

NEEDS AND PROBLEMS IN ENGLISH LISTENING AND SPEAKING SKILLS:
A CASE STUDY OF THE METROPOLITAN POLICE OFFICERS
AT COUNTER SERVICE AT CHANA SONGKRAM POLICE STATION

MASTER'S PROJECT

BY

SUTHEE KHAMKAEW

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
at Srinakharinwirot University

September 2009

NEEDS AND PROBLEMS IN ENGLISH LISTENING AND SPEAKING SKILLS:
A CASE STUDY OF THE METROPOLITAN POLICE OFFICERS
AT COUNTER SERVICE AT CHANA SONGKRAM POLICE STATION

MASTER'S PROJECT

BY

SUTHEE KHAMKAEW

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
at Srinakharinwirot University

September 2009

Copyright 2009 by Srinakharinwirot University

ความต้องการและปัญหาการใช้ภาษาอังกฤษด้านทักษะการฟังและพูด
กรณีศึกษาของตำรวจนครบาล ณ ศูนย์บริการประชาชนและนักท่องเที่ยว
สถานีตำรวจชนะสงคราม

บทคัดย่อ
ของ
สุธีร์ คำแก้ว

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ
กันยายน 2552

NEEDS AND PROBLEMS IN ENGLISH LISTENING AND SPEAKING SKILLS:
A CASE STUDY OF THE METROPOLITAN POLICE OFFICERS
AT COUNTER SERVICE AT CHANA SONGKRAM POLICE STATION

AN ABSTRACT

OF

SUTHEE KHAMKAEW

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
at Srinakharinwirot University

September 2009

NEEDS AND PROBLEMS IN ENGLISH LISTENING AND SPEAKING SKILLS:
A CASE STUDY OF THE METROPOLITAN POLICE OFFICERS
AT COUNTER SERVICE AT CHANA SONGKRAM POLICE STATION

MASTER'S PROJECT

BY

SUTHEE KHAMKAEW

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
at Srinakharinwirot University

September 2009

Suthee Khamkaew. (2009). *Needs and Problems in English Listening and Speaking*

Skills: A Case Study of the Metropolitan Police Officers at Counter Service at Chana Songkram Police Station. Master's Project M.A. (Business English for International Communication). Bangkok: Graduate School Srinakharinwirot University. Project Advisor: Dr. U-maporn Kardkarnklai.

This study explored needs and problems in English listening and speaking skills of the Metropolitan Police Officers (MPOs) working at counter service at Chana Songkram Police Station. The instruments used in this study were the questionnaire and the interview questions. The participants were 30 metropolitan police officers. The findings revealed that:

1. The MPOs needed to improve their English listening and speaking skills in main functions as follows: 1) greeting and offering help, 2) asking personal details and problems and wants, 3) giving information about accommodation, tourist information, transportation, and emergency calls, 4) giving directions, and 5) giving advice and instruction in safety, travel, and shopping. As for English training course, most MPOs needed to have a good command of English listening and speaking skills, especially basic English conversation. The MPOs needed to learn via English textbooks and dialogue practice. The MPOs suggested that English training course should be conducted on Saturday and Sunday, lasting 1.30 hours per day, for 3 months. The trainers should be both Thai teachers and native English speakers.

2. Regarding listening and speaking problems of MPOs, the main listening problems were a variety of English accents, being unable to catch the main idea, and listening basic expressions. The main speaking problems were saying basic expressions, speaking in complete sentences, and pronouncing English vowel sounds.

สุธีร์ คำแก้ว. (2552). ความต้องการและปัญหาการใช้ภาษาอังกฤษด้านทักษะการฟังและพูด
กรณีศึกษาของตำรวจนครบาล ณ ศูนย์บริการประชาชนและนักท่องเที่ยว สถานี
ตำรวจชนะสงคราม. สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ).
กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ.
อาจารย์ที่ปรึกษาสารนิพนธ์: ดร. อุมพร คาคการณ์ไกล.

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความต้องการและปัญหาการใช้ภาษาอังกฤษ
ด้านทักษะการฟังและพูดของตำรวจนครบาล ณ ศูนย์บริการประชาชนและนักท่องเที่ยว สถานี
ตำรวจชนะสงคราม โดยใช้แบบสอบถามและแบบสัมภาษณ์กับเจ้าหน้าที่ตำรวจจำนวน 30 นาย
ผลการวิจัยพบว่า

1. เจ้าหน้าที่ตำรวจมีความต้องการพัฒนาทักษะภาษาอังกฤษด้านทักษะการฟังและพูด
ในการปฏิบัติหน้าที่คือ 1) การกล่าวคำทักทายและให้ความช่วยเหลือ 2) การสอบถามข้อมูล
ส่วนตัว ปัญหาและความต้องการ 3) การให้ข้อมูลเรื่องที่พัก การท่องเที่ยว การเดินทาง และ
หมายเลขโทรศัพท์ฉุกเฉิน 4) การบอกทาง 5) การให้คำแนะนำด้านความปลอดภัย การ
ท่องเที่ยว และการ ช้อปบิง ด้านหลักสูตรการฝึกอบรมภาษาอังกฤษ เจ้าหน้าที่ตำรวจ
ต้องการฝึกฝนบทสนทนาเบื้องต้น โดยใช้ตำราภาษาอังกฤษและการฝึกบทสนทนา เจ้าหน้าที่
ตำรวจแนะนำว่าหลักสูตรการฝึกอบรมภาษาอังกฤษควรจัดในวันเสาร์หรืออาทิตย์ วันละ 1.30
ชั่วโมง เป็นระยะเวลา 3 เดือน โดยผู้สอนมีทั้งครูไทยและครูซึ่งเป็นเจ้าของภาษา
2. ปัญหาด้านทักษะการฟังและพูดเกิดขึ้นเสมอขณะที่เจ้าหน้าที่ปฏิบัติหน้าที่ ปัญหา
ด้านทักษะการฟัง คือ การฟังสำเนียงภาษาอังกฤษที่หลากหลายของนักท่องเที่ยว การจับ
ใจความสำคัญ และการฟังบทสนทนาในชีวิตประจำวันที่นักท่องเที่ยวมักใช้ถาม ปัญหาด้าน
ทักษะการพูด คือ การพูดบทสนทนาในชีวิตประจำวันโต้ตอบนักท่องเที่ยว การพูดประโยคที่
สมบูรณ์ และการออกเสียงสระภาษาอังกฤษ

The master's project advisor, chair of Business English for International Communication Program and oral defense committee have approved this master's project as partial fulfillment of the Master of Arts degree in Business English for International Communication of Srinakharinwirot University.

Master's Project Advisor

.....

(Dr. U-maporn Kardkarnklai)

Chair of Business English for International Communication Program

.....

(Assistant Professor Sirinna Boonyasaquan)

Oral Defense Committee

..... Chair

(Dr. U-maporn Kardkarnklai)

..... Committee

(Dr. Saengchan Hemchua)

..... Committee

(Ms. Sopin Chantakloi)

This master's project has been approved as partial fulfillment of the requirements for the Master of Arts degree in Business English for International Communication of Srinakharinwirot Universtiy.

..... Dean of the Faculty of Humanities

(Associate Professor Chaleosri Pibulchol)

September....., 2009

ACKNOWLEDGEMENT

I would like to express my sincere gratitude and deep appreciation to my advisor, Dr. U-maporn Kardkarnklai, for her helpful and warm encouragement, as well as her insightful comments, on my work from the beginning to the end of my study. In addition, I would like to extend my heartfelt thanks to Dr. Saengchan Hemchua, Ms. Sopin Chantakloi, and Assistant Professor Penny Diskaparakai, the project committee, for their valuable suggestions and proofreading to improve the research.

The completion of this study would not have been possible without the cooperation from all 30 Metropolitan Police Officers at counter service at Chana Songkram police station who participated in the study. I am very grateful to all of them for providing useful information for the analysis of this study.

In particular, I offer my special thanks to my colleagues and friends for their great inspiration, Mr. Praphan Lamnak, Mrs. Areerut Sankham, and Miss Sittiya Ratsaiyakan.

Most of all, I wish to deeply thank my beloved family for their continuous encouragement during my study.

Suthee Khamkaew

TABLE OF CONTENTS

| Chapter | Page |
|--|------|
| 1 INTRODUCTION | 1 |
| Statement of the Problem..... | 1 |
| Objectives of the Study..... | 3 |
| Research Questions..... | 4 |
| Significance of the Study..... | 4 |
| Scope of the Study..... | 4 |
| Definition of Terms..... | 5 |
| 2 LITERATURE REVIEW | 6 |
| The Metropolitan Police Counter Service..... | 6 |
| Background of the Metropolitan Police Counter Service..... | 6 |
| General Information of the Metropolitan Police Counter Service..... | 6 |
| English Language Needs Analysis..... | 7 |
| Definition of Language Needs Analysis..... | 8 |
| Types of English Language Needs..... | 8 |
| Methods of Collecting Data of Needs Analysis..... | 10 |
| English for Specific Purposes (ESP)..... | 11 |
| Syllabus and Course Design for ESP..... | 12 |
| English Problems in Listening and Speaking Skills..... | 13 |
| English Language for the Metropolitan Police Officers..... | 13 |
| The Problems Affecting the Effective Listening and Speaking Skills of the Metropolitan Police Officers..... | 14 |
| Guidelines and Elements for a Language Training Program..... | 17 |
| The English Training Program for the Metropolitan Police Officers..... | 19 |
| Related Research..... | 21 |

TABLE OF CONTENTS (continued)

| Chapter | Page |
|---|------|
| 3 METHODOLOGY | 25 |
| Data Source | 25 |
| Instrument for Collecting Data | 25 |
| The Construction of Development of the Questionnaire | 26 |
| Validity of the Questionnaire | 27 |
| Data analysis | 28 |
| | |
| 4 FINDINGS AND DISCUSSION | 30 |
| General Information | 30 |
| The Needs in English Listening and Speaking Skills | 35 |
| The Problems in English Listening and Speaking Skills | 38 |
| Suggestions | 40 |
| | |
| 5 CONCLUSION AND DISCUSSION | 48 |
| Discussion of Major Findings | 48 |
| General Information of the MPOs | 48 |
| Needs in English Listening and Speaking Skills | 48 |
| Problems in English Listening and Speaking Skills | 49 |
| Implication of the Study for English Training Course | 49 |
| Topics of Further Training Course | 50 |
| Teaching Materials | 50 |
| Learning Activities | 51 |
| Training Course | 51 |
| Trainer | 51 |
| Limitations of the Study | 52 |
| Recommendations for Further Studies | 52 |
| | |
| REFERENCES | 54 |

TABLE OF CONTENTS (continued)

| Chapter | Page |
|---|------|
| APPENDICES | 59 |
| APPENDIX 1 English Version of Questionnaire | 60 |
| APPENDIX 2 English Version of the Interview Questions | 70 |
| APPENDIX 3 Thai Version of Questionnaire | 72 |
| APPENDIX 4 Thai Version of the Interview Questions | 83 |
| VITAE | 85 |

LIST OF TABLES

| Table | Page |
|--|-------------|
| 1 The Needs in English Listening and Speaking Skills..... | 36 |
| 2 The Problems in English Listening and Speaking Skills..... | 39 |

LIST OF FIGURES

| Figure | Page |
|---|------|
| 1 Gender | 30 |
| 2 Range of Age | 31 |
| 3 Educational Level | 32 |
| 4 Duration of Work | 32 |
| 5 English Proficiency | 33 |
| 6 Ways to Practise English | 34 |
| 7 Topics of Further English Training Course | 41 |
| 8 Teaching Materials for English Training Course | 42 |
| 9 Learning Activities | 43 |
| 10 Preferred Time Arrangement for the English Training Course | 43 |
| 11 Learning Schedule | 44 |
| 12 Total Number of Hours for the Training Course | 45 |
| 13 Duration of the Training Course | 46 |
| 14 Trainer | 46 |

CHAPTER 1

INTRODUCTION

Statement of the Problem

A tourism industry plays a crucial role in Thailand's economy. The number of foreign tourists is continuously increasing. To facilitate all foreign tourists with convenience during their stay, Thai Tourist Police Division, Tourist Information Call Centers, Tourist Information Services, and BTS Tourist Information Centers have been set up. Among these, the metropolitan police counter service at Chana Songkram Police Station has been initiated to assist foreign tourists. Therefore, the metropolitan police officers (MPOs) who work at the counter service are required to have sufficient English listening and speaking skills to provide accurate information to foreign tourists.

Based on "Amazing Thailand Campaign and Amazing Seven Wonders Campaign" from Tourism Authority of Thailand, Mrs. Phornsiri Manoharn, TAT Governor, reported that the number of foreign tourists who traveled to Thailand in 2008 was 14.7 million people (www.thai.tourismthailand.org). The income from foreign tourists' expense of 2008 was 540 billion baht that helps promote the state of economic expansion. To boost the tourism, the tourist police officers are trained via E-learning and in English training courses to improve the language ability in order to provide the efficient services at Thai Tourist Police Division, Tourist Information Call Centers, and Tourist Information Services in famous areas of Bangkok (www.thaitouristpolice.com).

In fact, the focal criteria of selecting the metropolitan police officers (MPOs) at counter service at Chana Songkram Police Station are general police skills in information technology, interpersonal skills and service mind sets. Their English proficiency becomes a secondary concern. According to functions of the MPOs whose tasks are to deal with foreign tourists from many countries, the knowledge of English language plays an important role. Even though, the MPOs received a Bachelor's degree in law and politics, they did not have sufficient English language training programs. In this regard, fluent and effective English communication is hardly met.

In routine work, the MPOs communicate with the foreign tourists, they not only respond to the foreign tourists' needs, but also represent the country's image. As Richards (1985) points out, the English language is an international language and needed for people who work in tourism, business, and the civil services. So, English especially listening and speaking skills are important for the MPOs in order to provide simple information and solve the problems for the foreign tourists. Good listening and speaking skills minimize the misunderstanding in basic conversations. At the same time, these skills initiate positive impression and help them to achieve mutual goals.

In the areas of tourism, numerous studies have been done on needs and problems in English especially in English listening and speaking skills. Based on the work of Choaptham (1987), Promrat (1998), Khumchu (1999), Pornpetcharat (2001), and Meemark (2002), they conducted surveys of needs and problems of English for tourist police officers. The results showed that the tourist police strongly needed foreign language training and listening and

speaking were the most important skill. In addition, Tansrisawat (1991), Kethkaw (1997), Keyoonwong (1998), Boonyawattana (1999), Aunreun (2005), and Tangniam (2006) investigated needs and problems of English for tourism agents. The results showed that listening and speaking skills were important and necessary for their jobs. English training courses on listening and speaking skills should be emphasized in order to enhance communication ability with the foreign tourists.

Previous studies showed that English listening and speaking skills were essential for the tourist police officers and the tourism agents in communicating with the foreign tourists. This study focused on the needs and problems in listening and speaking of the metropolitan police officers (MPOs) at counter service at Chana Songkram Police Station. The Needs and problems in listening and speaking can provide information to improve MPOs' English skills, to meet the service purposes, and to avoid communication problems. In addition, the results of this study provide the information for the course designers and teachers of English training courses to lay out the effective training programs for developing the MPOs' abilities to communicate in English language.

Objectives of the Study

The objectives of this study are to identify English language needs in listening and speaking skills, and to explore the listening and speaking problems of the metropolitan police officers at the counter service at Chana Songkram Police Station.

Research Questions

The research questions are:

1. What are the needs in English listening and speaking skills of the metropolitan police officers?
2. What are the problems in English listening and speaking of the metropolitan police officers?

Significance of the Study

For better understanding of the daily routine and the English proficiency level of the metropolitan police officers (MPOs), this study can help the course planners of the Royal Thai Police and Metropolitan Police Bureau in designing appropriate training programs according to the needs which are beneficial to the present and future MPOs. Furthermore, this study can be a guideline in developing teaching materials for English training program in order to increase the achievement of the MPOs English learning.

Scope of the Study

The data of this study were collected from 30 Thai metropolitan police officers (MPOs) working at the metropolitan police counter service at Chana Songkram Police Station. The MPOs are the frontier officials of the Metropolitan Police Bureau because they tend to work as the country's ambassadors of Thailand in providing services for foreign tourists.

Definition of Terms

The following terms are specifically defined in this study.

Metropolitan Police Officers (MPOs) - The police officers who are responsible for serving both Thais and foreign tourists in providing services and helps like: individual case, tourist information, direction.

Foreign tourists – Foreigners who travel to Thailand with the purposes for leisure and stay for a short period of time. They communicate with metropolitan police officers in English.

English for Specific Purposes (ESP) – An approach to language teaching in which all decisions as to context and method are based on the learner's reason for learning (Hutchinson and Waters, 1987).

English Language Need Analysis - A method in finding learner's need in order to improve their English skills.

CHAPTER 2

LITERATURE REVIEW

This study investigates the needs and problems in English listening and speaking skills of the metropolitan police officers. This chapter presents an overview of related literature including the metropolitan police counter service: English language needs analysis, English problems in listening and speaking skills, and related research.

The Metropolitan Police Counter Service

This section discusses the background and general information of the metropolitan police counter service.

Background of the Metropolitan Police Counter Service

The Metropolitan Police Bureau sets up many projects referring to the Royal Thai Police policies to provide services for the public. One of the projects was the metropolitan police counter service at Chana Songkram Police Station located near Khwaosan Road. The aim of the establishment is to promote a long-term relationship between the metropolitan police officers and the public.

General Information of the Metropolitan Police Counter Service

The selection criteria of all metropolitan police officers (MPOs) at the counter service are based on the police skills in information technology, interpersonal skills and service mind sets because the MPOs are assigned to serve Thais and foreign tourists. All MPOs work in-shift and are responsible for various duties: complaints, individual cases, driving

license, law consultation, safekeeping home, legal documents and fines. All MPOs are required to communicate with the foreign tourists to provide services when some foreign tourists ask some helps like: individual case, tourist information, direction.

In summary, all MPOs are the key persons to provide useful information for both Thais and foreign tourists. On the other hand, MPOs should be trained to give the efficient services by providing an appropriate English training program.

English Language Needs Analysis

This section discusses the definitions of; language needs analysis, types of English language needs, methods of collecting data of needs analysis, English for Specific Purposes (ESP) syllabus, and course design for ESP.

The term “needs analysis” was originated by Michael West of India in the 1920s when he was trying to establish the way the learners should learn English. In the field of language program planning, needs analysis is the first step in developing a language curriculum (Brown, 1995). It is a systematic and ongoing process of gathering information about learners’ needs, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs. It can be seen that it is the responsibility of the teachers and planners in investigating the learners to which the language they need in order to produce and teach an effective course.

Definitions of Language Needs Analysis

This section discusses the definitions of language needs analysis.

Needs analysis is a very valuable tool in identifying where the learners are and where learners should be. If we are to analyze needs, we have to know what kinds of needs are. Many practitioners define language needs analysis in various ways and from different viewpoints. The definition of Language Needs Analysis is based on the work of Nunan (1991), Backman and Palmer (1992), and Brown (1995), in which they define Language Needs Analysis is a set of tools, techniques and procedures for determining the language content and learning processes that involves systematic gathering of specific information about the language needs to meet the learning needs of a particular group of learners.

The needs of a specific group of learners must be satisfied by the suitable teaching methods based on curriculum and context. In general, needs analysis is a method in finding learner's need in order to improve their English language skills.

Types of English Language Needs

This section discusses the types of needs related to the specific group of learners in this study.

The first two types of needs taken into account for needs analysis of ESP course design are target needs and learning needs (Hutchinson & Waters, 1987).

1. *Target needs* refers to what the learner needs to do in the target situation.

Hutchinson and Waters describe the target needs in terms of necessities, lacks and wants.

Necessities are what the learner has to know in order to perform effectively in the target

situation. Thus, it is a matter of observing the existing proficiency of the learners. However, to identify necessities alone is not enough; we also need to know what the learner knows already in order to decide which of the necessities the learner lacks. Lacks are what the learners already know that are the gaps between the target proficiency and the existing proficiency of the learners. Wants can be considered to be the perception of the needs of the learners. In other words, wants are what the learners feel they need. It is concerned with asking questions about target situation and the attitudes towards situation of the various participants in the learning process.

2. *Learning needs* can be considered as what the learner needs to do in order to learn. Learning needs covers all of the factors connected with the process of learning, such as attitudes, motivation and awareness, personality, learning styles and strategies and social background.

Both target situation needs and learning needs are important to ESP course design. They can guide the direction of ESP course design to meet the learners' needs since they influence on the nature of the syllabus, materials, methodology, and evaluation procedures. In research studies, the researcher can examine the needs, problems, wants and other implementation factors by investigating the target situation and learning situation in order to adjust the new information for learners.

In summary, both target situation and learning needs are important. They can guide the direction of ESP course design to meet learner's needs. The researcher concentrates on *target needs* which are the English language needs of the Metropolitan Police Officers in order to provide the services for the foreign tourists.

Methods of Collecting Data of Needs Analysis

This section discusses the methods of collecting data of needs analysis.

To collect information regarding learners' needs, Graves (2000) indicates types of information that can be gathered when assessing needs about:

1) The present – who the learners are, the learners' level of language proficiency, their interests, and their attitudes.

2) The future – the learner's or other involved goals and expectations, the target context: situations, roles, topics, and content, types of communicative skills they will need and tasks they will perform, and language modalities they will use.

Furthermore, McDonald and Sager (1975) also point out that the identification of needs depends on the level and experience of the learners. If the learners are already trained in their occupation, their motivation is strong, they know what they need, and what it is for, and they can define the skills, purposes and language areas required. Learning a foreign language for them is a process than for the trainees who have not yet a clear conception of what they have to learn in their native language.

Several methods of carrying out a needs analysis have been developed. Many researchers (Richterich & Chancerel, 1980, Hutchinson & Waters, 1987, and Orr, 2002) suggest that it is important that information about the needs of the learners be obtained from several sources. There are numbers of possible ways in which information can be gathered about needs such as questionnaires, interviews, observation. The planners can use the various techniques in investigating the learner's needs in order to gain the learners real needs.

Therefore, the popular research method in needs analysis is a questionnaire. This study, the researcher uses a questionnaire and the interview questions as the data-gathering instruments; they are considered the appropriate tools to find out the needs of the learners.

English for Specific Purposes (ESP)

This section discusses the importance and characteristics of English for Specific Purposes (ESP).

Hutchinson and Waters (1987) mention that ESP should be seen as an approach. It is an approach to language learning, which is based on learners' need. Sinha and Sadorra (1991) contend, "ESP simply means learning English for a very specific goal rather than for a very general or broad purpose."

According to Robinson (1980), ESP has developed a new concern for the needs and feelings of the learner rather than requirements of an externally imposed syllabus. Therefore, needs analysis is advantageous for ESP practitioners in special purposes program design and is also fundamental for planning of any language courses.

The aims of ESP are to meet the needs of particular learners. As Robinson (1980) states, an ESP course is purposeful and aimed at the successful performance. This should be based on a strong analysis of learner's needs. Any ESP course may differ from another in its selection of skills, topics, situations, functions, and language. Learners are more often adults and may be at any level of competence in the language: beginner, post-beginner, intermediate.

To provide the qualified services for the foreign tourists, General English cannot meet the goals for the metropolitan police officers (MPOs). Robinson (1991) indicated that

ESP is an enterprise involving training and practice and draws up three major realms of knowledge: language, pedagogy and the people's participant specialist areas of interest. Therefore, ESP should be employed to help the MPOs in communicating with the foreign tourists because ESP consists of language skills in workplace settings that require special training. Specifically, English includes not only knowledge of a specific part of the English language, but also competency in the skills required to use this language, as well as sufficient understanding of the contexts within which it is situated (Brumfit, 1977).

In conclusion, it can be said that ESP relates to the purposes of the learners in a particular context. In this study, English involves work-related needs and training for the MPOs to enhance their English proficiency level. Furthermore, English training program will be designed to meet the specific needs of the MPOs.

Syllabus and Course Design for ESP

This section discusses the importance of syllabus and course design for ESP.

An ESP syllabus is a plan of work and thus essential for the planners, as a guideline and context for learning content. There may be value in showing the syllabus to learners, so that they can have a route map of the course. The learners can see how a plan is derived and how the individual lessons fit together.

Similarly, Robinson (1991) maintains that "ESP course design is the product of a dynamic interaction between a number of elements: the results of the needs analysis, the course designer's approach to syllabus and methodology, and existing materials. Robinson concludes that there is a wide range of choices for course designers, although they may be constrained by past practices, institutional exigencies, and personal predilections. An ESP

course frequently requires a major input of time and resources on the parts of learners, teaching staff and administrators. Thus, the course needs to be recognized as an innovation, requiring appropriate managerial as well as pedagogical expertise. The syllabus design stage is only part of the total process of course design. Syllabus design must lead to developments in materials design and methodology.

It can be seen from the concepts of ESP that needs analysis of the learners is a key element of course designs. Knowing the MPOs needs in English listening and speaking can be useful for the planners to design an effective syllabus to support their work performance.

English Problems in Listening and Speaking Skills

This section discusses English language for providing services of the Metropolitan Police Officers (MPOs), the problems that affect the listening and speaking skills, and implication for training program.

English Language for the Metropolitan Police Officers

This section discusses the main functional categories of the MPOs.

Listening and speaking skills are essential for the MPOs during any stage of providing services for foreign tourists. Functional communication within the metropolitan police counter services takes listening and speaking skills that can be practised. Richards (2000) stated that there are one hundred and seventy-five functional categories. Referring to the functions of the MPOs, the main related functional categories which the MPOs require in their real situations are generally shown based on the needs and problems of the MPOs as follows:

1. Greeting and Offering Help
2. Asking for Information
3. Describing Problems
4. Complaining and Showing Sympathy
5. Giving Advice and Instructions
6. Giving Directions
7. Explaining the Situations
8. Describing People

All messages have a basic underlying purpose in communication with foreign tourists.

To make the conversation precise and accurate is the main task of the MPOs. So, to be trained in listening and speaking skills related to the functional topics in providing services is necessary for the MPOs.

The Problems Affecting the Effective Listening and Speaking Skills of the Metropolitan Police Officers (MPOs)

This section discusses the problems affecting listening and speaking skills.

For English beginners, the difficulty of listening comprehension is simply too many new and unfamiliar words (Brown, 1994). The listening comprehension problem is when learners listen to an English speaker, they not only have to recognize words by hearing them, but they also have to recognize the words very quickly. Learners must be able to recognize and understand words immediately because, if they pause to think, the English speaker will keep speaking and learners will not comprehend what he/she says. Even learners who have studied for years, they often still find listening comprehension quite difficult. Therefore,

it is very important to maintain the listening fluency and the ability to recognize and understand English words and phrases punctually when learners perceive them.

To improve listening skill, learners can learn through many good practices: listening to the radio, to tapes, to native English speakers, and even to non-native speakers of English (Mendelsohn & Rubin, 1995). However, listening takes time because of some barriers such as worry, fear, semantics and language differences, and noise (Scarcella & Oxford, 1992). In order to become an effective listener, learners have to learn to manage what is going on in their own minds.

Likewise, learning to speak a foreign language requires more than knowing its grammatical rules. Learners must also acquire the knowledge of how native speakers use the language in the particular contexts. To be successful and fluent in speaking skill, Canale and Swain (1980) show the components underlying speaking skills proficiency as follows:

1) Grammatical competence. Learners must have the knowledge of words and sentences; that is, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. Thus, grammatical competence enables learners to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency.

2) Discourse competence. Learners must develop discourse competence, which is concerned with inter-essential relationships. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representation of meaning from referents in both previous

sentences and following sentences. Therefore, effective speakers should acquire a large range of structures to express ideas, show relationships of time, and indicate cause, contrast, and emphasis. With these, learners can manage turn-taking in conversation.

3) Sociolinguistic competence. Learners must have competence which involves knowing what is expected socially and culturally; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic competence helps learners know what comments are appropriate, know how to ask questions during interaction, and know how to respond nonverbally according to the purpose of the talk.

4) Strategic competence. Strategic competence is “the way learners manipulate language in order to meet communicative goals” (Brown, 1994). With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

As a whole, effective listening and speaking skills can assist the MPOs in building a relationship with foreign tourists, solving problems, ensure understanding, resolving conflicts and improve accuracy in providing services. To be competent in listening and speaking skills, MPOs are required to have known enough vocabulary words, overcome the barriers of listening and speaking, and learn the components of English language skills.

Guidelines and Elements for a Language Training Program

This section discusses the guidelines and the elements of the effective training program.

Syllabus design for a training program is concerned with the selection, explanation and sequencing of the content of the curriculum. It is concerned with selecting lists of linguistic features such as grammar, pronunciation, and vocabulary as well as experiential content such as topics and themes. To provide the useful training program, Wilson (1994) suggested the guidelines how to establish and maintain an effective training program as follows:

1) Identify training needs. If the problem proves to require a training solution, conduct a need assessment to define the course content. The training content should include information that will help learners reduce or eliminate deficiencies and to increase job performance.

2) Identify goals and objectives. These outcomes describe knowledge and tasks that learners must know or perform to reduce or eliminate the deficiencies.

3) Develop learning activities. From the learning objectives, the course planners design learning activities and course materials to fulfill learner's needs. Course material should be formatted to ensure that learning occurs.

4) Evaluate program. Learner evaluations and course audits are among the ways to measure the effectiveness of the training program

5) Improve the program. The course planners develop processes to assure that courses continue to satisfy learner needs by measuring its performance. Moreover, the

course planners operate an ongoing training program to continuously upgrade the knowledge and skills of instructors in course and training methodology.

Moreover, the development of syllabus has been developed among the practitioners. Among those, Nunan (2004) mentioned that a range of alternative syllabus models have been planned including a task-based approach that a syllabus designer needs to take into consideration. Task-based syllabuses represent a particular realization of communicative language teaching. Instead of beginning the design process with lists of grammatical, functional-notional, and training materials, the designer conducts a needs analysis which yields a list of the target tasks that the learners will need to carry out in the “real-world” outside the classroom.

Also, Nunan (1999) stated that any approach to language pedagogy, needs to consider it with three essential elements: language data, information, and opportunities for practice. These different elements are further defined below.

1) *Language Data.* Learners need samples of listening and speaking language. Learners can access to appropriate samples of oral language in contexts that make transparent the relationship between form, function and use. The partial examples are showed as follows:

- Hello, this is the metropolitan police counter services. May I help you?
- What happened? / When did it happen?
- You should contact your embassy immediately.
- Walk along this street for ten minutes.
- Could you speak slowly?

2) Information. Learners need experiential information about the culture, linguistic information about language systems, and process information to learn the language. They can get this information from various materials such as English for Specific Purposes text, English textbook, newspaper, journals, DVDs, on-line materials, technical manuals and brochures that provide an explicit explanation.

3) Practice. Learners need to get an extensive practice. In designing practice opportunities for learners, a planner should include exercises and activities that learners can achieve through language in the world outside the classroom in term of pair work, group work, role-plays, simulation, group discussion, task-based, e-learning, and presentation.

In summary, as the importance of the training program is considered for everyday situations, the guidelines and the three essential elements for effective training program should be applied in order to be beneficial for the MPOs in providing services for foreign tourists.

The English Training Program for the Metropolitan Police Officers

This section discusses the implication of the effective training program for the MPOs.

All MPOs are not well-educated in English. For this reason, how to design an effective English training program will help the planners in providing training program of topics, teaching materials and learning activities of crucial needs of all MPOs. The model below is adapted from the recommendations of Need Analysis, English for Specific Purposes (ESP), and the main functional categories of the MPOs. This design can be expanded or contracted to fit the interest of all MPOs.

1) Topics: The topics related to the functional categories are generally shown based on the work of Richards (2000) as follows:

- Greeting and Offering Help
- Asking for Information
- Describing Problems
- Complaining and Showing Sympathy
- Giving Advice and Instructions
- Giving Directions
- Explaining the Situation
- Describing People

2) Teaching Materials: The teaching materials that can support all MPOs in learning English are as follows:

- English for Specific Purposes text
- English textbook
- Newspaper
- Journals
- DVDs
- On-line materials
- Technical manuals
- Brochures

3) Learning Activities: All MPOs can practice a variety of learning activities to gain deeper understanding of English listening and speaking skills as follows:

- Pair work
- Group work
- Role-plays
- E-learning
- Simulation
- Group discussion
- Task-based
- Presentation

In conclusion, the effective training program requires good topics, appropriate teaching materials and suitable learning activities. Therefore, the English training program for all MPOs will help them to understand English well and be able to provide the services for the foreign tourists properly.

Related Research

This study focuses on English language needs and problems in listening and speaking skills of the Metropolitan Police Officers (MPOs) at counter service at Chana Songkram Police Station. Although there have been studies on face-to-face communication with the foreign tourists, there is no specific research on English language needs and problems in listening and speaking skills of the MPOs so far. The following are closely related research studies that represent how important English skills in the field of tourism, especially listening and speaking.

Choaptham (1987) studied the opinion of the tourist business towards the operation of tourist police in Phuket. The tourist business suggested that the tourist police should improve their skills in using foreign languages. Furthermore, the tourist business also recommended that tourist police should help the volunteers to be equipped in using the foreign language in order to extend assistance in the operations.

Tansrisawat (1991) carried out an opinion study of the concerned-persons in tourism industry towards the operation of tourist police in Pattaya. The findings pointed out that the tourist business was not sure about language ability of tourist police. Tourists agreed on the tourist business that tourist police ought to become experts in a foreign language. Similarly, Tourism Authority of Thailand officers also suggested that tourist police should develop language competency because tourist police must directly operate with foreign tourists. Thus, an ability and competency in foreign language especially English was necessary and important.

Ketkaew (1997) conducted a survey of cabin attendants' needs of English.

The study investigated the needs for English, the important functions of the language, the problems in using the language and the needs to improve the English skills of cabin attendants. The results revealed that English was highly important to air stewards, air stewardesses, air pursers and flight managers in Thai Airways International. Listening and speaking skills were the most needed. Problems of using the four skills were moderate for all of them. Air stewards and air stewardesses needed to improve their listening and speaking skills most, while air pursers and flight managers needed to improve all four skills from moderate to high levels.

Keyoonwong (1998) conducted a survey of needs and wants of English in tourism career. The results showed that the tourism personnel in Chiang Mai considered listening and speaking skills the most important and necessary. The employers, as well as the staffs themselves, were not satisfied with the English language proficiency. They needed to practice the skills including listening, speaking, reading, writing and translation.

Promrat (1998) investigated the English vocabulary competency and problems with using English in the special situation faced by the tourist police in the Lower Central Region of Thailand. They had problems in listening to foreign tourists most and they also needed to have intensive English training courses especially practicing the conversation with foreigners in real situation they faced while carrying out their duties.

Boonyawattana (1999) studied needs analysis of English in tourism business. The results found that listening and speaking skills were greatly important in tourism business careers more than reading and writing skills. Speaking was needed the most, followed by listening, reading and writing. People who worked in tourism business also encountered the

most problems of using English in listening skills, followed by speaking, writing and reading skills.

Khumchu (1999) studied tourist business attitude towards tourist police service in Chiangmai. The result of the research showed that tourists expected tourist police to speak various foreign languages proficiently.

Pornpetcharat (2001) investigated the welfare needs and problems of tourist police officers. It was also found that tourist police strongly needed foreign language training.

Meemark (2002) carried out a survey to investigate the needs and problems of English for Tourist Police. The study attempted to survey English language use in routine jobs, the problems faced by the tourist police and the degree of English training needs defined by tourist police. The results indicated that the tourist police of all sections strongly needed all four English language skills. Listening was considered the most important. The English training courses should emphasize listening and speaking skills, together with vocabulary.

Aunreun (2005) explored the present English language needs of travel agents in Chiang Mai and the problems that travel agents encountered in using English in their jobs. The results showed that all four English skills were needed especially speaking which the participants used most in their daily routines. The participants also felt that speaking was the most serious problem.

Tangniam (2006) explored the English language needs of Thai Airways ground staff. The majority of them considered that an English training course helped them improve English skills to communicate with passengers more fluently. As for English skills needs, listening and speaking were rated extremely needed skills. Based on the findings, English

training courses were recommended mainly to have emphasized on listening and speaking skills.

Based on the review of related research on needs analysis for English language, a number of studies have been investigated the needs and problems in English usually related to the field of tourism. Listening and speaking skills were most considered to be significant in their workplaces.

In conclusion, there have been some studies on needs and problems in English skills of tourist police officers and tourism agents. This study will explore needs and problems in English listening and speaking skills of the metropolitan police officers at counter service at Chana Songkram Police Station. This study will be beneficial for the Metropolitan Police Bureau to understand the English problems in listening and speaking skills of the MPOs. Consequently, to avoid the problems in communication, the MPOs should be trained in the effective training program before they effectively communicate and provide the services for foreign tourists.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology which contains four sections: data source, instrument for collecting data, the construction of the questionnaire, and data analysis.

Data Source

There were 30 Thai Metropolitan Police Officers (MPOs) worked in-shift at the metropolitan police counter service at Chana Songkram Police Station located near Khwaosan Road. All MPOs worked as the country's ambassadors of Thailand in providing services to foreign tourists. Their functions are: 1) to facilitate and provide both Thai and foreign tourists with the security, assistance, and convenience, 2) to promote the Thai tourism industry, and 3) to joint the authorities or to support any activities concerned. The sources of primary data were from questionnaires and interviews in February, 2009.

Instrument for Collecting Data

The instruments for collecting data in this study were the questionnaire and the interview questions which were constructed based on need analysis (Hutchinson & Waters, 1987), a survey of English use and problems. The questionnaire was constructed and developed based on the variety of previous related research, books, and journals concerning needs analysis, functions and responsibilities, as well as the preliminary interviews with some Metropolitan Police Officers (MPOs). The questionnaires were given to the MPOs at the

counter service in February 2009. The questionnaire consists of two types: closed questions (check-list and rating scales) and open-ended questions (see Appendix 2). It is divided into four parts.

Part I – Questions addressed general information of the MPOs: age, educational background, current position, and length of working

Part II – The needs in English listening and speaking skills

This part surveys the needs of listening and speaking for communication of the MPOs

Part III – The problems in English listening and speaking skills

This part surveys the problems in listening and speaking for communication that the MPOs encountered.

Part IV – Suggestions

The interview questions consist of four questions, asking the MPOs' opinion regarding the importance of English and the general information of English training program (see Appendix 2).

The Construction of Development of the Questionnaire

The questionnaire used in this study was designed in 2 versions; Thai version was used in order to minimize problems of ambiguity and misinterpretation and English version was supplementary for this project. The construction procedures followed these sequences:

First, a variety of related research, books, and journals concerned needs analysis, functions, and responsibilities of tourist police were reviewed.

Next, five police officers at the Education Police Bureau, Royal Thai Police were interviewed to elicit English use, functions of responsibilities, and needs and problems for a training course.

Then, information from these interviews and reviews of related research, books, and journals were used to provide a guideline in the initial draft of the questionnaire.

After that, a pilot study was conducted with ten police officers at the Education Police Bureau, Royal Thai Police before the questionnaire was used in the main study. The subjects of this pilot study were requested to fill out the questionnaires, to comment on the content and wording, and to give suggestions on items that should be added or excluded.

Finally, the final draft of the questionnaire was revised before it was distributed to the Metropolitan Police Officers (MPOs) working at the metropolitan police counter service at Chana Songkram Police Station.

Validity of the Questionnaire

To ensure content validity, the questionnaire was revised according to an advice from the experts: 1. the suggestions of master's project's advisor in English for Specific Purposes (ESP) and Needs Analysis, 2. the suggestions of the metropolitan police officers at Bangkhen Police Station and Education Police Bureau, Royal Thai Police in MPOs' functions and English training course, and 3. the suggestions of English native speakers at Language Center at Phranakhon Rajabhat University in teaching English courses. The comments and suggestions from the experts and the implications of the questionnaire from the pilot project contributed to the development of the final draft of the questionnaire for the

main study. Therefore, it could be considered that the instrument for data collecting of the study is validity.

Data Analysis

The sequences applied to analyze the data are as follows:

The results of the questionnaire were interpreted, categorized and tabulated on computer sheets and were calculated into the statistical values as follows:

(a) The data concerning the general background and the opinions of English training courses was presented in *Percentage*.

(b) *A five-point Likert scale* was used to score the levels of the English needs and problems of listening and speaking of the Metropolitan Police Officers (MPOs). It is a scale used in questionnaires to specify the level of agreement or disagreement based on the following the criteria of Rensis Likert (1932):

| Scale | Need | Problem | Mean Range |
|-------|--------------------|------------------|-------------|
| 5 | Most Important | Always (81-100%) | 4.50 - 5.00 |
| 4 | Important | Usually (51-80%) | 3.50 - 4.49 |
| 3 | Moderate | Often (21-50%) | 2.50 - 3.49 |
| 2 | Slightly Important | Seldom (1-20%) | 1.50 - 2.49 |
| 1 | Least Important | Never (0%) | 1.00 – 1.49 |

(c) *Mean* (\bar{x}) was used to interpret the average level of English, level of English skill needs, English uses, and problems of the MPOs based on the criteria of John W. Best (1970). The higher mean score (\bar{x}) of each activity indicates higher needs, uses, and problems in English of the MPOs in executing the said activity. On the other hand, the lower mean score (\bar{x}) indicates less needs, uses, and problems in performing the same activity.

The oral interview questions (see Appendix 1) and the observation were discussed and analyzed to support the results of the questionnaire.

The results and findings were presented in tables and figures together with full explanations.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the data collected from the metropolitan police officers (MPOs) working at Chana Songkram Police Station. The results were based on the data obtained by using the questionnaire and the interview.

The results from the questionnaire and the interview were presented in four parts as follows: general information, the needs in English listening and speaking skills, the problems in English listening and speaking skills, and suggestions.

General Information

This part indicates the general information concerning the demographic data of the MPOs. The results were shown based on the questionnaire and interview data as follows:

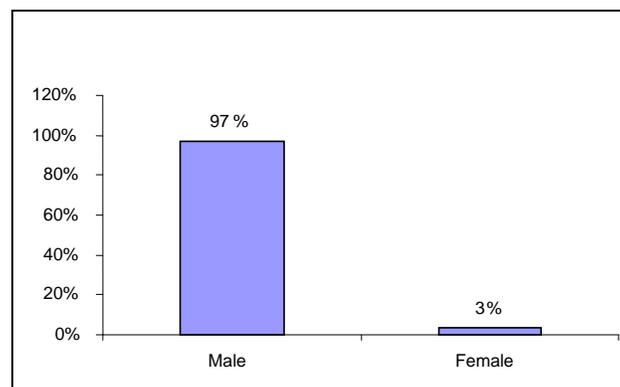


Figure 1 Gender

As shown in Figure 1, the majority of the MPOs (97%) working at Chana Songkram Police Station were male, while 3% of them were female. The number of male was larger than female; this could be because the Metropolitan Police Bureau requires male police officers in most job operations, especially working outside the police station, such as individual cases, fines, safekeeping home while most female police officers were responsible for clerical works inside the police station such as legal documents, law consultation.

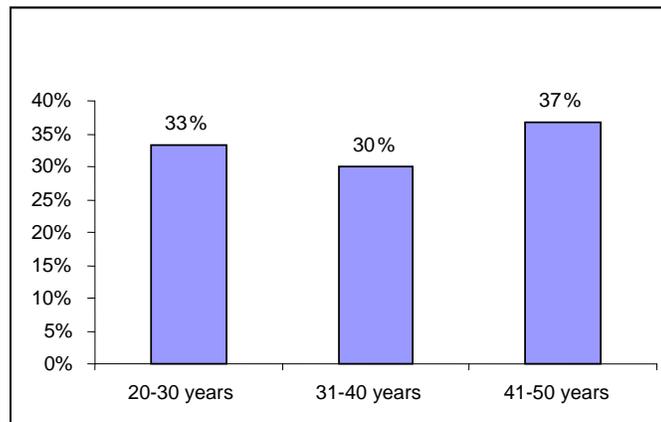


Figure 2 Range of Age

Figure 2 shows the age range of the MPOs working at Chana Songkram Police Station was from 41-50 years old, accounting for 37%. Based on the interview data, the MPOs hardly rotate their job to other police stations because the MPOs expect to get promoted in their career. In addition, the MPOs are satisfied with their social status and fringe benefits.

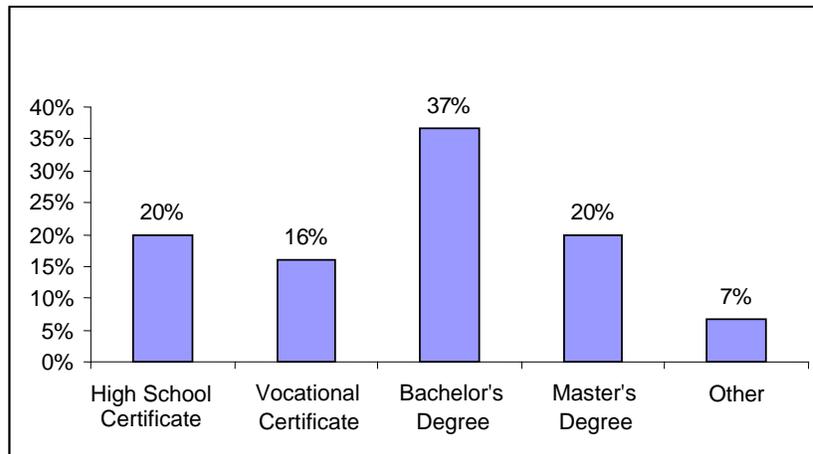


Figure 3 Educational Level

Figure 3 shows that the majority of the MPOs (37%) working at Chana Songkram Police Station graduated with a Bachelor's degree. This could be because the focal criteria of selecting the MPOs are required the MPOs who finished the Bachelor's degree.

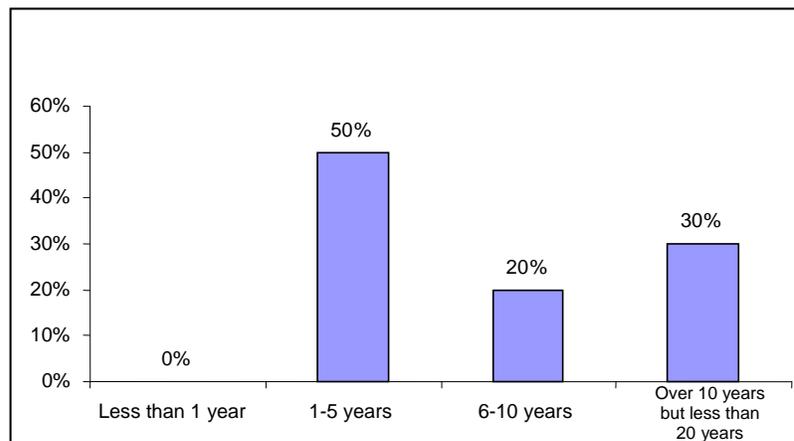


Figure 4 Duration of Work

In Figure 4, the majority of the MPOs (50%) working at Chana Songkram Police Station have been working as the MPOs for 1-5 years, which 20% of them have been working for 6-10 years. The finding also revealed that 30% of the MPOs have been working for more than 10 years but less than 20 years. As McDonald and Sager (1975) point out that the identification of needs depends on the level and experience of the learners. If the learners are already trained in their occupation, their motivation is strong, they know what they need, and what it is for, and they can define the skills, purposes and language areas required. It could be concluded that the MPOs are familiar with their job operations. So, the MPOs can exactly identify their needs and problems in English listening and speaking skills

To investigate whether the MPOs' English knowledge is sufficient for their work or not, the question ***“Is your English knowledge sufficient for your work?”*** was raised.

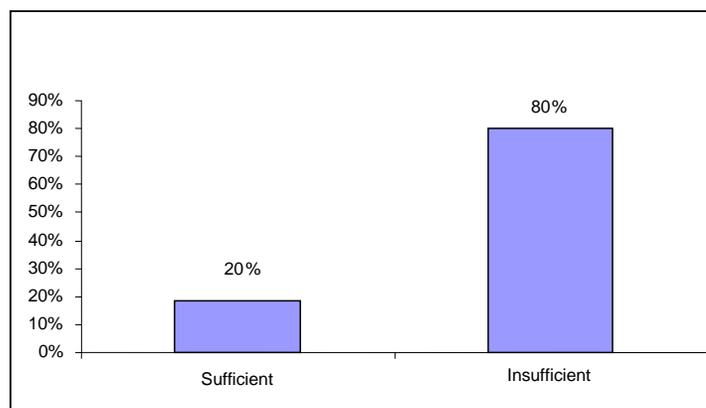


Figure 5 English Proficiency

According to Figure 5, the results based on the interview data showed that most of the MPOs (80%) thought that their English is insufficient for their work because they have no basic English background. Therefore, they themselves cannot communicate with the foreign tourists fluently.

Moreover, in order to investigate the importance of English and how to practice English, the questions ***“How does English play important roles in your current job?”*** and ***“How do you practice English in your daily life?”*** were raised.

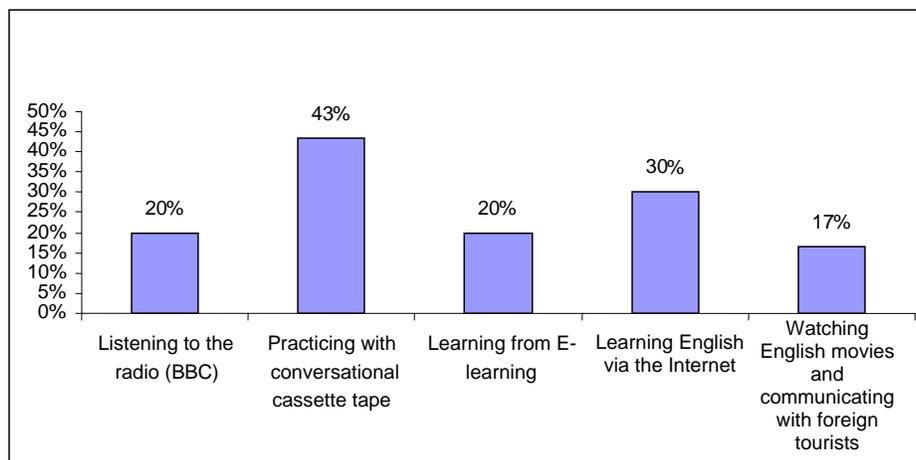


Figure 6 Ways to Practise English

Based on the interview data, the results showed that the MPOs believed English is an important aspect in their current job operations. Figure 6 reveals that in order to improve their English knowledge, 43% of them preferred to practise with conversational cassette tape. This could be because the MPOs easily buy the conversational cassette tape at the bookstore. As Mendelsohn & Rubin (1995) mention that to improve listening skill, the MPOs

can learn through many good practices: listening to the radio, tapes, and native English speakers. Learning English via the Internet (30%), listening to the radio (BBC) (20%), and learning from E-learning (20%) were considered to be the suitable ways to practise English in daily life. Besides, 17% of them practised by watching English movies and communicated with foreign tourists.

To achieve the objectives of the Metropolitan Police Bureau, the MPOs should communicate in English fluently and comprehend in a foreign language. Therefore, the MPOs should attend the English training course especially practising the conversation in real situations they will face while carrying out their duties. Similar to the studies of Promrat (1998), Pornpetcharat (2001), and Tangniam (2006), they found that English training courses were recommended in order to improve English listening and speaking skills.

The Needs in English Listening and Speaking Skills

This part explores the needs in English listening and speaking skills of the metropolitan police officers (MPOs). The results based on the questionnaire data were shown as follows:

As for listening and speaking skills, various functions were considered important because Chana Songkram Police Station is located near Khwao-San Road, which is the popular place among foreign tourists (www.thai.tourismthailand.org). Therefore, the MPOs needed to improve their English proficiency in order to efficiently contact the foreign tourists. Similarly, the findings of Choaptham (1987), Boonyawattana (1999), and Meemark (2002) stated that the tourism agents and tourist police strongly needed to improve their English proficiency in order to communicate more fluently with foreign tourists.

TABLE 1 The Needs in English Listening and Speaking Skills

| Topics | Functions | \bar{x} | Mean Range |
|---|--|-------------|-------------------|
| 1. Greeting and Offering Help | - Greeting | 4.10 | Important |
| | - Introducing yourself | 2.96 | Moderate |
| | - Introducing other people | 3.13 | Moderate |
| | - Offering help | 3.93 | Important |
| 2. Asking Information | - Personal details | 4.03 | Important |
| | - Problems and wants | 4.00 | Important |
| 3. Giving Information | - Accommodation information | 4.43 | Important |
| | - Tourist information | 4.16 | Important |
| | - Transportation | 4.03 | Important |
| | - Customs and immigration information | 3.30 | Moderate |
| | - Currency and banking | 3.16 | Moderate |
| | - Public phone, international call and cell phone access | 3.23 | Moderate |
| | - Emergency calls | 3.80 | Important |
| 4. Giving Direction | - Explaining directions | 4.16 | Important |
| | - Taking a bus | 4.03 | Important |
| | - Describing landmarks | 3.83 | Important |
| | - Explaining location | 3.73 | Important |
| 5. Giving Advice and Instruction | - Safety | 3.70 | Important |
| | - Travel | 3.63 | Important |
| | - Shopping | 3.63 | Important |
| | - Entertainment | 3.13 | Moderate |
| 6. Describing People | - Physical characteristics | 3.13 | Moderate |
| | - Appearance | 2.73 | Moderate |
| | - Clothing | 2.90 | Moderate |
| | - Special peculiarities | 2.70 | Moderate |

The results were presented in the average number based on the criteria of Rensis Likert (1932) shown on page 28 as follows:

- Greeting and Offering Help, the average number is important in greeting (4.10) and offering help (3.93). The average number is moderate in introducing yourself (2.96) and introducing other people (3.13).

- Asking Information, the overall need of the MPOs is important in all aspects - asking personal details (4.03) and problems and wants (4.00).

- Giving Information, the average number is important in accommodation (4.43), tourist information (4.16), transportation (4.03), and emergency calls (3.80). The average number is moderate in customs and immigration (3.30), currency and banking (3.16), and public phone, international call and cell phone access (3.23).

- Giving Direction, the overall need of the MPOs is important in all aspects - explaining directions (4.16), taking a bus (4.03), describing landmarks (3.83), and explaining location (3.73).

- Giving Advice and Instruction, the average number is important in safety (3.70), travel (3.63), and shopping (3.63). The average number is moderate in entertainment (3.13).

On the contrary, Describing People, the overall need of the MPOs is moderate in all aspects: physical characteristics (3.13), appearance (2.73), clothing (2.90), and special peculiarities (2.70). This might be because foreign tourists prepare themselves well and know how to keep themselves away from the dangerous situations. Therefore, they do not have to involve in legal matters.

The MPOs strongly needed to improve their English listening and speaking skills in functions. It is essential for the course planners to set up the appropriate English training courses that support the MPOs' English need.

The Problems in English Listening and Speaking Skills

This part presents the problems of the MPOs in English listening and speaking skills based on the questionnaire data:

Regarding to listening and speaking skills, the listening problems often occurred during their job operations. The main listening problems were a variety of English accents, being unable to catch the main idea, and listening basic expressions. It is possible that the MPOs cannot understand when listening to a variety of accents, the main idea, and basic expression because some foreign tourists are native speakers, whereas others are lingua franca speakers.

Similarly, the speaking problems often occurred during their job operations. The main speaking problems were saying basic expressions, speaking in complete sentences, and pronouncing English vowel sounds. This might be because the MPOs did not receive the degree in English and they have not been trained sufficiently in English language programs. Therefore, the MPOs could not communicate fluently and effectively in English.

TABLE 2 The Problems in English Listening and Speaking Skills

| Topics | Functions | \bar{x} | Mean Range |
|--------------------|---|-------------|--------------|
| 1. Listening Skill | - Listening basic expressions | 3.00 | Often |
| | - Perceiving various foreign accents | 3.10 | Often |
| | - Comprehending some unknown vocabulary | 2.90 | Often |
| | - Comprehending the technical terms | 2.96 | Often |
| | - Understanding linking sounds | 2.73 | Often |
| | - Understanding final sounds | 2.76 | Often |
| | - Understanding some English idioms | 2.80 | Often |
| | - Being unable to catch the words when the foreign tourists speak too fast | 3.03 | Often |
| 2. Speaking Skill | - Saying basic expressions | 3.26 | Often |
| | - Pronouncing English consonant sounds | 2.76 | Often |
| | - Pronouncing English vowel sounds | 2.83 | Often |
| | - Speaking according to grammatical rules | 2.63 | Often |
| | - Speaking in complete sentences | 2.93 | Often |
| | - Speaking English with appropriate word stress | 2.80 | Often |
| | - Speaking English with appropriate sentence intonation | 2.80 | Often |
| | - Being shy to speak English in front of the foreign tourists | 2.63 | Often |

Table 2 shows that the MPOs often confronted with the listening problems in all functions. The main listening functions that the MPOs found to be the important problems were a variety of English accents (3.10), being unable to catch the main idea (3.03), and listening basic expressions (3.00) respectively. Also, the MPOs often encountered problems when speaking in all functions. The main speaking functions that the MPOs found to be the important problems were saying basic expressions (3.26), speaking in complete sentences (2.93), and pronouncing English vowel sounds (2.83).

In order to find out how the MPOs solve the English listening and speaking skills, the question: ***“How do you handle with the English listening and speaking problems when communicating with the foreign tourists?”*** was raised. The results based on the interview data showed that the MPOs solved the problems by asking some helps from their boss or colleagues who can speak English fluently. To improve their English proficiency, some MPOs suggested that learning English via the internet for further interaction could boost their English ability.

In summary, the MPOs often confronted with English listening and speaking skills. All MPOs should be trained in English training course especially listening and speaking skills which they can apply in their daily routines. Similar to the studies of Tansrisawat (1991), Ketkaew (1997), Keyoonwong (1998), Khumchu (1999), and Aunreun (2005), they found that English listening and speaking skills were important and necessary for the tourism agents' jobs. English training courses on listening and speaking skills should be set up in order to improve the MPOs' English knowledge.

Suggestions

This part presents the suggestions of the metropolitan police officers (MPOs)' needs for English training course. The opinions of the MPOs can shed light on their desires which will enable course designers and organizations to provide English courses that will better meet the MPOs' needs. The results based on the questionnaire and interview data were shown as follows:

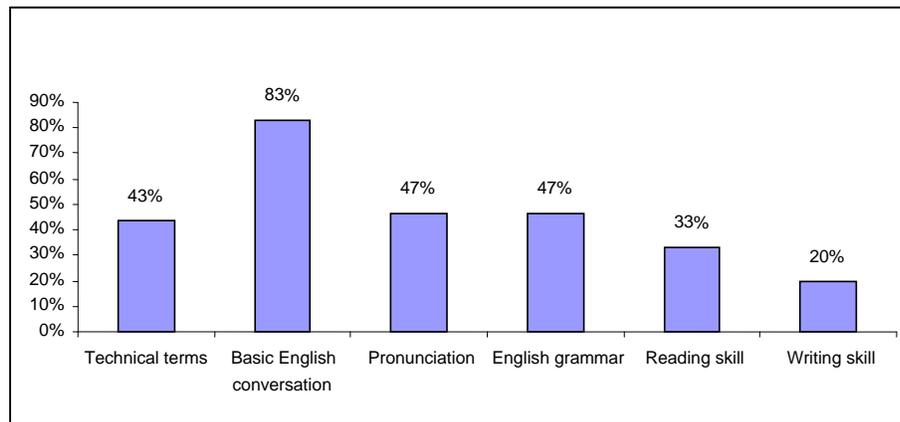


Figure 7 Topics of Further English Training Course

Figure 7 shows that the basic English conversation (83%) should be strongly emphasized in the further English training courses. This could be because the MPOs can apply the basic English conversational patterns in providing services to foreign tourists as Nunan (1999) stated that learners need samples (language data) of listening and speaking language. Furthermore, pronunciation (47%), English grammar (47%), and technical terms (43%) were also considered to be important for the training courses.

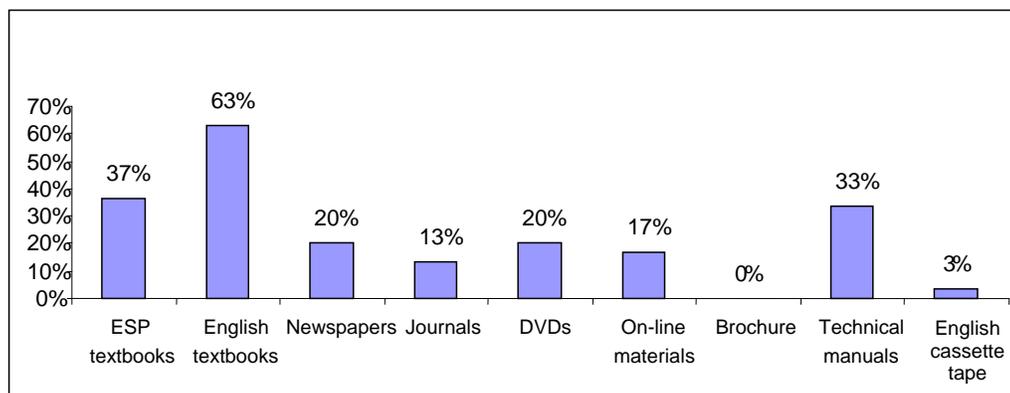


Figure 8 Teaching Materials for English Training Course

From Figure 8, the majority of MPOs (63%) preferred English textbooks in the training course. This could be because the MPOs can review the English knowledge as much as they need and can simply carry around in order to look up some basic English conversational examples as Canale and Swain (1980) state that learners must have the knowledge of words and sentences (grammatical competence) in order to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency. Furthermore, ESP textbooks (37%) and technical manuals (33%) were also considered to be recommended as an important material for the training courses. Moreover, some MPOs (3%) suggested that English cassette tape should be used in the training course.

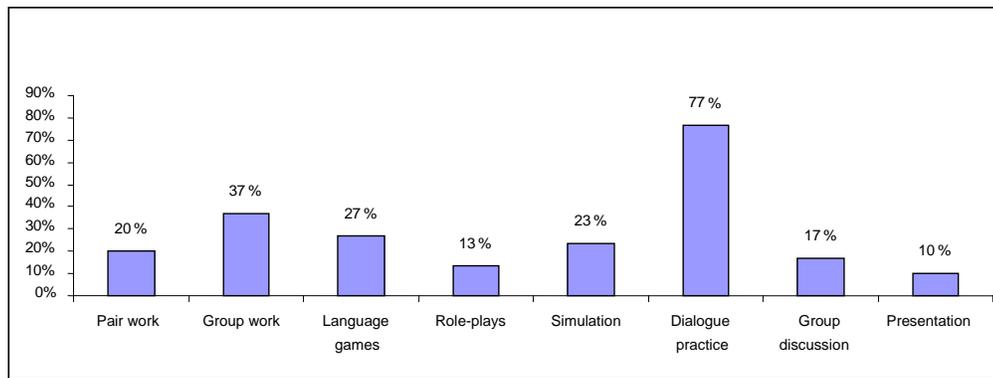


Figure 9 Learning Activities

Figure 9 shows that the dialogue practice (77%) was highly applicable in the training course. This might be because the MPOs can raise the specific topics which occurred and discuss in the training course before using in the daily situations as Nunan (1999) stated that learners need to get an extensive practice in order to boost the learners can achieve through language in the world outside the classroom. Furthermore, group work (37%) and language game (27%) were respectively considered to be important for the training courses.

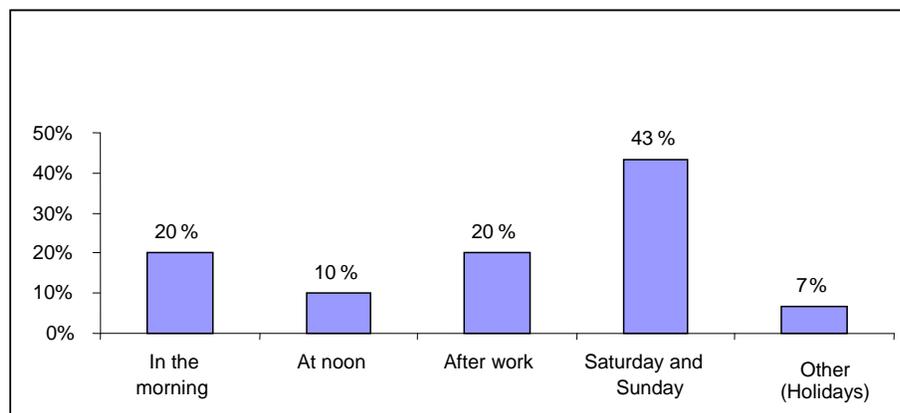


Figure 10 Preferred Time Arrange for the English Training Course

Figure 10 shows that Saturday and Sunday (43%) was the preferred time arrangement for the English training course. Based on the interview data, most MPOs do not go for work and have much time for learning at weekend. In the morning and after work (20%) were also considered to be preferred time arrangement for the training course. This might be because most MPOs work in-shift. In addition, some MPOs (7%) suggested that a whole day during holidays was suitable.

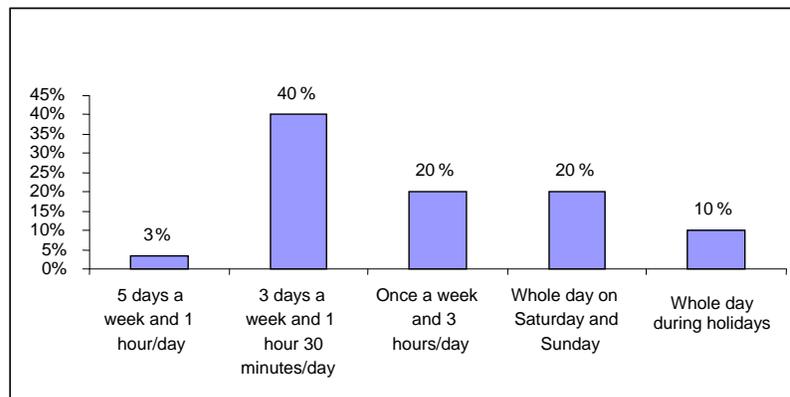


Figure 11 Learning Schedule

Figure 11 shows that studying 3 days a week and 1 hour 30 minutes/day (40%) was the appropriate learning schedule. Based on the interview data, 1 hour 30 minutes is not too long for learning and they will not feel bored. Also, studying once a week and 3 hours/day (20%) and whole day on Saturday and Sunday (20%) were considered to be the proper learning schedule for the training course. In addition, some MPOs suggested that a whole day during holidays (10%) was suitable.

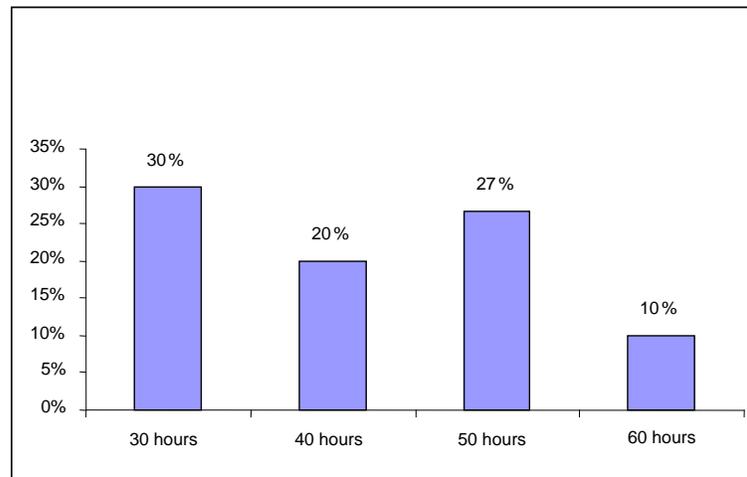


Figure 12 Total Number of Hours of the Training Course

Figure 12 indicates that studying 30 hours for the training course (30%) was appropriate. This might be because the period of time is suitable for teachers to evaluate the MPOs' learning development and find out the solutions if the learning problems occurred. Studying 50 hours (27%) and 40 hours (20%) were considered to be appropriate for the training course. In addition, some MPOs agreed that studying 60 hours (10%) for each training course was suitable.

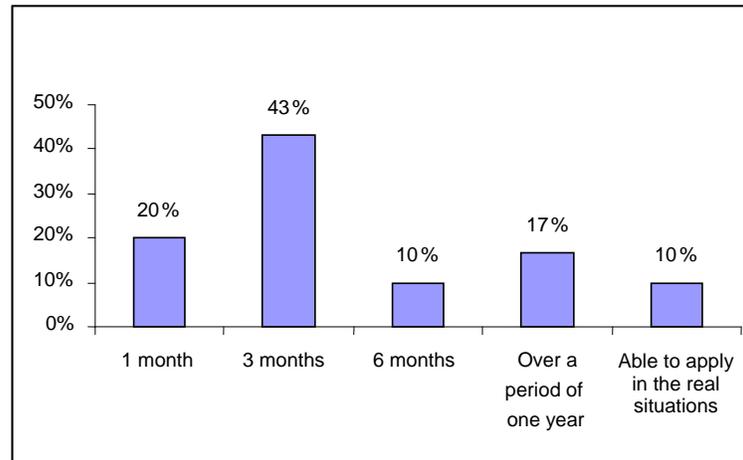


Figure 13 Duration of the Training Course

Figure 13 shows that studying 3 months (43%) for the training course was appropriate. Studying one month (20%) and over a period of one year (17%) were respectively considered to be proper for the training course. In addition, some MPOs (10%) suggested that the training course should be continued until they can communicate with the foreign tourists well in their jobs.

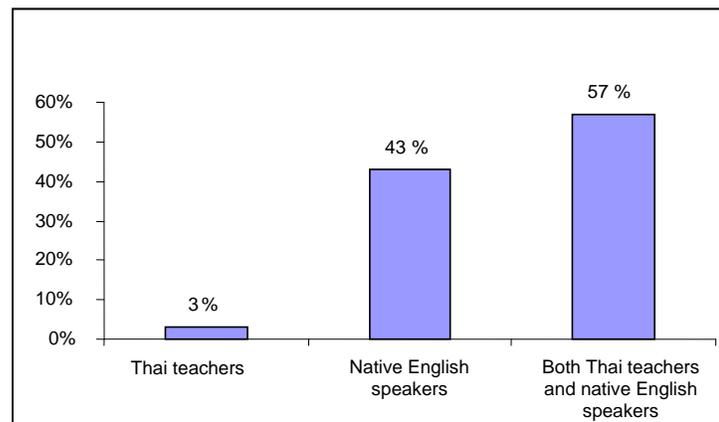


Figure 14 Trainer

Figure 14 shows that the MPOs greatly needed to learn with both Thai teachers and native English speakers (57%). Based on the interview data, they can learn accents, pronunciation, grammatical rules from the native English speakers and if the MPOs have any problems with the lesson during or after their training course, they can ask some helps from Thai teachers. In addition, some MPOs (43%) needed to learn with native English speakers.

As a result, the findings are essential and useful to guide the course designers and English teachers in designing an English training course to respond to the MPOs' needs.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter presents the findings, discussions, and recommendations. The implications of the study as well as recommendations for further studies for organizing and improving English courses for the metropolitan police officers (MPOs) are also provided in the last section of the chapter.

Discussion of Major Findings

The first part of this section discusses the information of the participants. The discussion of needs and problems in English listening and speaking skills will be presented based on the questionnaire and interview data as follows:

General Information of the MPOs

The proportion of the participants in terms of gender shows 97% of MPOs were male; whereas 3% of MPOs were female. The majority of MPOs' age (37%) were ranging from 41-50 years old. Most of them graduated with a Bachelor's degree (37%) and have been working as MPOs for 1-5 years (50%).

Needs in English Listening and Speaking Skills

Since the MPOs are responsible for facilitating and providing foreign tourists with the information concerning security, assistance, and convenience, they have to use English as a medium of communication and at the same time apply in their job operations when providing services to foreign tourists.

The overall need of MPOs in listening and speaking skills is important. The MPOs need to use English in various functions – (1) greeting and offering help, (2) asking personal details and problems and wants, (3) giving information about accommodation, tourist information, transportation, and emergency calls, (4) giving directions, and (5) giving advice and instruction about safety, travel, and shopping.

Problems in English Listening and Speaking Skills

In Thailand, English is regarded as an international language. Buripakdi and Mahakhan (1980) stated that most Thai people rarely use English in their daily lives especially listening and speaking skills, which are considered to be serious problems for Thai people when communicating with foreign tourists.

The study showed that listening skill is regarded as the problem that often occurred. The major problems are perceiving various accents of tourists from different nationalities, being unable to catch the words when the tourists speak too fast, and listening basic expressions. In addition, speaking skill is also regarded as the problems that often occurred. The major problems are saying basic expressions, speaking in complete sentences, and pronouncing English vowel sounds.

Implication of the Study for English Training Course

Based on the findings, English training course for the MPOs should be organized in accordance with the actual needs of the MPOs who need to use English in their line of duty and communicate with foreign tourists who seek assistance from them.

Topics of Further Training Course

From the results mentioned in the previous chapter, all MPOs really need to practice their listening and speaking skills in the following functions: 1) greeting and offering help, 2) asking personal details, problems and wants, 3) giving information about accommodation, tourist information, transportation, and emergency calls, 4) giving direction, and 5) giving advice and instruction about safety, travel, and shopping. The MPOs perceive that their own English proficiency is insufficient for work and they need to improve their English skills.

The MPOs need to have a good command of English communication skills, especially basic English conversation that should be related to the MPOs' tasks e.g. greeting, giving direction. Some MPOs suggested that the content of basic English conversation should be intensive, beginning with easy topics and gradually increasing the level of difficulty, and based on the real cases which had occurred in the past in order to improve their English fluency. Moreover, English grammar, synonyms, slang, idioms, and technical terms should be included because the MPOs can apply their knowledge to carry on conversations with foreign tourists.

Teaching Materials

From the results mentioned in the previous chapter, the majority of MPOs need to improve their listening and speaking skills by using English textbooks and English for Specific Purposes textbooks because they can enhance their knowledge as much as they need. In addition, they possibly practice their English and refer their knowledge when they confront with the communication problems.

Learning Activities

As the English training course placed an emphasis on listening and speaking, dialogue practice, group work, and language games give learners an opportunity to draw all the bits of language they have learned and to practice using them in the kind of situations they are likely to encounter outside the classroom. Moreover, some activities should be included in order to give learners more chance to speak up and to express their opinion e.g. simulation, group discussion, and pair work. These activities will help the learners enjoy learning, and they will not feel bored with the lessons.

Training Course

According to the results, the English training course should be conducted for 3 months or until all MPOs will be able to communicate fluently. The total number of hours of the English training course should be 30 hours. The training course should be held whole day on Saturday and Sunday or after work 3 days a week and 1 hour 30 minutes/day. A small group of learners is most suitable for each class. One class should consist of no more than 20 learners. Before the class begins, the learners should be classified into groups according to their level of proficiency- beginning, intermediate, and advanced. Moreover, some MPOs suggested that the classroom should be a room designed specifically for training and have the facilities helping the teaching e.g. projector, television, video, air conditioner.

Trainer

From the results mentioned in the previous chapter, the trainer should be both Thai teachers and native speakers because the learners can boost their confidence when communicating with the foreign tourists. They should be the facilitators of the

communication process. Trainers, especially native speakers, should update themselves from time to time by attending training courses and/or seminars to get more teaching techniques. In addition, the native speakers should also understand some Thai language so that they can explain and ensure the learners' understanding of each lesson.

Moreover, the trainers should have knowledge concerning the MPOs' tasks and they should pay attention to and familiarize themselves to all learners so that the learners would feel more comfortable and enjoy learning more.

Limitations of the Study

This study had some limitations:

1. The participants in this study were 30 metropolitan police officers working at the counter service at Chana Songkram Police Station. Thus, the findings might not be generalized to other MPOs working at the counter services.

2. The present study was conducted with MPOs working at Chana Songkram Police Station located near Khwaosan Road. The findings presented information related to particular tourist attraction. Therefore, the results might not respond to MPOs' needs working in other counter services such as Central Ladphrao Department Store, Donmueang Police Station, and Suvarnabhumi Airport.

Recommendations for Further Studies

Based on the findings of the study, it will be useful for the curriculum planners or teachers in designing a training course to respond to the learners' needs. There are many

stages in designing the teaching course and the results can provide a useful guideline for both course designers and teachers of English course as follows:

1. Further studies may explore needs and problems in English listening and speaking skills of MPOs, by using other data gathering techniques such as focus group, observation and surveys which help to gain more accurate and detailed information about MPO's needs.

2. It can be seen that needs analysis is likely to be influenced not only by the needs of the learners themselves, but also by the language teaching trainer and language institution. Therefore, further studies should gather information from these sources as well.

In conclusion, this study was carried out in order to provide some insights into the needs and problems in English listening and speaking skills of MPOs. It is hoped to provide a mechanism for obtaining a wider range of input into contents, English training course design, and the implementation of a language program by involving such people as learners, trainers, administrators, and employers in the planning process. Although the data source of this present study do not represent all MPOs working in other counter services, the researcher hopes that the sampling might give a relatively presentation of MPOs working in the big city. Needs analysis is part of curriculum development and is normally required before a syllabus can be developed for language teaching. It is anticipated that the conclusion of the present study might be useful to those responsible for policy and planning of English training course as well as related organizations.

REFERENCES

REFERENCES

- Aunruen, R. (2005). *Needs Analysis of English for Traveling Agents in Chiang Mai*.
Master thesis M.A. (English for Specific Purposes). Bangkok: Graduate School
Kasetsart University. Photocopied.
- Backman, L. and Palmer, A. (1992). *Language Testing in Practice*. Oxford: Oxford University
Press.
- Best, J. (1970). *Research in Education – 4th ed*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Boonyawattana, P. (1999). *Need Analysis of English in Tourism Business*. Chiangmai:
Chiangmai University.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs,
NJ: Prentice-Hall, Inc.
- Brown, J. (1995). *The Elements of Language Curriculum. A Systematic Approach to
Program Development*. New York: Heinle & Heinle Publishers.
- Brumfit, C.J. (1977). Commonsense about ESP. In Susan Holden (ed.), *Reproduced in
Problems and Principles in English Teaching*. Oxford: Pergamon Press. pp. 202-220.
- Buripakdi, C. and Mahakhan, P. (1980). Thailand. In T.N. Postlethwaite, and R. M. Thoman
(Ed.), *Schooling in the ASEAN Region*. London: Pergamon Press.
- Canale, M. and Swain, M. (1980). *Theoretical Bases of Communicative Approaches to
Second Language Teaching and Testing*. London: Routledge.

- Choaptham, J. (1987). *The Opinion of the Tourist Business towards the Operation of Tourist Police in Phuket*. Master thesis M.A. (Social Work). Bangkok: Graduate School Thammasart University. Photocopied.
- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Boston: Heinle & Heinle.
- Hutchinson, T. and Walters, A. (1987). *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Ketkaew, M. (1997). *A Survey of Cabin Attendants' Needs of English*. Master thesis M.A. (Teaching). Bangkok: Graduate School Kasetsart University. Photocopied.
- Keyoonwong, S. (1998). *A Survey of Needs and Wants of English in Tourism Career in Chiangmai*. Chiangmai: Chiangmai University.
- Khumchu, P. (1999). *Tourist Business Attitude towards Tourist Service: A Case Study of Chiangmai Province*. Master thesis M.A. (Criminology and Criminal). Bangkok: Graduate School Mahidol University. Photocopied.
- Likert, R. (1932). *A Technique for the Measurement of Attitudes*, *Archives of Psychology*, No. 140. Paris: The University of Western Ontario.
- McDonald, P.F. and Sager, J.C. (1975). *Beyond Contextual Studies*. IRAL 13, 01, February.
- Meemark, M. (2002). *An Analysis of Needs and Problems of English for Tourist Police*. Master thesis M.A. (Language and Culture for Communication and Development). Bangkok: Graduate School Mahidol University. Photocopied.
- Mendelsohn, D. J. and Rubin, J. (1995). *A Guide for the Teaching of Second Language Listening*. San Diego, CA: Dominie Press, Inc.

- Nunan, D. (1991). *The Learner–Centered Curriculum*. Cambridge: Cambridge University Press.
- Nunan, D. (2004). *An Introduction to Task Based Teaching*. Cambridge: Cambridge University Press.
- Orr, T. (2002). *English for Specific Purposes*. Arlington, Virginia: Kirby Lithographic Company.
- Pornpetcharat, Y. (2001). *The Welfare Needs and Problems of Tourist Police Officers*. Master thesis M.A. (Social Work). Bangkok: Graduate School Thammasart University. Photocopied.
- Promrat, N. (1998). *A Study of English Vocabulary Competency and Problems of the Tourist Police in the Lower Central Region of Thailand*. Master thesis M.A. (English Language Faculty of Graduate Studies). Phitsanulok: Graduate School Naresuan University. Photocopied.
- Richards, Jack C. (1985). *The Context of Language Teaching*. Cambridge: Cambridge University Press.
- Richards, Jack C. (2000). *New Interchange: English for International Communication*. Cambridge: Cambridge University Press.
- Richterich, R. and Chancerel, J.L. (1980). *Identifying the Needs of Adults Learning a Foreign Language*. Oxford: Pergamon Press.
- Robinson, P.C. (1980). *English for Specific Purposes*. Oxford: Pergamon Press.
- Robinson, R. (1991). *ESP Today: A Practitioner's Guide*. UK: Prentice Hall.
- Scarcella, R. C. and Oxford, R. L. (1992). *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston, MA: Heinle and Heinle Publishers.

Sinha, A.C. and Sadorra, L.C. (1991). *A Primer on ESP for Teachers of English*. Manila:

The De La Salle University Press.

Tangniam, T. (2006). *An Analysis of English Language Needs for Thai Airways Ground*

Staff. Master thesis M.A. (English for Specific Purposes). Bangkok: Graduate School

Kasetsart University. Photocopied.

Tansrisawat, S. (1991). *The Opinion Study of the Concerned-Persons in Tourist Industry*

According to the Operation of Tourist Police: A Case Study in Pataya, Choburi

Province. Master thesis M.A. (Social Work). Bangkok: Graduate School

Thammasart University. Photocopied.

Widdowson, H.G. (1979). *The description of scientific language*. In Widdowson, H.G.

Explorations in Applied Linguistics. Oxford: Oxford University Press.

Wilson, Joe B. (1994). *Applying Successful Training Techniques*. USA: Richard Chang.

APPENDICES

APPENDIX 1

ENGLISH VERSION OF QUESTIONNAIRE

Part II – The Needs in English Listening and Speaking Skills

Instructions: Please indicate your needs in English listening and speaking skills by putting a tick (/)

in the appropriate box.

Situation: *When you are on duty, you communicate with a foreign tourist who comes to you.*

| Functions | Most Important (5) | Important (4) | Moderate (3) | Slightly Important (2) | Least Important (1) |
|---|--------------------------|------------------|-----------------|------------------------------|---------------------------|
| 1. Greeting and offering help: | | | | | |
| - Greeting | | | | | |
| ➤ How are you? | | | | | |
| ➤ How do you do? | | | | | |
| ➤ How are you doing? | | | | | |
| ➤ How are you today? | | | | | |
| - Introducing yourself e.g. position, responsibility | | | | | |
| - Introducing other people e.g. position, responsibility | | | | | |
| - Offering help | | | | | |
| ➤ What can I do for you? | | | | | |
| ➤ How can I help you? | | | | | |
| ➤ Is there anything I can do for you? | | | | | |
| 2. Asking information: | | | | | |
| - Personal details e.g. name, age, nationality, occupation | | | | | |
| - Problems and wants e.g. lost and found, robbery, accident | | | | | |
| - Other (please specify)..... | | | | | |

| Functions | Most Important (5) | Important (4) | Moderate (3) | Slightly Important (2) | Least Important (1) |
|---|--|--|--|--|--|
| <p>5. Giving advice and instruction:</p> <ul style="list-style-type: none"> - Safety e.g. money and credit card, documents, belongings, driving - Travel e.g. festivals, weather, food and beverage, dress - Shopping e.g. products (some artistic handicraft products), shopping places (walking street, department stores, Chatuchak weekend market) - Entertainment e.g. spa, Joe Louis Theater, Khon Drama, - Other (please specify)..... | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>6. Describing people:</p> <ul style="list-style-type: none"> - Physical characteristics e.g. face, eyes, nose, lips, hair, figure, height, weight, skin complexion - Appearance e.g. good-looking, well-dressed, rugged-looking, shabby - Clothing e.g. jacket, pants, tank top, blue-jeans, suit - Special peculiarities e.g. armless, scar, tattoo, birthmark - Other (please specify)..... | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>7. Other (please specify).....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

Part III – The Problems in English Listening and Speaking Skills

Instructions: Please indicate your problems in English listening and speaking skills by putting a tick

(/) in the appropriate box.

Situation: *When you are on duty, you have faced the English problems as follows:*

| Functions | Always | Usually | Often | Seldom | Never |
|--|---------|---------|--------|--------|-------|
| | 81-100% | 51-80% | 21-50% | 1-20% | 0% |
| | (5) | (4) | (3) | (2) | (1) |
| <u>Listening Skill</u> | | | | | |
| 1. Listening basic expressions | | | | | |
| ➤ Is there (a Chinese restaurant) around here? | | | | | |
| ➤ Where should I buy (some souvenirs)? | | | | | |
| ➤ How can I get to (The Temple of the Emerald Buddha)? | | | | | |
| 2. Perceiving various foreign accents e.g. American, British, Canadian, Australian, Chinese | | | | | |
| 3. Comprehending some unknown vocabulary e.g. embassy, outbound, refurbishment, suspect, unwilling | | | | | |
| 4. Comprehending the technical terms e.g. green hotel, eco-tourism, accessibility, en-suite, incentive travel | | | | | |
| 5. Understanding connected speech e.g. public offices, <u>get off</u> , <u>take a</u> bus, <u>ten pence</u> , <u>spend money</u> | | | | | |
| 6. Understanding final sounds e.g. <u>visa</u> , <u>village</u> , <u>cash</u> , <u>lose</u> | | | | | |
| 7. Understanding some English idioms e.g. stopover, eat out, stand for, take action, find out, keep a record, in order to | | | | | |

| Functions | Always 81-100% (5) | Usually 51-80% (4) | Often 21-50% (3) | Seldom 1-20% (2) | Never 0% (1) |
|---|--------------------------|--------------------------|------------------------|------------------------|--------------------|
| 8. Being unable to catch the words when the foreign tourists speak too fast 9. Other (please specify)..... | | | | | |
| <u>Speaking Skill</u> 1. Saying basic expressions ➤ What can I do for you? ➤ What happened? ➤ Could you fill in this form? 2. Pronouncing English consonant sounds ➤ <u>P</u> lease give me some details about the clothes. ➤ Do you need <u>s</u> ome <u>a</u> ssistance? ➤ <u>G</u> et <u>o</u> ff at the last <u>s</u> top. 3. Pronouncing English vowel sounds e.g. <u>v</u> aluable, restaurant, occupation | | | | | |

| Functions | Always | Usually | Often | Seldom | Never |
|--|---------|---------|--------|--------|-------|
| | 81-100% | 51-80% | 21-50% | 1-20% | 0% |
| | (5) | (4) | (3) | (2) | (1) |
| 4. Speaking according to grammatical rules | | | | | |
| ➤ You have to contact your embassy immediately. (Present Simple Tense) | | | | | |
| ➤ Where are you going, sir / madam? (Present Continuous Tense) | | | | | |
| ➤ When <u>did</u> the incident happen? (Past Simple Tense) | | | | | |
| 5. Speaking in complete sentences | | | | | |
| ➤ Tourist: Which bus number should I take? Police: 38 . (You should take the bus number 38.) | | | | | |
| ➤ Tourist: Can I speak to Captain Chuchart, please? Police: No . (I'm sorry; he's gone out for lunch.) | | | | | |
| ➤ Tourist: Where is the nearest restaurant? Police: Over there . (It's opposite the elevator.) | | | | | |
| 6. Speaking English with appropriate word stress e.g. signature, incident, suspect | | | | | |
| 7. Speaking English with appropriate sentence intonation | | | | | |
| ➤ Could you speak slowly? | | | | | |
| ➤ Would you sign here? | | | | | |
| ➤ Where are you going, Sir? | | | | | |
| 8. Being shy to speak English in front of the foreign tourists | | | | | |
| 9. Other (please specify)..... | | | | | |

Part IV – Suggestions

Instructions: Please indicate your choice with a “/” and fill in the blank required.

1. What kind of English training courses would you like to study further in order to meet your needs?

(You can choose more than one.)

- Technical terms Basic English Conversation Pronunciation
 English grammar Reading skill Writing skill
 Other (please specify).....

2. What kind of teaching materials would you prefer to use in order to improve your English listening and speaking skills? (You can choose more than one.)

- English for Specific Purposes textbooks English textbooks
 Newspapers Journals
 DVDs On-line materials
 Brochure Technical manuals
 Other (please specify).....

3. What kind of learning activities would you prefer in order to improve your English listening and speaking skills? (You can choose more than one.)

- Pair work Group work Language games
 Role-plays Simulation Dialogue practice
 Group discussion Presentation
 Other (please specify).....

4. What should be the most suitable time of day for the English training course?

- In the morning At noon
 After work Saturday and Sunday
 Other (please specify).....

5. How often does the English training course take place?
- 5 days a week and 1 hour/day 3 days a week and 1 hour 30 minutes/day
- Once a week and 3 hours/day Whole day on Saturday or Sunday
- Other (please specify).....
6. What is the total number of hours for each training course?
- 30 hours 40 hours
- 50 hours Other (please specify).....
7. What is the duration of the training course?
- 1 month 3 months 6 months
- Over a period of one year Other (please specify).....
8. In English training course, the trainer should be.....
- Thai teachers
- Native English speakers
- Both Thai teachers and Native English speakers
- Other (please specify).....

Thank you very much for your time and cooperation.

APPENDIX 2

ENGLISH VERSION OF THE INTERVIEW QUESTIONS

THE INTERVIEW QUESTIONS

Instructions: Please answer the following questions.

1. Is your English knowledge sufficient for your work? (Please specify)

.....
.....
.....

2. How does English play important roles in your current job? (Please specify)

.....
.....
.....

3. Generally, how do you practice English in your daily life?

- Listening to the radio (BBC) Practicing with conversational cassette tape
- Learning from E-learning Learning English via the Internet
- Other (please specify).....

4. How do you handle with the English listening and speaking problems when communicating with foreign tourists? (Please specify)

.....
.....
.....

APPENDIX 3

THAI VERSION OF QUESTIONNAIRE

แบบสอบถาม

ความต้องการและปัญหาการใช้ภาษาอังกฤษด้านทักษะการฟังและพูด
กรณีศึกษาดำรงจนครบาล ณ ศูนย์บริการประชาชนและนักท่องเที่ยว สถานีตำรวจชนะสงคราม

การศึกษานี้เป็นส่วนหนึ่งของสารนิพนธ์ หลักสูตรศิลปศาสตรมหาบัณฑิต (ศศ.ม.)

สาขาภาษาอังกฤษธุรกิจเพื่อการสื่อสารระหว่างประเทศ มหาวิทยาลัยศรีนครินทรวิโรฒ แบบสอบถามนี้สร้างขึ้นเพื่อสำรวจความคิดเห็นเกี่ยวกับความต้องการและปัญหาการใช้ภาษาอังกฤษด้านทักษะการฟังและพูดของตำรวจนครบาล คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์เพื่อหาแนวทางในการจัดทำและพัฒนาหลักสูตรภาษาอังกฤษของตำรวจนครบาลเพื่อให้สอดคล้องกับความต้องการพัฒนาทักษะ การฟังและพูดภาษาอังกฤษเพื่อใช้ในการปฏิบัติหน้าที่ต่อไป

คำตอบของท่านจะถือเป็นความลับ ขอความกรุณาตอบคำถามทุกข้อ หวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่าน และขอขอบคุณมา ณ โอกาสนี้

แบบสอบถามแบ่งเป็น 4 ตอน คือ

- ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม
- ตอนที่ 2 ความต้องการการใช้ภาษาอังกฤษด้านทักษะการฟังและพูด
- ตอนที่ 3 ปัญหาการใช้ภาษาอังกฤษด้านทักษะการฟังและพูด
- ตอนที่ 4 ข้อเสนอแนะ

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง โปรดตอบคำตอบต่อไปนี้

- | | | |
|---------|--------------|---------------------------|
| 1. เพศ | () ชาย | () หญิง |
| 2. อายุ | () 20-30 ปี | () 31-40 ปี |
| | () 41-50 ปี | () อื่นๆ (โปรดระบุ)..... |

3. วุฒิกการศึกษาสูงสุดของท่านคือ

- () ม. 6 () ประกาศนียบัตรวิชาชีพ (ปวช.)
 () ปริญญาตรี () ปริญญาโท
 () อื่นๆ (โปรดระบุ).....

4. ท่านทำงานในตำแหน่งปัจจุบันมาเป็นระยะเวลา

- () น้อยกว่า 1 ปี () 1-5 ปี
 () 6-10 ปี () อื่นๆ (โปรดระบุ).....

ตอนที่ 2 ความต้องการในการใช้ภาษาอังกฤษด้านทักษะการฟังและพูด

คำชี้แจง โปรดทำเครื่องหมาย / ลงในช่องว่างที่ตรงกับความคิดเห็นของท่านเกี่ยวกับความต้องการ
การใช้ภาษาอังกฤษด้านทักษะการฟังและพูด

สถานการณ์ เมื่อท่านปฏิบัติหน้าที่อยู่ ท่านต้องสื่อสารกับนักท่องเที่ยวต่างชาติดังต่อไปนี้

| การปฏิบัติหน้าที่ | มากที่สุด (5) | มาก (4) | ปานกลาง (3) | น้อย (2) | น้อยที่สุด (1) |
|--|------------------|------------|----------------|-------------|-------------------|
| 1. การกล่าวคำทักทายและให้ความช่วยเหลือ: | | | | | |
| - กล่าวทักทาย | | | | | |
| ➤ How are you? | | | | | |
| ➤ How do you do? | | | | | |
| ➤ How are you doing? | | | | | |
| ➤ How are you today? | | | | | |
| - แนะนำตัวเอง เช่น ตำแหน่ง หน้าที่ความรับผิดชอบ | | | | | |
| - แนะนำผู้อื่น เช่น ตำแหน่ง หน้าที่ความรับผิดชอบ | | | | | |
| - ให้ความช่วยเหลือ | | | | | |
| ➤ What can I do for you? | | | | | |
| ➤ How can I help you? | | | | | |
| ➤ Is there anything I can do for you? | | | | | |

| การปฏิบัติหน้าที่ | มากที่สุด (5) | มาก (4) | ปานกลาง (3) | น้อย (2) | น้อยที่สุด (1) |
|---|------------------|------------|----------------|-------------|-------------------|
| 2. การสอบถามข้อมูล: - ข้อมูลส่วนตัว เช่น ชื่อ อายุ สัญชาติ อาชีพ - ปัญหาและความต้องการ เช่น ของหาย การจีปิ้ลัน ออุบัติเหตุ - อื่นๆ (โปรดระบุ)..... | | | | | |
| 3. การให้ข้อมูล: - ที่พัก เช่น โรงแรม เกสเฮ้าส์ โฮมสเตย์ อพาร์ทเมนท์ บังกะโล - ข้อมูลการท่องเที่ยว เช่น สถานที่ท่องเที่ยว บริษัท นำเที่ยว กิจกรรมการท่องเที่ยว (ทัวร์วัฒนธรรม ทัวร์ ธรรมชาติ ทัวร์ผจญภัย ทัวร์กีฬา ทัวร์สุขภาพ) - การเดินทาง เช่น รถเช่า รถแท็กซี่ รถประจำทางสาธารณะ - กระบวนการศุลกากรและด่านตรวจคนเข้าเมือง เช่น ขั้นตอนการยื่นคำขออยู่ต่อชั่วคราว เอกสารหรือหลักฐาน ประกอบคำร้อง - สกุลเงินและระบบธนาคาร - ระบบโทรศัพท์สาธารณะ โทรศัพท์ระหว่างประเทศ และโทรศัพท์มือถือ - หมายเลขฉุกเฉิน เช่น ตำรวจ (191, 123) ตำรวจท่องเที่ยว (1155) การท่องเที่ยวแห่งประเทศไทย (0-2246-8837) - อื่นๆ (โปรดระบุ)..... | | | | | |

| การปฏิบัติหน้าที่ | มากที่สุด (5) | มาก (4) | ปานกลาง (3) | น้อย (2) | น้อยที่สุด (1) |
|--|------------------|------------|----------------|-------------|-------------------|
| 4. การบอกทาง : - อธิบายทิศทาง ➤ Go straight on. ➤ Walk straight ahead through the traffic lights. ➤ Cross at the traffic lights. - การเดินทางโดยรถประจำทาง - การอธิบายจุดสังเกตหรือสถานที่ใกล้เคียง - การระบุตำแหน่งของสถานที่ - อื่นๆ (โปรดระบุ)..... | | | | | |
| 5. การให้คำแนะนำ : - ความปลอดภัย เช่น เงินสดและบัตรเครดิต สัมภาระ เอกสาร (พาสปอร์ต) การขับรถยนต์ - การท่องเที่ยว เช่น เทศกาล สภาพอากาศ อาหาร และเครื่องดื่ม การแต่งกาย - ช้อปปิ้ง เช่น สินค้า (สินค้าหัตถกรรม) สถานที่ขาย ของ (ถนนคนเดิน ห้างสรรพสินค้า ตลาดนัดจตุจักร) - ความบันเทิง เช่น สปา หุ่นละครเล็กโจหลุยส์ โขน - อื่นๆ (โปรดระบุ)..... | | | | | |
| 6. การบรรยายลักษณะของคน : - ส่วนต่างๆ ของร่างกาย เช่น ใบหน้า ดวงตา จมูก ริมฝีปาก ผม รูปร่าง ความสูง น้ำหนัก สีผิว - ลักษณะภายนอก เช่น หน้าตาดี แต่งกายภูมิฐาน ยากจน แต่งตัวซอมซ่อ | | | | | |

| การปฏิบัติหน้าที่ | มากที่สุด (5) | มาก (4) | ปานกลาง (3) | น้อย (2) | น้อยที่สุด (1) |
|---|------------------|------------|----------------|-------------|-------------------|
| - เสื้อผ้า เช่น เสื้อแจ็คเก็ต กางเกงขายาว เสื้อกั๊ก กางเกงบลูยีนส์ สุนัข - ตำหนิ เช่น แขนด้วน แผลเป็น รอยสัก ปาน - อื่นๆ (โปรดระบุ)..... | | | | | |

ตอนที่ 3 ปัญหาการใช้ภาษาอังกฤษด้านทักษะการฟังและพูด

คำชี้แจง โปรดทำเครื่องหมาย / ลงในช่องว่างที่ตรงกับความคิดเห็นของท่านเกี่ยวกับปัญหาการใช้
ภาษาอังกฤษด้านทักษะการฟังและพูด

สถานการณ์ เมื่อท่านปฏิบัติหน้าที่อยู่ ท่านมีปัญหาการสื่อสารกับนักท่องเที่ยวต่างชาติดังต่อไปนี้

| การปฏิบัติหน้าที่ | สม่ำเสมอ | ประจำ | บ่อย | นาน ๆ ครั้ง | ไม่เคย |
|--|----------|--------|--------|-------------|--------|
| | 81-100% | 51-80% | 21-50% | 1-20% | 0% |
| | (5) | (4) | (3) | (2) | (1) |
| ทักษะการฟัง | | | | | |
| 1. บทสนทนาในชีวิตประจำวัน | | | | | |
| ➤ Is there (a Chinese restaurant) around here? | | | | | |
| ➤ Where should I buy (some souvenirs)? | | | | | |
| ➤ How can I get to (The Temple of the Emerald Buddha)? | | | | | |
| 2. สำเนียง เช่น American, British, Canadian, Australian, Chinese | | | | | |
| 3. คำศัพท์ เช่น embassy, outbound, refurbishment, suspect, unwilling | | | | | |
| 4. คำศัพท์เฉพาะ เช่น green hotel, eco-tourism, accessibility, en-suite, incentive travel | | | | | |
| 5. การเชื่อมเสียงของคำ เช่น public offices, get off, take a bus, ten pence, spend money | | | | | |
| 6. การออกเสียงพยางค์สุดท้ายของคำ เช่น visa, village, cash, lose | | | | | |

| การปฏิบัติหน้าที่ | สม่ำเสมอ 81-100% (5) | ประจำ 51-80% (4) | บ่อย 21-50% (3) | นาน ๆ ครั้ง 1-20% (2) | ไม่เคย 0% (1) |
|--|----------------------------|------------------------|-----------------------|-----------------------------|---------------------|
| <p>7. สำนวนอังกฤษ เช่น stopover, eat out, stand for, take action, find out, keep a record, in order to</p> <p>8. ไม่สามารถจับใจความสำคัญได้ เนื่องจากนักท่องเที่ยวต่างชาติพูดเร็ว</p> <p>9. อื่นๆ (โปรดระบุ).....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | | | | | |
| <p><u>ทักษะการพูด</u></p> <p>1. บทสนทนาในชีวิตประจำวัน</p> <ul style="list-style-type: none"> ➤ What can I do for you? ➤ What happened? ➤ Could you fill in this form? <p>2. การออกเสียงพยัญชนะภาษาอังกฤษ เช่น</p> <ul style="list-style-type: none"> ➤ Please give me some details about the clothes. ➤ Do you need some assistance? ➤ Get off at the last stop. <p>3. การออกเสียงสระภาษาอังกฤษ เช่น valuable, restaurant, occupation</p> | | | | | |

| การปฏิบัติหน้าที่ | สม่ำเสมอ 81-100% (5) | ประจำ 51-80% (4) | บ่อย 21-50% (3) | นาน ๆ ครั้ง 1-20% (2) | ไม่เคย 0% (1) |
|---|----------------------------|------------------------|-----------------------|-----------------------------|---------------------|
| <p>4. การพูดถูกต้องตามหลักไวยากรณ์</p> <p>➤ You have to contact your embassy immediately.</p> <p>(Present Simple Tense)</p> <p>➤ Where are you going, sir / madam? (Present Continuous Tense)</p> <p>➤ When <u>did</u> the incident happen? (Past Simple Tense)</p> | | | | | |
| <p>5. การพูดประโยคที่สมบูรณ์</p> <p>➤ Tourist: Which bus number should I take?</p> <p>Police: 38. (You should take the bus number 38.)</p> <p>➤ Tourist: Can I speak to Captain Chuchart, please?</p> <p>➤ Police: No. (I'm sorry; he's gone out for lunch.)</p> <p>➤ Tourist: Where is the nearest restaurant?</p> <p>➤ Police: Over there. (It's opposite the elevator.)</p> | | | | | |
| <p>6. การเน้นเสียงของคำ เช่น signature, incident, suspect</p> | | | | | |
| <p>7. การเน้นเสียงของประโยค</p> <p>➤ Could you speak slowly?</p> <p>➤ Would you sign here?</p> <p>➤ Where are you going, Sir?</p> | | | | | |
| <p>8. ความประหม่าและเขินอายที่จะพูดภาษาอังกฤษ</p> | | | | | |
| <p>9. อื่นๆ (โปรดระบุ).....</p> | | | | | |
| <p>.....</p> | | | | | |

 ตอนที่ 4 ข้อเสนอแนะ

คำชี้แจง โปรดทำเครื่องหมาย / ลงในช่องว่างที่ตรงกับความคิดเห็นของท่าน

1. หัวข้อใดที่ท่านต้องการเข้ารับการฝึกอบรมภาษาอังกฤษเพื่อช่วยให้การทำงานของท่านมีประสิทธิภาพ มาก
ขึ้น (ท่านสามารถเลือกได้มากกว่า 1 หัวข้อ)

- | | |
|--|---|
| <input type="checkbox"/> ศัพท์เฉพาะ | <input type="checkbox"/> บทสนทนาภาษาอังกฤษเบื้องต้น |
| <input type="checkbox"/> การออกเสียงภาษาอังกฤษ | <input type="checkbox"/> หลักไวยากรณ์ภาษาอังกฤษ |
| <input type="checkbox"/> ทักษะการอ่าน | <input type="checkbox"/> ทักษะการเขียน |
| <input type="checkbox"/> อื่นๆ (โปรดระบุ)..... | |

2. สื่อการเรียนการสอนที่ท่านคิดว่าสามารถช่วยในการพัฒนาทักษะการฟังและพูดภาษาอังกฤษได้ดีขึ้น
(ท่านสามารถเลือกได้มากกว่า 1 หัวข้อ)

- | | |
|---|---|
| <input type="checkbox"/> หนังสือเรียนภาษาอังกฤษเฉพาะทาง | <input type="checkbox"/> หนังสือเรียนภาษาอังกฤษ |
| <input type="checkbox"/> หนังสือพิมพ์ | <input type="checkbox"/> วารสาร |
| <input type="checkbox"/> ซีดีดี | <input type="checkbox"/> สื่ออิเล็กทรอนิกส์ |
| <input type="checkbox"/> แผ่นพับ | <input type="checkbox"/> คู่มือปฏิบัติงาน |
| <input type="checkbox"/> อื่นๆ (โปรดระบุ)..... | |

3. กิจกรรมการเรียนการสอนที่ท่านคิดว่าสามารถช่วยในการพัฒนาทักษะการฟังและพูดภาษาอังกฤษได้ดีขึ้น
(ท่านสามารถเลือกได้มากกว่า 1 หัวข้อ)

- | | | |
|--|---|--|
| <input type="checkbox"/> งานคู่ | <input type="checkbox"/> งานกลุ่ม | <input type="checkbox"/> เกมภาษาอังกฤษ |
| <input type="checkbox"/> บทบาทสมมติ | <input type="checkbox"/> สถานการณ์จำลอง | <input type="checkbox"/> ฝึกบทสนทนา |
| <input type="checkbox"/> การอภิปรายกลุ่ม | <input type="checkbox"/> การนำเสนอผลงาน | |
| <input type="checkbox"/> อื่นๆ (โปรดระบุ)..... | | |

4. การจัดอบรมภาษาอังกฤษเวลาใดที่เหมาะสมที่สุด
- () ช่วงเช้า () ช่วงบ่าย
- () หลังเลิกงาน () วันหยุดเสาร์ - อาทิตย์
- () อื่นๆ (โปรดระบุ).....
5. ระยะเวลาที่เหมาะสมในการจัดอบรมภาษาอังกฤษควรใช้เวลาเท่าใด
- () สัปดาห์ละ 5 วัน วันละ 1 ชั่วโมง () สัปดาห์ละ 3 วัน วันละ 1.30 ชั่วโมง
- () สัปดาห์ละ 1 วัน วันละ 3 ชั่วโมง () วันเสาร์เต็มวัน หรือ วันอาทิตย์เต็มวัน
- () อื่นๆ (โปรดระบุ).....
6. ระยะเวลาในการจัดอบรมภาษาอังกฤษ 1 หลักสูตรควรใช้เวลากี่ชั่วโมง
- () 30 ชั่วโมง () 40 ชั่วโมง
- () 50 ชั่วโมง () อื่นๆ (โปรดระบุ).....
7. ระยะเวลาในการจัดอบรมภาษาอังกฤษควรใช้เวลาเท่าใด
- () 1 เดือน () 3 เดือน () 6 เดือน
- () 1 ปี () อื่นๆ (โปรดระบุ).....
8. ท่านอยากให้ผู้สอนภาษาอังกฤษเป็นบุคคลประเภทใด
- () ครูไทย () ครูซึ่งเป็นเจ้าของภาษา
- () ครูไทยและครูซึ่งเป็นเจ้าของภาษา () อื่นๆ (โปรดระบุ).....

ขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้

APPENDIX 4

THAI VERSION OF THE INTERVIEW QUESTIONS

แบบสัมภาษณ์

คำชี้แจง โปรดตอบคำถามต่อไปนี้

1. ความรู้ภาษาอังกฤษของท่านเพียงพอต่อการปฏิบัติงานในหน้าที่หรือไม่
(โปรดอธิบายพร้อมยกตัวอย่างประกอบ)

.....

.....

2. ภาษาอังกฤษมีความจำเป็นต่อการปฏิบัติหน้าที่ของท่านอย่างไร
(โปรดอธิบายพร้อมยกตัวอย่างประกอบ)

.....

.....

3. ท่านฝึกทักษะภาษาอังกฤษในชีวิตประจำวันอย่างไร

- () ฟังข่าวภาษาอังกฤษ (BBC) () ฝึกฟังเทปบทสนทนาภาษาอังกฤษ
- () บทเรียนภาษาอังกฤษสำเร็จรูป () สื่ออินเทอร์เน็ต
- () อื่นๆ (โปรดระบุ).....

4. เมื่อท่านพบปัญหาการใช้ภาษาอังกฤษ ท่านแก้ไขปัญหานั้นอย่างไร
(โปรดอธิบายพร้อมยกตัวอย่างประกอบ)

.....

.....

VITAE

VITAE

Name: Mr. Suthee Khamkaew
Place of Birth: Samutprakarn Province
Address: 4/633 Thanasin Village, Nawamin Road, Klongkum,
Bungkum, Bangkok 10230

Educational Background:

1999 B.A. (English) (1st honors: Gold Medalist)
Dhurakijpundit University

2002 M.B.A. (International Business Management)
Dhurakijpundit University

2003 Certificate in Education (Teaching)
Sukhothai Thammathirat Open University

2005 B.Ed. (Educational Technology and Communications)
Sukhothai Thammathirat Open University

2009 M.A. (Business English for International Communication)
Srinakharinwirot University

