups three different categories of regional varieties of English, as shown below.

1. The Inner Circle
2. The Outer Circle
3. The Expanding Circle

Figure 1: Three Circles of World Englishes by Kachru (1990)



In the expanding circle, Thais use English as a foreign language, not a mother tongue. Hence, the occupational English language skills for local Thai tourist police officers are one of the essential communication tools used as a lingua franca for daily communication with foreign tourists at their workplace. For this logical reason, it is a must for local Thai tourist police officers to study more and enhance their English language ability in four essential language skills.

1. Listening skill
2. Speaking skill
3. Reading skill
4. Writing skill

2.3 Functions and responsibilities of Thai tourist police officers

The keynote motto of the Thai Tourist Police Department is “Best Service & High Protection”. The department fundamentally aims at providing professional services with a highly standardized safety concern for all tourists.

The actual tasks of Thai tourist police officers are summarized below;

(1) *Provide necessary tourist information and professional advice.*

The tourism industry of Thailand is currently facing a very challenging marketing environment. Thai tourist police officers always bear in mind that foreign tourists are becoming more technologically-savvy, consequently more demanding in obtaining good tourist information. Hence, it is a business norm to provide well-arranged advice and good services to all tourists with care.

(2) *Assist tourists who need help in translating English into/from Thai.*

Finding a language translator or interpreter is one of the job functions of Thai tourist police officers. This service is mainly for any tourist who is unable to communicate well enough to meet their basic needs. For instance, a Thai tourist police officer may assist a tourist in contacting any airline office in case of important document loss, etc.

(3) *Monitor crowded areas for suspicious items and alert tourists who fail to look after their belongings, such as wallets and bags, to stop pickpocketing.*

Thai tourist police officers are always on duty whenever there is a full house of passengers going to any international airport in order to monitor and check all crowded areas for safety reasons. Furthermore, tourists will be also warned regarding pickpocketing at the crowded areas.

(4) *Participate in the regularly assigned functions and events as instructed, such as the Song Kran Water Festival, Bangkok New Year Countdown, etc.*

In order to efficiently manage and control important events in Thailand for safety reasons, Thai tourist police officers are officially assigned to be on duty and look after the venues as instructed. For example, there will be a safety check-point counter of tourist police located on Khao San Road in Bangkok during the annual Song Kran Water Festival.

(5) *Assist tourists to settle any dispute in an amicable manner.*

Thai tourist police officers will assist, control, and stop any disputes between tourists and local bars, restaurants, shops, etc. in an amicable manner.

2.4 On-site communication problems when using the occupational English language skills with foreign tourists at their workplace

In Thailand, the four essential skills of English (listening, speaking, reading, and writing) are main elements in the language-learning process of Thai students. However, the in-class education instruction of the English language is mostly conducted in Thai and instructed by local Thai teachers who are non-native speakers of English, leading to the failure of fluency in using the English language when interacting with foreigners. Furthermore, Thai students have few opportunities to communicate directly with foreigners in English (Khamkhien, 2010). Pinyosunan (2006) observed that local Thai English language learners were inexperienced in using the English language in daily life. Likewise, Khamkaew (2009) pointed out that Thai tourist police officers would like to be fluent in speaking English, which is useful for their work functions, but they seldom had a chance to practice the English language speaking skill when they were students. Therefore, the researcher believes that the state of being unable to speak English clearly is a basic communication problem that could be solved.

Tipmontree (2007) concluded that the main problem in using the English language for Thai tourist police officers was listening. They did not understand the Australian and British English accents when the speakers were speaking quickly. In addition, using inappropriate English words, not knowing the actual meaning of vocabulary, were also a hindrance.

Also, K-Romya (2006, p. 269) of Edith Cowan University in Perth, Australia pointed out that the English language pronunciation of Thai tourist police officers was difficult to understand.

As the researcher of this survey, I encountered and experienced negative on-site communication problems when I accompanied a group of 35 university students from

Singapore travelling to Thailand in 1989. Thai tourist police officers working at the international airport did not understand the basic tourism enquiries when some of these Singaporean university students asked them about the budget hotel pricing or low-cost hotel room rates on Khao San Road in Bangkok. At that time, I assumed that the Thai tourist police officers did not conceive what these Singaporean university students wanted because it might be a linguistic problem of an unfamiliar English accent. Normally, this group of 35 Singaporean university students speak, talk, and use “Singlish or Singapore English” with a fast-speed rate in speaking for regular daily-life communication. As a result, Thai tourist police officers did not thoroughly catch the gist of verbal conversations from these Singaporean university students due to the unfamiliar spoken accent of Singlish or Singapore English.

2.5 Related studies

Limited studies have surveyed the problems and needs regarding the occupational English language communication skills in the fields of Thai tourist police officers, tourism and hospitality industries. Major relevant studies are selected and quoted below.

Tangniam (2006) examined the needs of English language for airport ground staff of Thai Airways (TG). The research findings revealed that the English language communication skill was necessary for their current job functions because they use English every day at their workplace. However, their English language competency was inadequate. They need to improve their English communication skills.

Khamkaew (2009) did a research on the needs and problems of the English language usage in the aspects of listening and speaking skills of the Metropolitan Police Officers at the Chana Song Kram Police Station in Bangkok. The key research findings showed that the speaking skill was ranked as the most important thing for Thai police officers when interacting with foreigners.

Assawaroj (2010) conducted a study with the Royal Metropolitan Police of Thailand to find out their perception of the importance and needs of the English

language education for its staff members. The survey result showed that the ability in using English is not a problem in their current job functions, but most police officers bear in mind that the importance and needs of the English language learning are still useful in the future.

Lekkla (2013) commissioned a survey on a similar research topic on the needs of the English language use with construction managers at Bangkok's Mass Rapid Transit Authority (MRTA). After having conducted the research by using 30 sets of questionnaires, she found that the construction managers were in need of improving and upgrading all four skills of the English language (listening, speaking, reading, and writing). However, the most wanted needs were writing and reading skills as these two skills were frequently used for internal communication by reading and writing messages in English among co-workers (as cited by Rattapoom Kotchamong, 2018).

Khakhai (2014) investigated thoroughly the English language needs analysis of Thai massage therapists at many health spas located on Khaosarn Road in Bangkok, Thailand. Eventually, it was discovered that the English language speaking skill was the most important communication tool for them to interact with foreign customers. Therefore, the research participants really wanted to be trained more in the English language speaking skill.

Siwayingsuwan (2015) carried out a survey on needs and problems in English listening and speaking skills of tourist police officers working at Suvarnabhumi Airport in Thailand. The research result revealed that both listening and speaking skills were important and frequently used when interacting with foreign passengers at the airport. These two skills, listening and speaking, were ranked at high level of needs for tourist police officers.

Another research found online entitled "Deficiency of Communication in English a Major Hindrance for Tourist Police in Thailand" by Pat K-Romya (2006) of Edith Cowan University in Perth, Australia showed that Thai tourist police officers had

many communication problems in English pronunciation accuracy, vocabulary use, and grammatical mistakes.

In conclusion, the selected literature reviews of related studies on the needs and problems regarding the English language skills primarily show that most research participants are facing major problems or difficulties in the English language communication skills when interacting with foreigners at their workplace. Furthermore, the research findings indicated that most mentioned survey participants were willing to learn and improve their English language communication skills for better career paths in the future.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes four core parts as stated below;

- (3.1) Research participants of the study
- (3.2) Research instruments
- (3.3) Research procedures
- (3.4) Data analysis

In addition, this chapter also attempts to answer the following research questions.

1. What are the problems in the occupational English language communication skills for Thai tourist police officers at their workplace?
2. What skills of the occupational English language do Thai tourist police officers need most for their daily work functions?

3.1 Research participants of the study

The research participants consists of 30 Thai tourist police officers who are employed as full-time tourist police officers working at one of the international airports in Thailand under the direct supervision of The Tourist Police Bureau. These 30 Thai tourist officers were voluntarily chosen as the keynote survey respondents because their daily job functions are concerned directly with foreign visitors at the international airport.

3.2 Research instruments

Principally, the questionnaire is the main research instrument of this study. The researcher uses both close-ended and open-ended questionnaires by considering previous research papers on similar survey topics and partially adapting the questionnaires from the questionnaire items which were employed by Bhachaiyud (2014). Also, the five-point Likert-type scale questionnaire is used to complete and answer all research questions. Moreover, the questionnaire is officially written and translated into two languages, both English and Thai, in order to avoid the survey respondents' misunderstanding and also to provide them with convenience while

reading and answering the questions because their mother tongue is the Thai language. All questionnaire items targeting keynote factors that support the theoretical study framework are referred to and included accordingly. The questionnaire is divided into three parts.

Part 1: Personal information of the research participants

The first part of the questionnaire focuses on background information of survey respondents consisting of 11 close-ended questions regarding gender, age, education background, duration of English study, current work department of the tourist police, number of working year(s) as a tourist police officer, self-assessment on four essential skills of English proficiency (listening, speaking, reading, and writing), frequency in using the four essential English skills at work, and level of English communication problems when dealing with foreign tourists.

Part 2: Levels of problems and needs of four essential occupational English language skills while communicating with foreign tourists at the airport

This part aims to investigate the levels of problems and needs of four essential occupational English language skills (listening, speaking, reading, and writing) when Thai tourist police officers are on duty and deal with foreign tourists at the airport. Fundamentally, the five-point Likert-type scale is used in this section to explore the levels of problems and needs of four essential English language skills.

Score	Level of problems
5	=Having most critical problem/most critical difficulty
4	=Having a problem/difficulty
3	=Moderate
2	=Having little problem/little difficulty
1	=No problem/no difficulty at all

Score	Level of needs
5	=Most important/most needed
4	=Necessary/needed
3	=Moderate
2	=Less important/less needed
1	=Not important/not needed

Part 3: Open-ended questionnaire

In short, the survey respondents were asked to explore and give feedback on problem areas, including recommendations on actual problems and needs of four essential occupational English language skills (listening, speaking, reading, and writing) used at their workplace when on duty for communicating with foreign tourists. There are 8 open-ended questions of this part. In addition, 5 out of 30 research participants were interviewed to share more details about their actual experiences in using the occupational English language at their workplace.

3.3 Research procedures

This section describes the survey procedures in collecting the research data:

3.3.1 Research design

In this research, the questionnaires were used and designed in two languages, both English and Thai. Before the actual use of the questionnaire, it was officially approved and scrutinized by the researcher's advisor. The questionnaires were directly disseminated by the researcher to the targeted survey participants who are 30 full-time Thai tourist police officers working at one of the international airports in Thailand. Importantly, permission was given by the Head of the Airport Tourist Police Department. The questionnaires, in both English and Thai, are shown in the appendix section.

3.3.2 Data collection

The completion of the 30 returned sets of the questionnaire was scrutinized throughout the survey process. It took approximately 2 weeks to collect all research data from these 30 Thai tourist police officers in April 2019.

3.4 Data Analysis

The raw research data derived from these 30 sets of questionnaires were systematically analyzed and measured by Microsoft Excel 2007 and the Statistical Package for the Social Science (SPSS) as mentioned below.

(3.4.1) The raw research data regarding the general background of the survey participants are presented in tables of frequency and percentage.

(3.4.2) Based on Likert's criteria (1932), the five-point Likert-type scale was utilized in order to identify and score the levels of problems and needs of the occupational English language skills for Thai tourist police officers working at one of the international airports in Thailand.

Mean	Levels of problems and needs
4.21 - 5.00	Very high
3.41 - 4.20	High
2.61 - 3.40	Moderate
1.83 - 2.60	Low
1.00 - 1.80	Very Low

In summary, Chapter 3 has presented the research methodology regarding the target research participants, instruments, procedure, and data analysis. In the next chapter, the survey results are showcased in details.

CHAPTER 4

RESEARCH RESULTS

This chapter reveals the survey results based on all collected data from 30 target research respondents who are full-time Thai tourist police officers working at one of the international airports in Thailand. The survey outcomes are divided into four parts as listed below;

- (1) The research results concerning the general background information of survey respondents are shown in Tables 1–11 (Quantitative results).
- (2) The survey outcomes regarding the level of problems and needs of four essential English language communication skills (listening, speaking, reading, and writing) for Thai tourist police officers are displayed in Tables 12–15 (Quantitative results).
- (3) The summarized levels of problems and needs of four essential English language communication skills (listening, speaking, reading, and writing) for Thai tourist police officers are shown in Tables 16-17 (Quantitative results).
- (4) The summarized research data from the open-ended questionnaires and the semi-structured interviews are revealed in “4.2 Qualitative results” (page 34-39).

4.1 Quantitative results

4.1.1 Participants’ demographic information

Table 1: Gender of research respondents

Gender	Frequency	Percentage
Male	26	87%
Female	4	13%
Total	30	100%

Table 1 shows that most of the research respondents are males (87%) whereas the remaining participants (13%) are females.

Table 2: Age of research respondents

Age	Frequency	Percentage
20-30 years old	7	24%
31-40 years old	18	60%
41-50 years old	3	10%
51-60 years old	2	6%
Total	30	100%

Table 2 reveals that most of the research participants are aged between 31-40 years old (60%) followed by the age group of 20-30 years old which accounts for 24% of the total respondents. The smallest age group is between 51-60 years old (6%).

Table 3: Educational background of research respondents

Education level	Frequency	Percentage
Bachelor's Degree	20	67%
Master's Degree	10	33%
Total	30	100%

Table 3 presents the education level of 30 research respondents. Most of them (67%) obtained bachelor's degrees while 33% got master's degrees.

Table 4: Field of study of research respondents

Field of study	Frequency	Percentage
Law	16	53%
Political Science	7	23%
Crime Investigation	4	13%
English	1	3%
Finance & Accounting	1	3%
Marketing & Business	1	3%
Total	30	100%

Regarding the field of study of research respondents, Table 4 discloses that the majority of research participants obtained degrees in law (53%), political science (23%), and

crime investigation (13%). The remaining fields of study are finance & accounting, marketing & accounting, and the English language (1% each) respectively.

Table 5: *Duration of studying the English language of research participants*

Duration of studying English (in the regular Thai school system)	Frequency	Percentage
Less than 10 years	0	0%
10-13 years	21	70%
More than 19 years	9	30%
Total	30	100%

Table 5 reveals that 70% of the research participants studied the English language for the period of 10-13 years while a group of 30% replied that they studied English for more than 19 years starting from the kindergarten level. None of them (0%) studied English less than 10 years.

Table 6: *Length of working experience as a tourist police officer*

Length of working experience as a tourist police officer	Frequency	Percentage
Less than 1 year	2	7%
1-5 years	8	27%
6-10 years	16	53%
11-15 years	2	7%

Table 6: (Continued) Length of working experience as a tourist police officer

Length of working experience as a tourist police officer	Frequency	Percentage
16-20 years	1	3%
21-25 years	1	3%
Total	30	100%

As shown in Table 6, most of the research participants (53%) have worked as tourist police officers between 6-10 years followed by a group of the participants (27%) having worked between 1-5 years. The two last groups of participants are at 3% each. The mid-level working group (7%) has worked in this job function between 11-15 years.

Table 7: Working department at the Airport Tourist Police Division

Working department at the Airport Tourist Police Division	Frequency	Percentage
Claims & Complaints	5	17%
Information Service	12	40%
Finance & Accounting	2	7%
Documentation	3	10%
Law	4	13%
Investigation	4	13%
Total	30	100%

Table 7 shows that the majority of the research participants work in the Information Service Department (40%), followed by Claims & Complaints (17%), Law (13%), Investigation (13%), Documentation (10%), and Finance & Accounting (7%).

4.1.2 Participants' language ability

Table 8: Ability to communicate in other languages (apart from Thai and English)

Ability to communicate in other languages (apart from Thai and English)	Frequency	Percentage
Mandarin Chinese	1	3%
Total	1	3%

Table 8 discloses that none of the survey participants can speak other languages but Mandarin Chinese (3%).

Table 9: Self-assessment on the English language skill proficiency

Self-assessment on the English language skill proficiency	Very good	Good	Fair	Weak	Very weak	Total
1. Listening skill	6	8	12	2	2	30
	(20%)	(27%)	(40%)	(7%)	(7%)	(100%)
2. Speaking skill	10	6	11	2	1	30
	(33%)	(20%)	(37%)	(7%)	(3%)	(100%)
3. Reading skill	5	6	12	5	2	30
	(17%)	(20%)	(40%)	(17%)	(7%)	(100%)
4. Writing skill	5	5	7	10	3	30
	(17%)	(17%)	(23%)	(33%)	(10%)	(100%)

The research findings of Table 9 point out that the majority of the survey respondents (40%) rates their English listening, speaking, and reading skills at the same fair levels but their English writing skill is rated at weak level.

Table 10: Usage frequency of the English language skills at daily work functions

Usage of the English language skills	Always	Usually	Frequently	Sometimes	Never	Total
1. Listening skill	14	15	1	0	0	30
	(47%)	(50%)	(3%)	(0%)	(0%)	(100%)
2. Speaking skill	30	0	0	0	0	30
	(100%)	(0%)	(0%)	(0%)	(%)	(100%)
3. Reading skill	8	6	10	6	0	30
	(27%)	(20%)	(33%)	(20%)	(0%)	(%)
4. Writing skill	5	5	8	10	2	30
	(17%)	(17%)	(27%)	(33%)	(6%)	(100%)

The research findings in Table 10 reveal that 50 % of research participants *usually use the English language listening skill* at their workplace while every research participant (100%) *always uses English speaking skill everyday* while on duty at the international airport. For English *reading skill*: 33% of survey respondents claim that they *frequently* read literature and/or information written in English. Also, 33% of these research participants answered that they *sometimes use the English language writing skill at work*.

4.1.3 Participants' problems and needs in the occupational English language skills

Table 11: Level of problems when communicating with foreign tourists at the airport

Type of foreign tourists	Having most critical problems	Having problems	Moderate	Having some problems	Having no problem	Total
(1) Native English speaking tourists from L1 (USA, Britain, Australia, New Zealand, etc.)	16	6	5	2	1	30
	(53%)	(20%)	(17%)	(7%)	(3%)	(100%)
(2) Non-native English speaking tourists (Japan, China, Korea, Italy, Spain, etc.)	9	11	6	3	1	30
	(30%)	(37%)	(20%)	(10%)	(3%)	(100%)

As shown in Table 11, most of the survey respondents (53%) encounter the most critical English language communication problems when interacting with foreign tourists who are native speakers of the English language, while 37% of the research participants mention that they experience English communication problems with non-native English speaking tourists at the international airport in Thailand.

This chapter presents the survey outcomes of both problems and needs when using the four essential skills (listening, speaking, reading, and writing) of the occupational English language. Therefore, the well-recognized five-point Likert-type scale is utilized in order to examine and score the level of problems and needs of the above-mentioned four English skills for the target research participants.

Mean	Levels of problems/needs
4.21 - 5.00	Very high
3.41 - 4.20	High
2.61 - 3.40	Moderate
1.83 - 2.60	Low
1.00 - 1.80	Very Low

The collected research data were systematically analyzed by the SPSS computer program (Statistical Package for the Social Sciences) and Microsoft Excel. The research results are displayed in the following tables in the forms of mean, S.D. (Standard Deviation), ranking, levels of problems and needs.

Table 12: Levels of problems and needs in *listening skill* of the occupational English language used by Thai tourist police officers

Mean	S.D	Ranking	Level of Problems	Listening skill activities	Mean	S.D	Ranking	Level of Needs
2.60	1.11	6	Low	(1) Listening to general English greetings	3.40	0.75	6	High
4.04	0.8	5	High	(2) Listening to general English conversation	3.45	0.76	5	High

Table 12: (Continued) Levels of problems and needs in *listening skill* of the occupational English language used by Thai tourist police officers

Mean	S.D	Ranking	Level of Problems	Listening skill activities	Mean	S.D	Ranking	Level of Needs
4.08	0.83	4	High	(3) Listening to telephone conversations in English	3.95	0.80	4	High
4.20	0.83	1	High	(4) Listening to general requests such as passport loss case etc.	4.10	0.77	2	High
4.10	0.69	3	High	(5) Listening to in-depth requests such as illegal immigration case	4.30	0.80	1	High
4.18	0.86	2	High	(6) Listening to formal talks such as VIP tourist group reception	4.08	0.75	3	High
3.86	0.85		High	Total	3.88	0.77		High

Table 12 reveals that *the English language listening skill is rated with a high level of problems (mean score of 3.86)*. The top three problematic activities are (1) the listening to general requests from foreign tourists such as passport loss case (high mean score=4.20) followed by (2) the listening to formal talks with VIP tourist group reception (high mean score=4.18) and also (3) listening to in-depth requests such as illegal immigration case (high mean score=4.10). However, it is clear to state that Thai tourist police officers are skillful at listening to general English greetings because this kind of listening activity is in a low position of ranking (with low mean score of 2.60).

In addition, Table 12 shows that the average level of needs in listening skill is ranked in *“high level of needs”* with the total mean score of 3.88. According to the collected survey data, the three most needed listening activities are (1) the listening to in-depth requests such as illegal immigration case (high mean score=4.30) which is followed by (2) the listening activity of general requests such as passport loss case (high mean score

of 4.10). Then, the third most needed listening activity is the listening to formal talks with VIP tourist group reception (high mean score=4.08). *To sum up, all levels of needs in listening skill are ranked “high”.*

Table 13: Levels of problems and needs in *speaking skill* of the occupational English language used by Thai tourist police officers

Mean	S.D	Ranking	Level of Problems	Speaking skill activities	Mean	S.D	Ranking	Level of Needs
2.55	1.01	10	Low	(1) Greeting visitors/foreign tourists	3.98	0.71	7	High
2.60	1.05	8	Low	(2) Introducing yourself in English	3.92	0.72	8	High
4.69	0.98	2	Very High	(3) Speaking on the telephone with visitors/foreign tourists	4.06	0.80	3	High
3.22	0.84	4	Moderate	(4) Offering assistance to foreign tourists	4.04	0.77	4	High
4.63	0.57	3	Very High	(5) Explaining basic criminal law in English	3.82	0.79	9	High
3.21	0.78	5	Moderate	(6) Recommending useful travel information	4.21	0.77	1	Very High
2.91	0.99	7	Moderate	(7) Explaining useful road traffic directions	4.00	0.75	6	High
3.10	1.00	6	Moderate	(8) Talking about safety tips while in Thailand	4.02	0.80	5	High
2.59	1.09	9	Low	(9) Introducing the official call center Tel. 1155	4.1	0.86	2	High
4.99	0.75	1	Very High	(10) Explaining basic weather forecast news update	3.41	0.76	10	High
3.45	0.91		High	Total	3.96	0.70		High

Regarding the problem level of *speaking skill* when using the occupational English language for Thai tourist police officers, Table 13 displays that the average level of problems is ranked “*high*” with the total mean score of 3.45. Moreover, there are three top problematic speaking activities as summarized here: (1) Explaining basic weather forecast news update (very high mean score of 4.99) followed by (2) Speaking on the telephone with visitors/foreign tourists (very high mean score of 4.69), and (3) Explaining basic criminal law of Thailand with a very high mean score of 4.63. On the other hand, the researcher can assume that the survey respondents are skillful at greeting visitors/foreign tourists with the lowest mean score of 2.55.

Apart from the level of problems, the research respondents also indicate their general levels of needs are rated in “*high ranking*” with a total mean score of 3.96. In short, the top three needed speaking activities are (1) Recommending useful travel information with a very high mean score of 4.21 which is then followed by (2) Introducing the official call center of Tourist Police Tel. 1155 with a high mean score of 4.1, and (3) Speaking on the telephone with visitors/foreign tourists rated with a high mean score of 4.06.

Table 14: Levels of problems and needs in *reading skill* of the occupational English language used by Thai tourist police officers

Mean	S.D	Ranking	Level of Problems	Reading skill activities	Mean	S.D	Ranking	Level of Needs
5.00	0.71	1	Highest level	(1) Reading daily English language newspaper	4.90	0.79	3	Very high
2.60	0.65	7	Low	(2) Reading internal news bulletin/information board	5.00	0.66	1	Very high
3.39	0.76	6	Moderate	(3) Reading the English language tourism magazine	4.88	0.78	4	Very high
4.88	0.68	3	Very high	(4) Reading the basic criminal law textbook	3.40	0.71	8	Moderate

Table 14: (Continued) Levels of problems and needs in **reading skill** of the occupational English language used by Thai tourist police officers

Mean	S.D	Ranking	Level of Problems	Reading skill activities	Mean	S.D	Ranking	Level of Needs
2.59	0.72	8	Low	(5) Reading the international airport safety manual	3.67	0.69	7	High
3.4	0.69	5	Moderate	(6) Reading online travel information	4.99	0.77	2	Very high
2.46	0.95	10	Low	(7) Reading road traffic manual	3.90	0.73	5	High
2.49	0.8	9	Low	(8) Reading travel safety-tip guidebook	3.78	0.59	6	High
4.89	0.86	2	Very high	(9) Reading life & health insurance manual	3.33	0.74	9	Moderate
2.55	0.76	9	Low	(10) Reading basic weather forecast news update	3.21	0.69	10	Moderate
3.43	0.76		High	Total	4.11	0.72		High

As displayed in Table 14, the average level of *problems of English reading skill* for Thai tourist police officers is ranked in “*high scale of problems*” with the total mean score of 3.43. The three uppermost reading problems are (1) Reading daily English language newspaper with highest mean score of 5.00, followed by (2) Reading life & health insurance manual with a very high mean score of 4.89, and (3) Reading the basic criminal law textbook with a very high mean score of 4.88. Furthermore, the average level of *English reading skill needs* is rated in *high level of needs* with a total mean score of 4.11. The top three needed reading skills are (1) Reading internal news bulletin/information board with very important mean score of 5.00, followed by (2) Reading online travel information very high mean score of 4.99, and (3) Reading daily English language newspaper with very important mean score of 4.90.

Table 15: Levels of problems and needs in **writing skill** of the occupational English language used by Thai tourist police officers

Mean	S.D	Ranking	Level of Problems	Writing skill activities	Mean	S.D	Ranking	Level of Needs
4.33	1.00	2	Very high	(1) Writing reports on special cases such as drug smuggling etc.	3.90	0.95	5	High
3.90	0.90	6	High	(2) Writing daily reports on regular cases such as passport loss etc.	4.22	0.69	1	Very high
2.50	0.93	9	Low	(3) Writing regular email correspondences in English	4.21	0.86	2	Very high
4.20	0.89	3	High	(4) Writing official letters to foreign embassies	3.60	0.75	8	High
2.49	1.07	10	Low	(5) Writing short messages in English	3.89	0.76	6	High
4.11	0.99	5	High	(6) Writing useful road traffic information in English	2.72	0.61	10	Moderate
4.12	0.98	4	High	(7) Writing safety-tip manual in English	4.11	0.80	3	High

Table 15: (Continued) Levels of problems and needs in *writing skill* of the occupational English language used by Thai tourist police officers

Mean	S.D	Ranking	Level of Problems	Writing skill activities	Mean	S.D	Ranking	Level of Needs
4.87	0.88	1	Very high	(8) Writing descriptive details of body appearance of foreign tourists in English	3.40	0.76	9	Moderate
3.70	1.23	7	High	(9) Writing PR news in English	4.08	0.93	4	High
3.60	0.92	8	High	(10) Writing formal letters to international airline offices	3.88	0.99	7	High
3.78	0.98		High	Total	3.80	0.71		High

It can be concluded from the above Table 15 that the average level of problems in *English writing skill activities of all research participants is ranked in “high level of problems”* with the total mean score of 3.78. It is very clear that writing skill causes problems and difficulties for Thai tourist police officers. According to the research findings, the top three problematic writing activities are (1) Writing descriptive details of body appearance of foreign tourists in English with very high mean score of 4.87, followed by (2) Writing reports on special cases such as drug smuggling with very high mean score of 4.33, and (3) Writing official letters to foreign embassies with high mean score of 4.20.

In addition, Table 15 shows that *the average level of needs is “high”* with the total mean score of 3.80. The top three needed English writing skills are shown here; (1) Writing daily reports on regular cases such as passport loss etc. with very high mean score of 4.22, followed by (2) Writing regular email correspondences in English with very high mean score of 4.21, and (3) Writing safety-tip manual with high mean score of 4.11.

Table 16: Summary of problem levels of research participants in using four essential English skills

Four essential English skills	Mean	S.D	Ranking	Level of Problems
Listening	3.86	0.85	1	High
Speaking	3.45	0.91	3	High
Reading	3.43	0.76	4	High
Writing	3.78	0.98	2	High
Total	3.63	0.88		High

Table 16 indicates that Thai tourist police officers are facing *the most critical English listening skill problem* (high mean score of 3.86) followed by *English writing skill problem* (high mean score of 3.78). *English speaking skill* is considered as the third problematic activity with high mean score of 3.45 and *English reading skill* is ranked as the fourth problematic activity with high mean score of 3.43 among these four essential English skills.

Table 17: Summary of level of needs of research participants in using four essential English skills

Four essential English skills	Mean	S.D	Ranking	Level of Needs
Listening	3.88	0.77	3	High
Speaking	3.96	0.70	2	High
Reading	4.11	0.72	1	High
Writing	3.80	0.71	4	High
Total	3.94	0.73		High

As seen in Table 17, *English reading skill is strongly considered as the most needed activity (with high mean score of 4.11)*, followed by English speaking skill as the second most needed activity (with high mean score of 3.96). Then, English listening skill is ranked as the third most needed activity (with high mean score of 3.88) and the last one is English writing skill (with high mean score of 3.80) rated as the fourth most needed activity. It should be noted that four essential English skills are all ranked in “highly needed levels” which clarify these up-to-date research findings of Thai tourist police officers in order to enhance their English language proficiency.

4.2 Qualitative results

The research results from the qualitative instruments help further explain about the participants’ problems and needs in more details. These 30 survey participants have found that they have had problems and needs in all four essential English skills (listening, speaking, reading, and writing) and they also strongly believe that that it is necessary for them to improve those mentioned four essential English skills for better job performance at the international airport. Most of the survey participants, moreover, stated that the lack of English proficiency has caused the major communication problems and hindrances when interacting with foreign tourists.

The research data, which are principally collected and filtered from the open-ended questionnaires and the semi-structured interviews, reveal that *research participants’ English problems* are due to their English language abilities, their current physical and psychological health conditions as well as their English language learning opportunities and strategies.

Regarding English listening problems, the survey respondents have found that the fast-speed rate in speaking the English language, unfamiliar accents, troublesome vocabulary, physical illness and body exhaustion, and lack of efficient English listening practice made it extremely difficult for them to understand when listening to the English language.

(Notes: Pseudonyms are used in the selected extracts for confidentiality and privacy of the survey participants.)

Listening Problem 1: Listening to the fast-speed rate in speaking English

"When foreign tourists speak very fast, I don't understand the gist of the conversation."

(Mr. Chai)

"It's very difficult for me to understand clearly when a foreigner is ringing me. He speaks very fast. I think I lack good English listening skill. So I don't understand what he wants." (Miss Wasana)

Listening Problem 2: Unfamiliar accents of World Englishes spoken by both native and non-native speakers of the English language

"Various accents of English make it hard for me to understand." (Mr. Sak)

"I don't understand when any British tourists talk to me – very difficult for me to get what they want because I'm not accustomed to the British English accent." (Mr. Sun)

Listening Problem 3: Troublesome vocabulary of English

"I can't catch the main idea when listening to foreign tourists using any unfamiliar vocabulary. So I don't understand what foreign visitors really want." (Miss Jai)

"I try my best to understand every word foreign visitors say. Then, I get left behind trying to find out the meaning of what previous words mean." (Mr. Kai)

Listening Problem 4: Physical illness and body exhaustion

"I'm now 55 years old. Sometimes, I'm experiencing the hearing loss due to my weak health condition. So I don't know what foreign visitors say to me." (Mr. Udom)

"I'm bored whenever I'm listening to any uninteresting case from foreign visitors. Also, I'm feeling tired from the extra working hours at the airport." (Mr. Udom)

Listening Problem 5: Lack of efficient English listening practice

“No cable TV is installed here to watch live CNN news channel.” (Mr. Na)

“There's no English teacher to teach and guide us how to effectively listen to foreign tourists.” (Mr. Mai)

Research findings pertaining to *English speaking skill problems* reveal that the main problematic causes are from their anxiety & stress in speaking English, no appropriate English speaking training courses provided, health condition & lack of sufficient sleep or insomnia, insufficient lexicon representations, etc.

Speaking Problem 1: Anxiety & stress in speaking English

“I'm fearful that I'll make mistakes when speaking English.” (Mr. Suthee)

“I always face the anxiety and stress when contacting with VIP foreign tourists.”

(Mr. Mana)

“I have no confidence in speaking English with any native speakers of English.”

(Mr. Man)

Speaking Problem 2: No appropriate English training courses provided

“Unfortunately, there's no in-house training course on how to speak expressively and effectively with foreign visitors.” (Mr. Chai)

“We lack the external English language training course abroad.” (Mr. Mai)

Speaking Problem 3: Health condition and lack of sufficient sleep/insomnia

“Sometimes, I experience the insomnia. I can't get to sleep. So I have no focus on speaking with foreign visitors.” (Mr. Chart)

“I have strong stuttering when speaking.” (Mr. Hai).

Speaking Problem 4: Insufficient lexicon representations

“I usually use inappropriate words and expressions in colloquial conversation with foreign tourists.” (Mr. Thai)

“It’s very difficult to explain the basic criminal law of Thailand to foreign tourists because I have no idea about the law terms.” (Mr. Kai)

“For Thais, we are unable to pronounce some English words correctly such as dessert, and desert, or rock and lock.” (Mr. Kiat)

Speaking Problem 5: Lack of necessary learning methodology

“There are no good English textbooks or guideline manuals of how to speak English provided for Thai tourist police working here at the airport.” (Mr. Tik)

“I have no chance to practice English speaking skill with any native speakers of English here at my workplace.” (Mr. Sombat)

For *English reading skill problems*, the researcher of this independent study (IS) has summed up some problematic causes such as health condition, daily heavy workload, and no in-house English reading training course provided.

Reading Problem 1: Health condition

“I have a problem with my vision with both farsightedness and shortsightedness. So I have no interest in reading any English textbooks.” (Mr. Mak)

Reading Problem 2: Body exhaustion from long working hours

“I feel fatigued from long hours of working. So I have no focus on a reading activity. I think it’s quite boring.” (Mr.Sak)

Reading Problem 3: Lack of in-house English reading training course

“I think it would be better to organize the in-house English reading training course here at the airport office of Thai Tourist Police.” (Mr. Kai)

According to *English writing skill problem*, the researcher has filtered the selected causes of the problems as stated below.

Writing Problem 1: Lack of English grammatical knowledge

“I’m not good at writing because I have no experience in writing any reports in English. Moreover, my English grammar is weak for writing.” (Mr. Chatree)

Writing Problem 2: Lack of good English dictionaries

“There should be good English dictionaries available for staff members here to check the vocabulary when writing.” (Mr. Nat)

Writing Problem 3: Lack of self-confidence and effectiveness in writing

“I have no confidence in writing. It seems like I have fear of making mistake in writing. So it’s hard for me to write any English email messages effectively.” (Mr. Chana)

Apart from the above-mentioned English language skill problems, the researcher has also examined and summed up the interview results of major needed activities of four essential English language skills as stated below;

Suggestions for the research participants' English listening skill improvements

-One of the most needed skills in English is listening because Thai tourist police officers would like to improve their listening skill for effective communication at their workplace.

-A TV set with live CNN news channel is urgently needed for installation at a common room at the Airport Tourist Police Office.

-Both external and internal English listening training courses are needed.

Suggestions for the research participants' English speaking skill improvements

-Regular English speaking courses in England, Singapore, or USA should be provided for Thai tourist police officers.

-Face-to-face speaking with any native speakers of English is highly needed as a vital training method for Thai tourist police officers at their work place.

Suggestions for the research participants' English reading skill improvements

-Regular in-house English reading practice is needed and should be arranged for all levels of local Thai tourist police officers.

-Extra time allocation for reading activity is needed during daily lunch and/or dinner breaks.

Suggestions for the research participants' English writing skill improvements

-English writing examinations should be regularly held.

-English writing courses on how to write clear-cut and succinct messages are absolutely needed for Thai tourist police officers.

In a nut shell, Chapter 4 shows the research outcomes with respect to the general background information of 30 survey participants, who are full-time Thai tourist police officers working at one of the international airports in Thailand, regarding problems and needs of the occupational English language usage at their workplace. Next, Chapter 5 is going to recommend, discuss and recapitulate the main research findings of this independent study accordingly.



CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATION

This chapter presents six main topics as stated below;

- (5.1) Research study summary
- (5.2) Summary of the research findings
- (5.3) Discussion
- (5.4) Conclusion
- (5.5) Implications
- (5.6) Recommendations for further research studies

5.1 Summary of the research study

Principally, this part recapitulates the objective, participants, instruments, and procedures of this independent study as mentioned below;

5.1.1 Objective of the study

The core objectives of this independent study (IS) are to identify and investigate the problems of the occupational English language skills used by Thai tourist police officers and also to analyze the most needed occupational English language skills for these 30 survey participants at their workplace.

5.1.2 Research participants, instruments, and procedure

The main survey participants of this study are 30 full-time Thai tourist police officers working at one of the international airports in Thailand.

The research instruments are both closed-ended and open-ended questionnaires. On April 2019, 30 sets of the questionnaires were directly disseminated by the researcher to the targeted survey participants who are 30 full-time Thai tourist police officers working at one of the international airports in Thailand. Official permission was also granted by the Head of the Airport Tourist Police Department. The survey participants were kindly requested to complete and return the questionnaires to the researcher within two weeks by the end of 30 April 2019. After having received 30 sets of completed questionnaires from these research participants, the survey results were then systematically analyzed using the computer software programs of SPSS (Statistical

Package for Social Sciences) and Microsoft Excel. Then, the research data are illustrated in the forms of frequency, percentage, average mean scores, and the standard deviations (S.D.). *In addition, the qualitative research data from the open-ended questions and semi-structured interviews analyzed by content analysis method reveal some factual information and detailed opinions obtained from these survey respondents regarding their problems and needs of the occupational English language usage at their workplace.*

5.2 Summary of the research findings

The research outcomes of this independent study (IS) are wrapped up as stated below;

5.2.1 The demographic data of survey respondents

All 30 survey respondents are full-time Thai tourist police officers working at one of the international airports in Thailand. Mainly, they are male tourist police officers (87%) whereas the remaining research participants (13%) are females. Most of them (53%) are aged between 31-35 years old. The majority (67%) of these survey participants hold a bachelor's degree. In general, 53% of survey respondents majored in law for their educational background. Also, 70% of research participants studied the English language in their regular Thai school system for an average of 10-13 years. Apart from English, there is only one research participant (3%) who is fluent in speaking the Mandarin Chinese language. Furthermore, most of the research participants (53%) have been working as tourist police officers for 6-10 years. A major group (40%) of these mentioned research participants work at the Information Service Department.

The English language skill proficiency is ranked and evaluated (using the self-assessment of each survey respondent) at fair level for listening (40%), speaking (37%), and reading skills (40%) while their writing skill is considered at weak level (33%). Also, their usage frequency of listening skill (40%) is ranked at the usually-utilized level, whereas speaking skill (100%) is employed at the always-used level. Besides, reading skill (33%) is rated in the frequently-exercised level whilst writing skill (33%) is in the sometimes-used level. Ultimately, 53 % of participants encounter the most

critical problems when communicating with native English speaking tourists. Also, 37% of research respondents have problems while interacting with non-native English speaking tourists.

5.2.2 Levels of problems in using the occupational English language skills of Thai tourist police officers working at one of the international airports in Thailand

The overall research findings illustrate the problem levels of four essential English language skills (listening, speaking, reading, and writing) of 30 survey participants. They are all ranked at the same rate of “*high level*” with the average mean scores of 3.86 for listening skill, 3.78 for writing skill, 3.45 for speaking skill, and 3.43 for reading skill.

The three most problematic *listening activities* are the listening to general requests from foreign tourists such as passport loss case (high mean score=4.20), followed by the listening to formal talks with VIP tourist group reception (high mean score=4.18). The last one is the listening to in-depth requests such as illegal immigration case (high mean score=4.10).

The three uppermost problematic survey results of *English speaking skill* indicated in Table 13 of Chapter 4 are summed up here: (1) Explaining basic weather forecast updates with very high mean score of 4.99, (2) Speaking on the telephone with visitors/foreign tourists with very high mean score of 4.69, and (3) Explaining basic criminal law of Thailand with very high mean score of 4.63.

Regarding *the English language reading problem level*, the three uppermost reading activities are (1) Reading daily English language newspaper with a very high mean score of 5.00, (2) Reading life & health insurance manual with a very high mean score of 4.89, (3) Reading a basic criminal law textbook with a very high mean score of 4.88.

In addition, the three uppermost problematic writing activities are (1) Writing descriptive details of body appearance of foreign tourists with a very high mean score

of 4.87, (2) Writing reports on special cases such as drug smuggling with a very high mean score of 4.33), and (3) Writing official letters to foreign embassies with a high mean score of 4.20.

5.2.3 Levels of needs in using the occupational English language skills of Thai tourist police officers working at one of the international airports in Thailand

Apart from the problem levels, *the levels of needs* of four essential English language skills (listening, speaking, reading, and writing) are also analyzed as mentioned here. The three most needed levels of *the English language listening activities* indicated in Table 12 of Chapter 4 are recapitulated here: (1) Listening to in-depth requests such as illegal immigration cases with very needful mean score of 4.30, (2) Listening activity of general requests such as passport loss case with a needful mean score of 4.10. (3) Listening to formal talks with VIP tourist group reception with needful mean score of 4.08.

The three most needed activities of the English language *speaking skill* are (1) Recommending useful travel information with needful mean score of 4.21, (2) Introducing the official call center Tel. 1155 with needful mean score of 4.1, and (3) Speaking on the telephone with foreign tourists with needful mean score of 4.06.

The top three needed *reading activities* rated “*very needed*” in Table 14 are (1) Reading internal news bulletin/information boards with a very needful mean score of 5.00, and (2) Reading online travel information with a very needful mean score of 4.99. The last reading activity is reading daily English language newspapers with a very needful mean score of 4.90.

Finally, *the top three most ranking writing activities* are writing daily reports on regular cases such as passport loss etc. with a very mean score of 4.22. The next-to-last activity is writing regular email correspondences in English with a very needful mean score of 4.21 and the final activity is writing safety-guide manuals in English with needful mean score of 4.11.

5.3 Discussion

The following two research questions are explored.

- (1) What are the problems in the occupational English language communication skills for Thai tourist police officers at their workplace?
- (2) What skills of the occupational English language do Thai tourist police officers need most for their daily work functions?

5.3.1 The problems in the occupational English language communication skills for Thai tourist police officers at their workplace

Thai police officers were asked to indicate the difficulties in their *listening skill problem*. The three topmost problematic listening activities, which are summarized and ranked by using the average mean score, are the listening to general requests from foreign tourists such as passport loss case (high mean score=4.20), followed by the listening to formal talks with VIP tourist group reception (high mean score=4.18). Then, the last one is the listening to in-depth requests such as illegal immigration cases (high mean score=4.10). These three listening skill activities are rated at “high level of problems” reflecting the ineffective language interpretation whenever foreign visitors approach and seek the assistance from Thai tourist police officers. The survey respondents cannot understand what foreign tourists say and ask. Moreover, they are unable to respond correctly to the gist of the verbal conversation with foreign tourists. It obviously shows that the listening skill of these 30 survey respondents is weak and must be upgraded. As a result, it is vital for these mentioned survey respondents to enhance their listening skill for better work-focused achievement. To solve the problem, it is highly recommended by these research participants to arrange the in-house training course for all four essential English language skills (listening, speaking, reading, and writing) for Thai tourist police officers. This research finding is similar to the independent study (IS) of Siwayingsuwan (2015, p.46) indicating that Thai tourist police officers encountered a serious listening skill problem of the English language. The researcher discovers that the up-to-date mean score of English listening skill problem is ranked at a high level of 4.08. The most problematic activities in English listening skill are the inability of translating words or conversational talks from English into Thai with a very high mean score of 4.28. This is then followed by the inability to

remember the entire detailed conversation information in English listening skill with a very high mean score of 4.24. At the same time, the difficulty in listening skill to general English conversations with a very high mean score of 4.22 is ranked third. All these English listening activities are considered as critical problems for Thai tourist police officers as well.

Regarding the problems of *English speaking skill*, it is discovered that the top three problematic research outcomes of *English speaking skill* are (1) Explaining basic weather forecast updates with very high mean score of 4.99, (2) Speaking on the telephone with visitors/foreign tourists with very high mean score of 4.69, and (3) Explaining basic criminal laws of Thailand with very high mean score of 4.63. All the above-mentioned three speaking activities are ranked in “very high level of problems”. As can be witnessed from these survey findings, the research participants are unable to explain, reply, and make an idea clear enough to foreign tourists by describing it in more details or elucidating relevant facts regarding the requests of basic weather forecast information, and principal criminal laws of Thailand through efficient face-to-face verbal conversations and telephone talks between foreign tourists and the participants. These problematic findings of speaking skill, which are filtered by the researcher, can be supported by the similar research of Tipmontree (2007, p. 53-56) in *The Use of The Problems of English and Intercultural Communication Skills of Thai Tourist Police Officers* summarizing that Thai tourist police officers frequently had difficulties in speaking skill, especially encountering the difficulties in telephone talks and using inappropriate words with foreign tourists. Moreover, they felt embarrassed when speaking English in front of other colleagues at their workplace.

According to the survey consequences, the three uppermost problematic research findings of the English language reading skill are listed here: (1) Reading daily English language newspaper with a very high mean score of 5.00, (2) Reading life & health insurance manual with a very high mean score of 4.89, and (3) Reading a basic criminal law textbook with a very high mean score of 4.88. It is definitely clear that Thai tourist police officers encounter severe problems in English reading skill in terms of lexical items and/or vocabulary shortage because all top three reading skill problems

are ranked in very high mean scores between 4.88 – 5.00. The similar research paper of Aldohon (2014, p. 63) on Problems of English for Jordanian Tourist Police in Their Workplace also found that having inadequate vocabulary in reading skill and being unable to understand lexical items in tourism information and some related industries were listed and ranked in the high level of English reading skill problems for Jordanian tourist police. These English language reading skill problems might be due to the impractical English language teaching methods conducted at the Police Cadet Academy of Jordan from which local Jordanian tourist police officers graduated. Nevertheless, the research outcomes do not reveal that Thai tourist police officers have encountered the same detailed English reading problematic activities as Jordanian tourist police officers did.

In addition, the three uppermost problematic writing activities for Thai tourist police officers are (1) Writing descriptive details of body appearances of foreign tourists with a very high mean score of 4.87, (2) Writing reports on special cases such as drug smuggling with a very high mean score of 4.33), and (3) Writing official letters to foreign embassies with high mean score of 4.20. It is discovered that 30 Thai research respondents encounter critical English writing skill problems with very high mean scores between 4.20 – 4.87. They have experienced some deficiencies or insufficient stock and/or memory of useful English language grammar and vocabulary to use whenever they are assigned to write their daily work reports in English. They have no idea how to select and draft the reports efficiently. The findings in this study are in line with the online research of K-Romya (2006, p.268) on Deficiency of Communication in English a Major Hindrance for Tourist Police in Thailand demonstrating that Thai tourist police officers encountered some deficiencies in English writing skill when dealing with foreign tourists. Routinely, English writing skill was used at their workplace for summarizing the complaint forms, writing daily case reports, and corresponding by email messages.

5.3.2 Most needed occupational English language communication skills for Thai tourist police officers at their workplace

The survey investigated the up-to-date needs in using the occupational English language communication skills (listening, speaking, reading, and writing) for Thai tourist police officers working at one of the international airports in Thailand.

According to the analyzed needs of English listening skill, the survey results show that the top three needed listening activities of the English language are (1) Listening to in-depth requests such as illegal immigration cases with a very high mean score of 4.30, (2) Listening activity of general requests such as passport loss cases with of a high mean score of 4.10, (3) Listening to formal talks with VIP tourist group reception with a high mean score of 4.08. It is vital for Thai tourist police officers to upgrade their English language listening skill in order to better understand the key messaging and avoid misinterpreting the speaker's conversational meaning. Similarly, there is the online study of Aldohon (2014, p.61-62) on Problems of English for Jordanian Tourist Police in Their Workplace stating that listening skill activities, such as producing general conversations, giving information, and providing services to tourists, were highly ranked as very important needs for Jordanian Tourist Police. Significantly, it led to an urgent need level to develop the English language listening skill for Jordanian tourist police officers. Besides, the English language listening skill was a neglected learning activity at many local Jordanian schools and universities where students had to take the obligatory English language courses focusing on grammar rules, reading skill practice, in-class vocabulary fun games, etc. Unfortunately, these mentioned English language courses did not include and upgrade the English language listening skill at all. Therefore, Jordanian tourist police officers said they lacked the effective English language listening skill.

Next, the three uppermost needed activities of the English language speaking skill are (1) Recommending useful travel information with a very high mean score of 4.21, (2) Introducing the official call center Tel. 1155 with a high mean score of 4.10, and (3) Speaking on the telephone with foreign tourists with a high mean score of 4.06. These listed speaking skill activities are considered as important/needed language

requirements that must be improved. The survey results of this independent study (IS) are in line with those of the research paper of Siwayingsuwan (2015, p.33) mentioning that the top three needful speaking skill of Tourist Police Officers at Suvarnabhumi Airport in Thailand were (1) Informing tourists regarding the emergency call center such as Tel. 191 (Police), (2) Offering assistance to tourists, and (3) Communicating through telephone talks with foreigners.

Moreover, there are three most needed reading activities rated “very important/needed”. These are (1) Reading internal news bulletin/information boards with a very high mean score of 5.00, (2) Reading online travel information with a very high mean score of 4.99 and (3) Reading daily English language newspapers with a very high mean score of 4.90. The research findings reveal that reading skill of Thai tourist police officers is weak. Hence, it is a must for these 30 survey respondents to improve the language ability of reading skill in order to better understand any written tourism materials. These mentioned findings are consistent with the similar online study of Aldohon on Problems of English for Jordanian Tourist Police in Their Workplace (2014, p. 60) showing that the English language reading skill activities of Jordanian Tourist Police were ranked at an important/needed level (high mean score=3.61). Hence, they were all in immediate need to develop their English reading skill.

As regards the newly investigated research findings, the top three ranking writing activities are listed here; (1) Writing daily reports on regular cases such as passport loss etc. with a very high mean score of 4.22, (2) Writing regular email correspondences in English with a very high mean score of 4.21, and (3) Writing safety-tip manuals in English with a high mean score of 4.11. Clearly, it shows that the English writing skill of Thai tourist police officers is lacking writing proficiency. So it is a must to coach and upgrade their English writing ability. Likewise, the similar online research of Aldohon on Problems of English for Jordanian Tourist Police in Their Workplace (2014, p. 63) identifying the English language writing skill needs were highly ranked at an important/needful level (high mean score=3.76) because they lacked grammar knowledge (high mean score=3.63) and encountered

inadequate vocabulary (high mean score=3.52). They also had insufficient skills of writing (moderate mean score=3.04).

5.4 Conclusion

This independent study (IS) was systematically carried out in order to provide the newly updated insightful problems and needs of the occupational English language skills for Thai tourist police officers working at one of the international airports in Thailand. Therefore, the conclusion is drawn below;

All problematic four essential English language skills (listening, speaking, reading, and writing) are ranked at high levels of problems reflecting that the average ability of their occupational English language communications skills is weak and hindering communication. As a result, these 30 survey participants are required to upgrade their English language proficiency for better understanding whenever interacting with foreign tourists. Even though these up-to-date research results do not represent all Thai tourist police officers, the researcher strongly believes that the sampling frame, survey analysis, and research findings might be useful and advantageous for the Tourist Police Bureau (www.touristpolice.go.th) in terms of future personnel development.

Furthermore, the up-to-the-minute levels of needs regarding the use of the occupational English language communication skills are also ranked at an important/needed level. Improvement of the four necessary English language communication skills (listening, speaking, reading, and writing) are in urgent need for Thai tourist police officers to enhance and reach the effective communication goal whenever interacting with foreign tourists, based on what is investigated and mentioned in this study.

5.5 Implications

Based on the newly updated research findings and conclusion, it is highly recommended that future collected factual information, survey studies or **prospects** should focus on the following matters.

5.5.1 The Tourist Police Bureau of Thailand should be conducting its own research regarding the in-depth study on problems and needs of four essential communication skills of the English language (listening, speaking, reading, and writing) among its staff members.

5.5.2 The English language training courses for Thai tourist police officers should be designed and arranged properly in line with their own yearly allocated financial budget.

5.5.3 Financial incentives and other related fringe benefits should be offered as rewards to Thai tourist police officers who can upgrade their English language communication skills for better job performance. In addition, building up a good image and maintaining a well-recognized brand awareness of Thai police officers among foreign tourists are highly recommended to be *a good front-desk helper at the airport* as mentioned earlier by the researcher in Chapter 1 (1.5 Definition of terms). Also, reinforcing well-trained tourist police officers with in-depth knowledge of tourism and related industries should be coached and advanced.

5.6 Recommendations for further research studies

The researcher would recommend selecting and using other survey methodologies and instruments in carrying out further research studies such as the newly revised observation methods with any target groups of survey respondents. Also, a highly advanced tech item, such as an Apple iPad, is recommended for rapid on-site interview data collection. Lastly, the financial funding for new research studies should be officially allocated.

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The image features a large, faint watermark of the Thammasat University seal in the background. The seal is circular and contains the university's name in Thai script at the top and "THAMMASAT UNIVERSITY" in English at the bottom. In the center of the seal is a traditional Thai emblem, a Chakrasimukh, which is a multi-armed figure holding various symbolic objects.

APPENDICES

3. Education: High school certificate Vocational certificate
 Bachelor's degree Master's degree
 Doctor of Philosophy (Ph.D.) Others (please specify).....
4. What is your major field of study?
 Law Finance and accounting
 Criminology Social science
 Political science Others (please specify).....
5. How long have you studied the English language?
 1-4 years 5-8 years
 9-12 years More than 12 years
 Never study English Others (please specify).....
6. How long have you been working as a tourist police officer?
 Less than 1 year 1-3 years
 4-6 years 7-9 years
 10-13 years Others (please specify).....
7. In what section do you work as a tourist police officer?
 General service section Law section
 Reception section Daily claim section
 Purchasing section Investigating section
 Language translation section Others (please specify).....
8. Apart from Thai and English, do you communicate in any other language?
 No. Yes. Please specify.

9. How would you rate your English language skills in general?

Self-assessment on the English language skill proficiency	Very good	Good	Fair	Weak	Very weak
1. Listening skill					
2. Speaking skill					
3. Reading skill					
4. Writing skill					

10. How often do you use four essential English skills interacting with foreign tourists while on duty at the airport?

Usage of the English language skills	Always	Usually	Frequently	Sometimes	Never
1. Listening skill					
2. Speaking skill					
3. Reading skill					
4. Writing skill					

11. How do you rate your problem level when interacting with foreign tourists at the airport?

Type of foreign tourists	Having most critical problems	Having problems	Moderate	Having some problems	Having no problem	Total
(1) Native English speaking tourists from L1 (USA, Britain, Australia, New Zealand, etc.)						
(2) Non-native English speaking tourists (Japan, China, Korea, Italy, Spain, etc.)						

(End of part 1)

Part 2: Actual problems and needs of the occupational English language skill usage

for Thai police officers working at one of the international airport in Thailand

Instructions: Please answer the questions by checking a box (√) for your answers.

(2.1) How do you rate your levels of problems and needs when interacting with foreign tourists at the airport?

(2.1.1) English listening skill

<i>Level of problems</i>						<i>Level of needs</i>				
5	4	3	2	1		5	4	3	2	1
Very high	High	Moderate	Low	Very low	English listening skill	Very high	High	Moderate	Low	Very low
					(1) Listening to general English greetings					
					(2) Listening to general English conversation					
					(3) Listening to telephone conversation in English					
					(4) Listening to general requests such as passport loss case					
					(5) Listening to in-depth requests such as illegal immigration case					
					(6) Listening to formal talks such as VIP tourist group reception					

Others (Please specify)

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(2.1.2) English speaking skill

<i>Level of problems</i>						<i>Level of needs</i>				
5	4	3	2	1		5	4	3	2	1
Very high	High	Moderate	Low	Very low	English speaking skill	Very high	High	Moderate	Low	Very low
					(1) Greeting foreign visitors/tourists					
					(2) Introducing yourself in English					
					(3) Speaking on the telephone with foreign visitors/tourists					
					(4) Offering assistance to foreign tourists					
					(5) Explaining basic criminal law in English					
					(6) Recommending useful travel information					
					(7) Explaining useful road traffic					
					(8) Talking on safety tips while in Thailand					
					(9) Introducing the official call center Tel. 1155					
					(10) Explaining basic weather forecast news update					

Others (Please specify)

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(2.1.3) English reading skill

<i>Level of problems</i>						<i>Level of needs</i>				
5	4	3	2	1		5	4	3	2	1
Very high	High	Moderate	Low	Very low	English reading skill	Very high	High	Moderate	Low	Very low
					(1) Reading daily English language newspaper					
					(2) Reading internal news bulletin /information board					
					(3) English the English language tourism magazine					
					(4) Reading the basic criminal law textbook					
					(5) Reading the international airport safety manual					
					(6) Reading online travel information					
					(7) Reading road traffic manual					
					(8) Reading travel safety-tip guidebook					
					(9) Reading life & health insurance manual					
					(10) Reading basic weather forecast news update					

Others (Please specify)

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(2.1.4) English writing skill

<i>Level of problems</i>						<i>Level of needs</i>				
5	4	3	2	1		5	4	3	2	1
Very high	High	Moderate	Low	Very low	English writing skill	Very high	High	Moderate	Low	Very low
					(1) Writing reports on special cases such as drug smuggling etc.					
					(2) Writing daily reports on regular cases such as passport loss etc.					
					(3) Writing regular email correspondences in English					
					(4) Writing official letters to foreign embassies					
					(5) Writing short messages in English					
					(6) Writing useful road traffic information in English					
					(7) Writing safety-tip manual in English					
					(8) Writing descriptive details of body appearance of foreign tourists in English					
					(9) Writing PR news in English					
					(10) Writing formal letters to international airline offices					

Others (Please specify)

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(End of part 2)

Part 3: Open-ended questionnaire

Instructions: Please specify in details.

(3.1) What kinds of problems have you encountered when interacting with foreign tourists at the airport?

(3.1.1) English *listening* skill problems: (Please specify.)

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(3.1.2) English *speaking* skill problems: (Please specify.)

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(3.1.3) English *reading* skill problems: (Please specify.)

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(3.1.4) English *writing* skill problems: (Please specify.)

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6. คุณทำงานเป็นตำรวจท่องเที่ยวมานานเท่าไร

- น้อยกว่า 1 ปี 1-5 ปี 6-10 ปี 11-15 ปี
 16-20 ปี 21-25 ปี 26-30 ปี
 อื่นๆ (โปรดระบุ).....

7. คุณทำงานแผนกอะไร ของตำรวจท่องเที่ยว

- แผนกรื่องเรียน แผนกต้อนรับให้ข้อมูล แผนกบัญชีการเงิน
 แผนกเอกสาร แผนก กฎหมาย แผนกสืบสวน
 อื่นๆ (โปรดระบุ)

8. นอกจากภาษาไทยและภาษาอังกฤษแล้ว คุณใช้ภาษาอื่นๆ อีกหรือไม่ ในการติดต่อสื่อสารกับนักท่องเที่ยวต่างชาติ

- ภาษาจีน ภาษาญี่ปุ่น
 ภาษาลาว ภาษาฝรั่งเศส
 ภาษาเยอรมัน ภาษาอื่นๆ (โปรดระบุ).....
 ไม่ได้ใช้ภาษาอื่นๆ ยกเว้นภาษาอังกฤษ

9. ทักษะความสามารถในการใช้ภาษาอังกฤษ โดยเฉลี่ยของคุณอยู่ในระดับใด

	ดีมาก	ดี	ปานกลาง	ไม่ดี	แย่มาก/ ไม่ดีเลย
1. ทักษะการฟังภาษาอังกฤษ					
2. ทักษะการพูดภาษาอังกฤษ					
3. ทักษะการอ่านภาษาอังกฤษ					
4. ทักษะการเขียนภาษาอังกฤษ					

10. คุณใช้ทักษะภาษาอังกฤษในการ ฟัง พูด อ่าน เขียน บ่อยแค่ไหน ในขณะที่ปฏิบัติหน้าที่ ติดต่อกับนักท่องเที่ยวต่างชาติที่สนามบิน

	ใช้ตลอดเวลา (5 คะแนน)	ใช้สม่ำเสมอ (4 คะแนน)	ใช้บ่อย (3 คะแนน)	นานๆครั้ง (2 คะแนน)	ไม่เคยใช้ (1 คะแนน)
1. การใช้ทักษะการฟังภาษาอังกฤษ					
2. การใช้ทักษะการพูดภาษาอังกฤษ					
3. การใช้ทักษะการอ่านภาษาอังกฤษ					
4. การใช้ทักษะการเขียนภาษาอังกฤษ					

11. เมื่อต้องติดต่อสื่อสารกับนักท่องเที่ยวต่างชาติ คุณมีปัญหาในการสื่อสารระดับใด	ระดับของปัญหาด้านการสื่อสารภาษาอังกฤษของคุณ				
การสื่อสารด้านภาษาอังกฤษ	มีปัญหา มากที่สุด	มีปัญหา	ปาน กลาง	มีปัญหา น้อย	ไม่มี ปัญหา
(11.1) นักท่องเที่ยวต่างชาติที่เป็นเจ้าของ ภาษาอังกฤษ (เช่น นักท่องเที่ยวจาก อเมริกา, อังกฤษ ออสเตรเลีย)					
(11.2) นักท่องเที่ยวต่างชาติที่ไม่ใช่เจ้าของ ภาษาอังกฤษ (เช่น ญี่ปุ่น, จีน)					

(ฉบับแบบสอบถามส่วนที่ 1)

ส่วนที่ 2: ปัญหาและความจำเป็นของการใช้ภาษาอังกฤษสำหรับอาชีพตำรวจท่องเที่ยว ณ สนามบินนานาชาติในประเทศไทย

คำชี้แจง กรุณาใส่เครื่องหมาย ✓ ในคำตอบของท่าน

- (2.1) คุณมี**ปัญหาและความจำเป็น**ในการใช้ภาษาอังกฤษเพื่อปฏิบัติหน้าที่ในการติดต่อสื่อสารกับนักท่องเที่ยวต่างชาติที่สนามบิน มากน้อยเพียงใด

ระดับของปัญหา					ระดับของความจำเป็น				
5	4	3	2	1	5	4	3	2	1
มี ปัญหา มาก ที่สุด	มี ปัญหา	ปาน กลาง	มี ปัญหา น้อย	ไม่มี ปัญหา	จำเป็น มากที่สุด	จำเป็น	ปาน กลาง	จำเป็น น้อย	ไม่ จำเป็น
					ทักษะการฟัง				
					(1) ฟังคำทักทาย				
					(2) ฟังบทสนทนา ทั่วไป				
					(3) ฟังการพูดคุยทาง โทรศัพท์				

ทักษะการพูด

ระดับของปัญหา						ระดับของความจำเป็น				
5	4	3	2	1		5	4	3	2	1
มีปัญหา มากที่สุด	มี ปัญหา	ปาน กลาง	มี ปัญหา น้อย	ไม่มี ปัญหา	ทักษะการพูด	จำเป็น มากที่สุด	จำเป็น	ปาน กลาง	จำเป็น น้อย	ไม่ จำเป็น
					(1) พูดคุยทักทายกับ นักท่องเที่ยวต่างชาติ					
					(2) พูดคุยแนะนำ ตัวเอง					
					(3) พูดคุยทาง โทรศัพท์					
					(4) พูดคุยแนะนำให้ ความช่วยเหลือต่างๆ ให้กับนักท่องเที่ยว ต่างชาติ					
					(5) พูดอธิบาย กฎหมายอาญา เบื้องต้น					
					(6) พูดคุยให้ข้อมูล การท่องเที่ยว					
					(7) พูดอธิบายเส้นทาง เดินรถ การจราจร แผนที่ท้องถิ่น					
					(8) พูดคุยให้ความรู้ ด้านความปลอดภัย					
					(9) พูดคุยให้ความรู้ เรื่อง Call Center Tel. 1155 ใช้กรณีมีเรื่อง ด่วนฉุกเฉิน					
					(10) พูดคุยอธิบาย เรื่องพยากรณ์อากาศ					

อื่นๆ โปรดระบุ

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ทักษะการอ่าน

ระดับของปัญหา						ระดับของความจำเป็น				
5	4	3	2	1		5	4	3	2	1
มี ปัญหา มากที่สุด	มี ปัญหา	ปาน กลาง	มี ปัญหา น้อย	ไม่มี ปัญหา	ทักษะการอ่าน	จำเป็น มากที่สุด	จำเป็น	ปาน กลาง	จำเป็น น้อย	ไม่ จำเป็น
					(1) อ่านหนังสือพิมพ์ ภาษาอังกฤษ					
					(2) อ่านประกาศข่าวสาร และบอร์ดข่าวต่างๆใน ทำงานเป็นภาษาอังกฤษ					
					(3) อ่านนิตยสารท่องเที่ยว เป็นภาษาอังกฤษ					
					(4) อ่านกฎหมายอาญาเบื้องต้น ฉบับภาษาอังกฤษ					
					(5) อ่านข้อมูล ด้านความ ปลอดภัยของสนามบินเป็น ภาษาอังกฤษ					
					(6) อ่านข้อมูลการท่องเที่ยว เป็นภาษาอังกฤษ					
					(7) อ่านเส้นทางเดินรถ การจราจร แผนที่ เป็น ภาษาอังกฤษ					
					(8) อ่านคู่มือด้านความ ปลอดภัยเป็นภาษาอังกฤษ					
					(9) อ่านคู่มือด้านประกันภัย และสุขภาพเป็น ภาษาอังกฤษ					
					(10) อ่านคู่มือเรื่องพยากรณ์ อากาศเป็นภาษาอังกฤษ					

อื่นๆ โปรด

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ทักษะการเขียน

ระดับของปัญหา					ทักษะการเขียน	ระดับของความจำเป็น				
5	4	3	2	1		5	4	3	2	1
มีปัญหา มากที่สุด	มี ปัญหา	ปาน กลาง	มี ปัญหา น้อย	ไม่มี ปัญหา		จำเป็น มาก ที่สุด	จำเป็น	ปาน กลาง	จำเป็น น้อย	ไม่ จำเป็น
					(1) เขียนรายงานพิเศษ เช่น คตินักท่องเที่ยวชนอาสาเสด็จ					
					(2) เขียนรายงาน บันทึก ประจำวันเป็นภาษาอังกฤษ					
					(3) เขียนอีเมลโต้ตอบเป็น ภาษาอังกฤษ					
					(4) เขียนจดหมายเป็นทางการ เป็นภาษาอังกฤษ เช่น เขียน จดหมายถึงสถานทูตต่างๆ					
					(5) เขียนข้อความสื่อสารสั้นๆ เป็นภาษาอังกฤษ					
					(6) เขียนเส้นทางเดินรถ การจราจร แผนที่ เป็น ภาษาอังกฤษ					
					(7) เขียนคู่มือด้านความ ปลอดภัยเป็นภาษาอังกฤษ					
					(8) เขียนอธิบาย รูปพรรณ สัณฐานของบุคคลเป็น ภาษาอังกฤษ เช่น นักท่องเที่ยวมีรูปร่างอย่างไร สูง ต่ำ ขาว ท้วม ผอม อ้วน					
					(9) เขียนข่าวประชาสัมพันธ์ เป็นภาษาอังกฤษ					
					(10) เขียนจดหมายถึงสายการ บินต่างๆ เป็นภาษาอังกฤษ					

อื่นๆ โปรดระบุ

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(ฉบับแบบทดสอบสอบถามส่วนที่ 2)

**ส่วนที่ 3: แบบสอบถามปลายเปิด (Open-ended questionnaire) สำหรับการวิจัยเรื่อง ปัญหาและ
ความจำเป็นของการใช้ภาษาอังกฤษด้านอาชีพ สำหรับตำรวจท่องเที่ยว ณ สนามบิน
นานาชาติ ในประเทศไทย**

- (1) คุณมีปัญหาอะไรบ้างเกี่ยวกับทักษะภาษาอังกฤษดังต่อไปนี้ ขณะปฏิบัติหน้าที่
ติดต่อสื่อสารกับนักท่องเที่ยวต่างชาติที่สนามบิน (โปรดอธิบายโดยละเอียด)

(1.1) ปัญหาด้านทักษะการฟัง (โปรดระบุ)

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(1.2) ปัญหาด้านทักษะการพูด (โปรดระบุ)

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(1.3) ปัญหาด้านทักษะการอ่าน (โปรดระบุ)

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(1.4) ปัญหาด้านทักษะการเขียน (โปรดระบุ)

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- (2) คุณคิดว่าตำราท่องเที่ยวมี**ความจำเป็น**ในการใช้ทักษะภาษาอังกฤษ ต่อไปนี้อย่างไรบ้าง
(โปรดอธิบายโดยละเอียด)

(2.1) ความจำเป็นในการใช้ทักษะ**การฟัง**

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(2.2) ความจำเป็นในการใช้ทักษะ**การพูด**

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(2.3) ความจำเป็นในการใช้ทักษะ**การอ่าน**

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(2.4) ความจำเป็นในการใช้ทักษะ**การเขียน**

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(จบคำถามส่วนที่ 3)

APPENDIX C
Annual Statistics of Foreign Tourists Travelling to Thailand
(Years: 2008-2018)

Year	Number of foreign tourists (persons)	Change (%)
2018 (January-December)	38,270,000	7.50%
2017 (January-December)	35,381,210	8.57%
2016 (January-December)	32,588,303	8.91%
2015 (January-December)	29,881,091	20.44%
2014 (January-December)	24,809,683	6.54% (-)
2013 (January-December)	26,546,725	18.77%
2012 (January-December)	22,353,903	15.98%
2011 (January-December)	19,230,470	20.67%
2010 (January-December)	15,936,400	12.63%
2009 (January-December)	14,149,841	2.98% (-)
2008 (January-December)	14,584,220	0.83%

(Source: Department of Tourism, www.tourism.go.th)

BIOGRAPHY

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