

สื่อการเรียนรู้อังกฤษด้วยตนเองเพื่อวัตถุประสงค์เฉพาะ  
สำหรับเจ้าหน้าที่ตำรวจศูนย์รับแจ้งเหตุฉุกเฉิน 191 :  
กรณีศึกษาในศูนย์รับแจ้งเหตุฉุกเฉิน 191  
ตำรวจภูธรจังหวัดขอนแก่น

สุธิตา ใจนาคำ

สาขาวิชาภาษาอังกฤษ

คณะมนุษยศาสตร์และสังคมศาสตร์

มหาวิทยาลัยขอนแก่น

### บทคัดย่อ

ในปัจจุบันนี้หน่วยงานต่างๆในประเทศไทยมีความต้องการในการใช้ภาษาอังกฤษเป็นภาษาในการสื่อสารกับชาวต่างประเทศในการทำงานมากขึ้น บรรดาหลากหลายอาชีพนั้นรวมถึงอาชีพที่ต้องบังคับใช้กฎหมายเช่นตำรวจ เพื่อให้ตำรวจมีทักษะและความรู้เพื่อที่จะสื่อสารกับชาวต่างชาติได้ประสบผลสำเร็จ การมีบทเรียนที่ตำรวจสามารถที่จะเรียนได้ด้วยตนเองจึงเป็นช่องทางที่สำคัญ การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อนำเสนอองค์ประกอบของเนื้อหาและหัวข้อการเรียนภาษาอังกฤษด้วยตนเองของเจ้าหน้าที่ตำรวจที่ปฏิบัติหน้าที่ในศูนย์รับแจ้งเหตุฉุกเฉิน 191 ตำรวจภูธรจังหวัดขอนแก่น โดยการวิเคราะห์หาความต้องการการใช้ภาษาอังกฤษโดยครอบคลุมโดยแบ่งประเด็นออกเป็นลักษณะหน้าที่ที่เจ้าหน้าที่ตำรวจใช้ภาษาอังกฤษ ทักษะและความรู้ภาษาอังกฤษในปัจจุบัน ข้อบกพร่องในการใช้ภาษาอังกฤษและความต้องการที่สำคัญในการเรียนภาษาอังกฤษ โดยการวิจัยเชิงคุณภาพเก็บข้อมูลโดยใช้แบบสัมภาษณ์ การวิเคราะห์ข้อมูลใช้การวิเคราะห์เนื้อหา ผลการวิจัยได้สะท้อนกรอบแนวคิดขององค์ประกอบด้านเนื้อหาและหัวข้อการเรียนภาษาอังกฤษในแบบเรียนภาษาอังกฤษประเภทการเรียนรู้ด้วยตัวเองให้แก่เจ้าหน้าที่ตำรวจที่ปฏิบัติหน้าที่ในศูนย์รับแจ้งเหตุฉุกเฉิน 191

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# ESP Self-Learning Material for Thai 191 Policemen: A Case Study at 191 Khon Kaen Police Emergency Center

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## Abstract

Recently, in Thailand, there have been high demands for English usage in the workplace including law enforcement like police organizations. To successfully complete international communication, Thai policemen should be well-equipped with English language skills and knowledge. Self-learning material could be the main channel of their English learning. This qualitative study aimed to describe feasible components of English self-learning material that can serve English usage purposes of policemen working at 191 provincial emergency unit, Khon Kaen Province. Qualitative needs analysis covered the four aspects of their 1) police functions that English is used for, 2) current English language skills and knowledge, 3) weakness in English language skills and knowledge, and 4) requirement of English language skills and knowledge. The results of the needs analysis clearly reflected the components of effective English self-learning material that can serve learners' needs of English, fill up the learners' lacks, and enhance their English language skills and knowledge.

**Keywords:** English for Specific Purposes (ESP), Needs Analysis (NA), 191 policemen's English problems and needs, Self-learning materials

## Introduction

A high demand of English usage in workplace leads to an increase in production of English learning lessons for various professionals (Hyland, 2006). In Thailand, there are many professional fields that expand their job into international level. This resulted from the Thai government's recent National Economics and Social Development Plan for 2017-2021 aiming to envision the future of the country as a hub of world tourists, economy and education (NESDB, 2016). In order to lay a strong ground of Thailand as an international economic and academic hub, the country is developing many systems to facilitate the international environment. One important system being quickly developed is the country's security system. Such security system adjustment can be seen in the Royal Thai Police where the Police Department Emergency Service Unit (*191 police unit*) is assigned to act as the national single emergency call center that is responsible for handling cases of emergency or natural disaster (NBTC, 2015).

From this, there are two main functions that 191 police unit is responsible for. Its first function is to take care of all emergency cases of both Thai and foreigners; the second is to ensure quick and efficient on-site response for the prevention and assistance in emergency incidents and accidents. While working on their first function, many policemen reports having communications with foreigners who ask for police assistance (Plathong et al., 2017). Many foreigners are native- or non-native speakers of English. In completing such task, English language is used as a medium of communication.

Carrying a big burden of taking care of not only Thai citizens but also foreigners, it is important that Thai 191 policemen are well-equipped with English language skills and knowledge. In reality, however, English language competency of Thai policemen is insufficient to carry out English communication (Khamkaew,

2009; Romaya, 2009; Sae-Jeng & Sribayak, 2019). Of many English language skills and knowledge, communication skills and police related vocabulary knowledge have been claimed in needed in Thai policemen working areas (Khamkaew, 2009; Romaya, 2009). Unfortunately, in this current situation, there have only been a few learning materials and random pieces of online materials that offer a set of vocabulary and convenient communicative expressions related to the police officers. With the limited availability of English self-learning resources (Sae-Jeng & Sribayak, 2019), opportunity for Thai police to enhance their English proficiency becomes very rare. This is also the case in the Thai 191 emergency unit.

This study aimed to propose an effective components of English self-learning material that most suit the career of Thai police officers who work in Khon Kaen provincial 191 emergency office unit. To gain the policemen's information that can be used to construct the learning material, need analysis was used as the main analytical framework. Through needs analysis, policemen information regarding their police task related to English usage, their English proficiency, their weakness in English language skills and knowledge, and English language skills and knowledge they require, were collected to elicit a picture of what the self-learning material should be like.

### **English for Specific Purposes (ESP)**

English for Specific Purposes (ESP) refers to an English language teaching and research field that gives importance to communicative needs and practices of particular career groups (Hyland, 2006). ESP is a movement based on a learner-centered approach that positions all language teaching as being made to the specific learning of specific learners. According to Hutchinson and Waters (1987), ESP allows learners' reasons for learning to be taken into account when an English curriculum or course is being constructed for them. In fact, as ESP is specialized English which

centres more on language in context than on teaching grammar and language structures, its crucial point is that English is not taught as a subject separated from the learners' real world, but is integrated into a subject area important to the learners.

ESP is claimed successfully serves the needs of adult learners who need to learn a foreign language for use in their specific fields; such as science, leisure, medicine, economics, technology and academic learning (Hyland, 2019). At present, many more professional areas covering careers varying from sciences to humanities and sciences like tourism and hospitality management as well as law enforcement (McDonough, 2010) have brought more adults who want to learn English for their careers' success. Therefore, increasing development of ESP programs for those professionals have been witnessed.

Without a surprise, ESP has become a means of communication among more professionals in non-English speaking countries including ones in Asian. Thailand is one of Asian countries where English is not an official language, but it is a language to be used to communicate among people in various working contexts. The development of more pedagogic practice is, thus, necessary. Such pedagogic practice will enable professionals in Thailand to function adequately in a target situation in which they will use the language. In order to construct an effective English language learning material, analyzing the specific needs of particular group of learners is suggested being employed as the first and important step in ESP course design (Flowerdew, 2013). This needs analysis (NA) determines the essence and the underlying reasons of an ESP course; it also helps select and prioritize what learners need. Results of needs analysis conduction is used as the fundamental information to develop a language course or self-learning material that is suitable, practical and successful for a particular context.

## Needs Analysis (NA)

ELT literature defines needs analysis as a processes involved in gathering information about the needs of a particular group of learners about their language learning goal (Flowerdew, 2013). In an English language class, needs analysis is the techniques that an ESP practitioner uses to collect and assess information that support the course design (Hyland, 2006). This information includes learners' goals and backgrounds, their language proficiencies, their reason for taking the course, their teaching and learning preferences, and the situations they will need to communicate in (Hyland, 2006).

As mentioned earlier, needs analysis is commonly considered by ESP practitioners as the initial phase in the linear process in language course development (Flowerdew, 2013). This is because needs analysis is performed in order to find out the necessity, the lacks and the wants of learners towards the target situations and the learning needs (Flowerdew, 2013). Once overall needs for a course are established, decisions can be made in developing the course in terms of learning, teaching and assessment. By conducting needs analysis prior to the class design, an ESP practitioner can be sure that his or her class meets the learner's real needs (Long, 2005).

ESP literature also describes many approaches of need analysis. Of these, nine approaches proposed by Munby (1978) and Chambers (1980) have been widely known. *Target Situation* is the first approach which encompasses objectives, perceived and product-oriented needs. The second approach, which is usually used to investigate learner's strengths and weakness in language skills, and learning experience, is called *present situation analysis*. The third one, *pedagogic needs analysis*, can be employed to gather data about learner and leaning environment. However, the learners' current wants and needs and their target situation deficiencies or lacks could be investigated through the forth approach, *deficiency analysis*. The fifth is *strategy analysis or learning needs analysis*. This includes subjective, felt and process-oriented needs. The sixth

approach, *means analysis*, focuses on the environment in which the course will be run. The seventh, *register analysis*, can be used to examine learner’s vocabulary and grammar of the text at a sentence level. *Discourse analysis*, which is used to investigate how sentences combine into discourse, is the eighth approach, while *genre analysis*, the ninth approach has a focus on the regularities of structure that distinguishes one type of text from another.

Today, ESP practitioners become aware that different approaches of needs analyses are not exclusive but complementary and that each one provides essential information to be used in designing a language course or curriculum (Songhori, 2008). For this reason, when conducting needs analysis, ESP practitioners combine many approaches of needs analysis to examine various aspects so that they can give learners learning content that truly reflect the real goal of their learning. A point worth mentioning is that in designing many language course and curriculum, many ESP practitioners employ a need analysis model proposed by Dudley–Evans and St. John (1998, p. 125). This is due to the fact that this model offers a modern and comprehensive concepts of need analysis encompassing all important aspects offered by various exiting needs analysis approaches (Songhori, 2008).

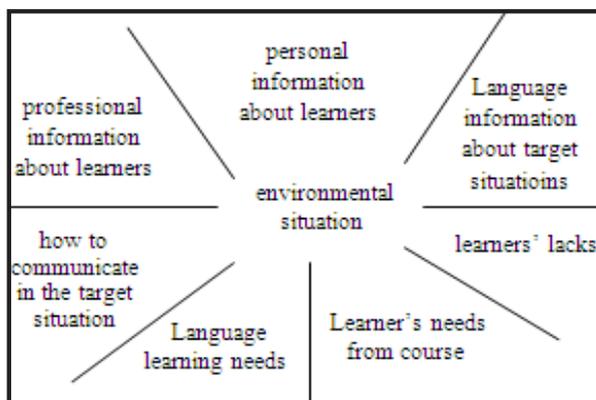


Figure 1: Dudley–Evans St. John’s (1998) needs analysis model

Dudley–Evans and St. John’s (1998) multi–faceted need analysis model yields data of eight aspects about the learners. These eight aspects could maximally elicit learner’s data for the language course or curriculum constructor. In elaborating details, underlying aspect 1, *professional information about learners*, an ESP practitioner could get the information about the tasks and activities English learners are or will be using English for. Aspect 2, *personal information about learner*, provides information about the factors that may affect the way learners learn. *Language information about learners*, which is aspect 3, provides information about what learners’ current skills and language use are. Under aspect 4, *learners’ lacks*, information about the gap between the present situation and professional information about learners is revealed. *Language learning needs* is aspect 5 which provides information about effective ways of learning the skills and language determined by lacks. Information about knowledge of how language and skills could be collected through aspect 6, *how to communicate in the target situation*. Aspect 7 is *learners’ needs from the course*, in which information about what learners want from the course, could be gathered. *Environmental situation* is aspect 8; under this aspect, information about the situation, in which the course will be run, is presented.

## Methodology

Before designing an English language course, it is essential for ESP practitioners to have reliable information of their learner variables, in order to reduce the gap among learners, teachers and teaching materials, and most importantly, to help learners reach their goals. It is unavoidable that needs analysis is being employed to help ESP practitioners to get all information they want. Employing needs analysis is easy as it can be collected and analyzed in a variety of ways (Hyland, 2006) depending on the types of needed information. When needs analysis is being employed in qualitative method, interview is one effective tool that can yield proper data. This

study conducted an interview needs analysis in order to find out learner's information of English language learning. Specific learner group being investigated in this study were policemen working in a provincial 191 emergency unit in Khon Kaen Province, Thailand.

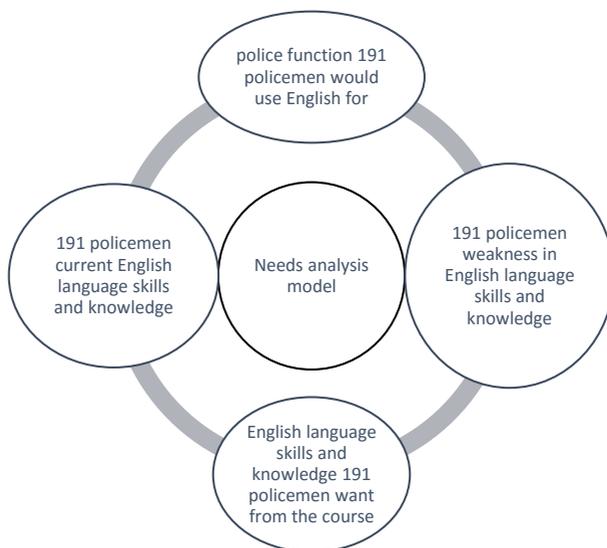
### **Needs Analysis Construction**

In order to successfully examine Khon Kaen provincial 191 policemen English language skills and knowledge needs for a self-learning material. Interview was used to elicit data of the real-life context. According to scholars like Flowerdew (2013), interview is a powerful tool that can be used to gain in-depth perspectives of human as interview allows them to generate more ideas.

To increase the credibility of the researcher's data interpretation, data source triangulation could be conducted (Long, 2005). Data source triangulation helps develop a comprehensive understanding of particular situation (Patton, 1999). In this study, data source triangulation was employed through comparing semi-structured interview data from two sources: the police supervisors and police subordinates. Data set 1 was the interview data elicited from 191 emergency unit supervisors, and data set 2 was the interview data elicited from 15 police subordinates. The thick description from the data triangulation could yield a picture of the real need of English language learning in a self-learning material.

Adapting Dudley-Evans & St. John's (1998) needs analysis model, this study designed a needs analysis model covering four important aspects of learners' (the 191 police subordinates in Khon Kean provincial 191 emergency unit) information: their professional information (information about tasks and activities they would use English for), their language information (information about their current English language skills and knowledge), their lacks, (information about their weakness in English language skills and knowledge), and their needs from the course (information

about what they want from the course). Figure 2 presents the needs analysis model used in this study.



**Figure2:** Needs analysis model adapted from Dudley–Evans & St. John (1998)

## Research Site and Participants

The research site of this study was a 191 provincial police emergency unit in Khon Kaen Province. Seventeen policemen working in this center volunteered to attend the interview session conducted by the researcher. Among the 17 participants, two of them were police supervisors and 15 were police subordinates.

The police subordinates' jobs could be categorised into two types: responding to emergency calls, and coordinating with the relevant work to stop the emergency. These two types are seen consecutively occurring, starting with the responding to emergency calls and followed by the coordinating with the relevant work to stop the emergency.

## Results

The triangulation of interview data from the two police supervisors and 15 police subordinates revealed four important aspects of learning needs as follows.

### 1. 191 Police Daily Functions Related to English Usage

Triangulated data revealed that all participants (two supervisors and 15 police subordinates) similarly stated that one main police function related to the 15 police subordinates' English usage was, "responding to emergency call". To further explain, Subordinate 1 reported that,

"Of the two main tasks of responding to the emergency call and coordinating with relevant staffs or people to stop an emergency, the first task is the one that make us encounter the foreigners. This automatically force us to talk to them in English."

Data also gave an in-depth picture of the extent to which English has been used in such function through the interviewees' elaboration of their working steps. The first step began when a police subordinate received the phone call of incident report. If he or she realized that the phone call was from a foreigner, he or she would transfer the call to the interpreter or Khon Kaen tourist police, to complete the conversation. While waiting for the interpreter or tourist police to receive the transferred call, the police subordinate would only have basic conversation with the foreign caller such as asking only easy personal information. In confirming this first step, Subordinates 1, 5 and 9 said,

"There has never been the case that we could complete the task. This is because we transferred the calls to either the interpreter or tourist police."

In the second step, data revealed that after the conversation was accomplished, the police subordinates contacted the interpreter or the tourist police in

order to get information about the incident from the interpreter or the tourist police. In the third step, the police subordinate coordinated with the relevant staff or people to stop the emergency incident. This could be seen that of these three steps, the first step significantly important as it was the time when English usage is witnessed.

The two supervisors revealed that Khon Kaen provincial 191 emergency unit had an English interpreter working in the unit. However, the interpreter was not on duty at all times. Thus, it was the officers' responsibility to handle the situation when the interpreter was not there to help them. In explaining this Supervisor 2 said,

“All interpreters are not the police officers; they are not with the team at all times. With such situation, police officers need to know how to use English to complete their tasks on duty in any case that an interpreter could not be in contacted. Don't forget that we are not able to contact the interpreter 24 hours.” Sometimes, even though an interpreter is available to take the case, the 191 police officers still have to handle the situation before the interpreter takes the case. In this regard, it is the job of 191 police to handle the situation through general and friendly talk.”

## **2. 191 Police Subordinates' Current English Language Skills and Knowledge**

According to the two supervisors, although the 15 police subordinates were either college and university graduates or high school graduates, their English proficiency was considered low. In explaining this, Supervisor 1 said,

“If I were to evaluate their English proficiency, I would give them two out of ten scores.”

With such low English proficiency, the 15 police subordinates could not successfully communicate with the foreigners who made a phone call for police service. In explaining this, Supervisor 2 said,

“... subordinates are unable to comprehend the spoken text. Also, some of them are unable to speak English at all.”

In the case that subordinates were to maintain English conversation, they usually mixed up English and Thai. This, of course, resulted in communication failure. In supporting this Supervisor 2 stated that,

“Many of them couldn’t speak English at all. Some of them mix English and Thai, so communication breaks down. Thus, they just transfer the call.”

Consequently, the best way to solve this communication breakdown problem was to ask assistance from an interpreter. If the interpreter was not available at that time, the phone call would be transferred to the tourist police. In confirming how the problem was solved, Supervisor 2 reported,

“With the officers’ low English proficiency, they have to ask for help from the interpreter.”

Looking at interview data from the 15 police subordinates, it was clearly seen that 11 subordinates were college and university graduates, and four were high school graduates. In elaborating their English proficiency, they generally reported that although they had spent time in English learning in their primary, secondary and higher education levels, their English proficiency was generally low.

The 11 college and university graduates reported that they could understand the spoken text but could not give much spoken response to the conversation. Four high school graduates could minimally understand but could not give English response. From this, Subordinates 12, 13, and 14 similarly said that,

“We could never finish the telephone conversation with foreigners because of our low English proficiency.”

Also, the 11 university graduates, even though they could do some basic talk, they could minimally maintain the talk. Subordinates 5, 8, 9, and 10 similarly said that,

“We don’t dare to speak much English because we haven’t used English regularly. We also don’t know much about grammar to make up a sentence for communication. We are afraid that we will not use the correct English sentence.”

In supporting this, Subordinate 3 said,

“Whenever I received the phone call from a foreigner, I also could not make much response It seemed that they spoke very fast and wanted immediate help. What I could do was maintaining the small talk before transferring the call to the interpreter. Sometimes we transfer the call to the tourist police.”

### **3. 191 Police Subordinates’ Weakness in English Language Skills and Knowledge**

Data from the two supervisors indicated their concerns regarding the subordinates’ low proficiency in English communication. In agreeing with Supervisor 2, Supervisor 1 said that overall subordinates haven’t received the updated training and practice, some of them could partially communicate with foreigners using English, some couldn’t communicate at all. When they encountered foreigners who speak with fast speed, they couldn’t understand the conversation. In explaining this, he said,

“our subordinates’ problem is that they are unable to comprehend the spoken text. Worse than that, when encountering a drunken, it is impossible for the officers the get the point of their speech”

Similar to the data form two supervisors, data from all 15 subordinates clearly elaborated their problems in using English to communicate with foreigners. Overall 191 police subordinates reported two problems: they could understand but could only give little response, they had very little understanding but could not give any spoken response.

### ***Understanding the content with little ability to make a spoken response***

Regarding the first problem (reported by 11 police subordinates), police subordinates didn’t have enough knowledge about English grammar, and they didn’t use English very often. As a result, they only understood the content with partial ability to make spoken response. Actually, they could only make the basic daily communication like greetings. In reporting this, Subordinates 1, 2, 3, 4, 5, 7, 8 and 10 similarly reported that,

“Although we could understand what the foreigners said, we could not make much response. We don’t know what English grammar we should use to make an English sentence.”

### ***Understanding the content but cannot make a spoken response***

The second problem (reported by Four police officers) was that they could not communicate with a foreigner through English language. Although they could partially understand what a foreigner said, they could not make any spoken response. In addition, they didn’t have vocabulary knowledge to be used in the speaking situation. In reporting this, Subordinates 12, 13, 14 and 15 similarly stated,

“When received the phone call we could not respond to the speech. In general, foreigners called and asked for the immediate help from the police. We could not help them as we could not even do superficially communicate with them.”

#### **4. English Language Skills and Knowledge 191 Police Subordinates Want from the Self-Learning Material**

##### **4.1 191 Policemen English Language Learning Needs**

Data elicited from the two supervisors strongly indicated the necessity of 191 police subordinates learning English skills and knowledge. According to the two supervisors, English is necessary tool for the police subordinates in the 191 emergency unit. This is due to many reasons. First, Thailand is opened international travel and business. Therefore, English is the main tool of communication between the 191 police and foreigners. According to Supervisor 1,

“As Khon Kaen is open for international market, it will be difficult if 191 police do not have enough English knowledge to communicate with foreigners”.

The second reason is that all provincial 191 emergency units in in Thailand will expand its work. That is to say, they will be assigned to receive all call both emergency and other calls for police service. In giving importance to the English usage, Supervisor 1 said that,

“It is essential that 191 police officers are prepared for the situation that the 191 is assigned to be one main number to be called for both emergency cases and for other police services. In that, all calls for police service will be directed to the 191. It is important for 191 officers to prepare themselves for the international communication.”

In insisting that all 191 police officers need to keep up with English skills and knowledge, the two supervisors agreed in the idea that their subordinates should frequently expose to English Communication.

Overall 191 police subordinates further reported that to practice more English, they would also like to have English learning material that they could rely on in the real English speaking situation. In supporting this point, Subordinates 2, 3, 5, 6, 7, 11, 12 and 15 similarly reported that,

“We really want to have the book that we can use whenever we need.”

#### **4.2 191 Police Subordinates Requirements for Self- Learning Materials**

##### ***Supervisors Perspectives***

The two supervisors similarly commented that a self-learning material would help enhance the subordinates' English proficiency which in turn will allow them to carry their daily function to best serve foreigners. In elaborating the advantages of a self-learning material, the two supervisors agreed in the idea that the self-learning materials would cut the government cost of face-to-face training. In addition, police subordinates could practice their English anytime and anywhere. Having English self-learning material with them, police subordinates could pick up the lesson that match their using needs at the instance. Most importantly, with the self-learning material, they would not need to spend office time to attend the English training session.

The two supervisors similarly thought that the skills and knowledge to be included in the self-learning material, ranging from three subsequent highest frequency ones, were 1) communicative English, 2) vocabulary for 191 police daily functions, 3) and general English vocabulary. Table 1 presents the overall contents to be included in the self-learning material.

**Table 1:** Overall contents to be included in the self-directed learning materials.

Order	English skills & knowledge
1	Communicative English
2	Vocabulary for 191 police daily functions
3	General English vocabulary

Regarding the learning topics, the two supervisors indicated four learning topics to be included: the self-learning materials were responding to the emergency report, responding to request for police assistance and responding to other incident report to the police, responding to information inquiry, and responding to complaints. Table 1 presents the overall learning topics to be included in the self-directed learning material.

**Table 2:** Overall learning topics to be included in the self-directed learning materials.

Order	Learning Topics
1	Responding to the emergency report
2	Responding to request for police assistance and responding to other incident report to the police.
3	Responding to information inquiry
4	Responding to complaints

### *Police Subordinates' Perspectives*

Overall 191 police subordinates would like to learn conversations and vocabulary via a self-learning material. A self-learning material would help them to recognize the important discourse patterns and vocabulary to be used. Also, self-learning material could be done in the time they are available, so they would have less pressure while exposing the language. Most importantly, the discourses and

vocabulary in the material could immediately serve the need of their communication with foreigners. And for the best accomplishment, the Thai version should include both discourses and vocabulary. In this regard, Subordinates 1, 2, 4, 5, 8, 9, 11, 13, 14 and 15 stated,

“We are sure that by having the English conversation manual with us when working, we will be able to find the discourse that relevant to our work. We will just read the Thai script of the English sentence.”

In terms of learning content, overall 191 police officers reported wanting to practice English conversation ranging from the daily conversations to work conversations. They also reported that they would like to learn vocabulary in the self-learning material. They elaborated that the listening and speaking skills should be combined in a lesson in the self-learning material. Table 3 presents the overall contents to be included in the self-learning materials.

**Table 3:** Overall contents to be included in the self-directed learning materials.

Order	English skills & knowledge
1	Communicative English
2	Vocabulary for 191 police daily functions
3	General English vocabulary

They further reported that the topic to be included in the conversation manual should be divided into two sections. Section 1 should be the daily conversations and Section 2 should include police work related conversations. Table 4 presents the overall learning topics to be included in the self-learning materials.

Table 4: Overall learning topics to be included in the self-directed learning materials.

<b>Learning Topics</b>
<b>Section 1 Basic Daily Conversation</b>
Giving general information
Asking and giving direction
<b>Section 2 Police Conversation</b>
Responding to request for police assistance and other incident report to the police.
Responding to information inquiry
Responding to the emergency report

## Discussion and Conclusion

Through needs analysis, this study has successfully described the components of a feasible self-learning material for the 191 policemen working in the Khon Kaen provincial emergency unit. Covering the four aspects of learners' information, the needs analysis could yield a clear picture of what the self-learning material should be like.

In elaborating the police function related to the 191 police subordinates' English usage, the triangulated interview data clearly depict one important 191 police's daily function— responding to the emergency— that English language usage have been highly involved.

Under the aspect of their current English language skills and knowledge, analyzed interview data highlighted all 15 police subordinates' low proficiency, especially in English communication skills and vocabulary knowledge. This is congruent with the findings of a research conducted by Promwatcharanon and Chatreepinyo (2016) which stated that Thai police, in generally, are poor in English listening and speaking; and this is also in the same line with Khamkaew (2009) and Romaya (2009) whose research results highlighted that Thai policemen not only

have low proficiency in English communication skills, but they also have insufficient vocabulary knowledge.

Data further elaborated two consequences of their low proficiency and marginal vocabulary knowledge; subordinates with higher education degrees could overall understand what the foreign caller said, but were able to make only little spoken responses to accomplish the conversation. However, subordinates with high school qualification could partially understood what the foreign caller said, but were unable to make spoken responses to accomplish the conversation. Having poor English communication skills, all 15 police officers were unable to complete the whole conversation between themselves and foreign callers. This is in line with research findings from Promwatcharanon and Chatreepinyo (2016) which indicted that Thai police officers generally thought their English language abilities were insufficient and ineffective for their career (Promwatcharanon & Chatreepinyo, 2016).

Triangulated data depicts a clear picture of their uncompleted conversational task. That is to say, all 191 police officers adjusted their task through two steps. The first step occurred when they received an English phone call from a foreigner. In this step, after realizing the language (English) used in the phone call, they just automatically transferred the call to either the interpreter or Khon Kaen tourist police, to carry on the conversation for them. There were many times that the transferred call was not immediately picked up, the 191 police officers had to maintain the conversation with basic daily English discourse such as asking for the caller's personal information. However, some of them (the four high school graduates) could not at all maintain the basic conversation with the caller. They tended to mix up Thai with English to overcome the communication difficulty. The second step occurred when the 15 police subordinates followed up the case with the interpreter or the tourist police so that they could continue the next step which is to coordinate with the relevant staff or people to stop the emergency incident.

Analyzed data revealed that both supervisors and subordinates agreed with the idea that all 191 police subordinates in Khon Kaen Municipality should learn English via self-learning materials. This is with the condition that self-learning materials should focus on English communication skills and vocabulary knowledge. In this respect, interviewed data picturized two important sections: the first second should include basic communicative skills and vocabulary. The second section of self-learning material should include the police related English communication skills and vocabulary. Table 5 presents the overall components of the self-learning material induced from the triangulated interview data.

**Table 5:** the overall structures of self-learning materials

<b>Self-learning</b>
<b>Section 1 Basic Daily Conversation &amp; vocabulary</b>
responding to general information inquiry
responding to direction inquiry
<b>Section 2 Police Conversation &amp; vocabulary</b>
Responding to request for police assistance and other incident report to the police.
Responding to information inquiry
Responding to the emergency report

This self-learning structure could be said to derive from the overall four aspects of about learners. This is congruent with Hutchinson and Waters (1987)'s concept that in order to launch an effective an English course for professionals, the learners' necessities, lacks and wants must be taken into consideration.

To conclude, it could be reflected from this study that 191 policemen working in Khon Kaen provincial emergency unit are aware of their working situation involving in English usage, their proficiency, their weakness and their needs in English

communication skills learning. This study, thus, could draw up the feasible components out of these policemen's working and learning awareness which in turn could yield useful learning contents and topics that truly help them use correct English discourse and vocabulary in the real situation.

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