A Practical Learning Tool for Traffic Police Officers in Chiang Mai, Thailand
เครื่องมือเพื่อการเรียนรู้ที่ใช้ได้จริงสำหรับตำรวจจราจร ในจังหวัดเชียงใหม่

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Abstract

This article is a part of the research titled “Development of a Self-Access Learning Package to Enhance Communicative English Listening and Speaking Skills of Traffic Police Officers in Upper Northern Thailand”. The objective of this article is to illustrate the necessity and functionality of such a learning tool to improve the English communicative skills, which can be used by traffic police officers (TPOs) in order to fulfill their job requirements. Furthermore, the article discusses Phase I of the project, which entails information regarding ways to create a learning tool by integrating the results of the research. This study employed a survey design to administer observations, interviews, and questionnaires in order to investigate the challenges and needs of English communication among 100 TPOs in 8 provinces of the upper northern Thailand. Moreover, the article focuses on Phase II of this project, which contains information regarding the use and the application of this learning tool. The application of this tool was determined by assessing the impact on 60 TPOs in Chiang Mai, Thailand in a 1-day workshop with the goal to improve their shortcoming in specific vocabulary while on duty, to enhance their knowledge of English when attempting to understand various accents of native English speakers, and finally to develop the speed of speaking which affects their ability to listen and to speak while communicating with foreigners. This article also reveals Phase III of using this learning tool in order to narrow down the challenges of 51 TPOs from Chiang Mai Traffic Police Station during a 2-day workshop in an English communicative training course to improve the lack of vocabulary and the specific terms, difficulties in English pronunciation and their mispronunciation, as well as their shortcoming in English grammar.

Keywords: Practical learning tool, Traffic police officers, Chiang Mai Thailand

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บทคัดย่อ

บทความนี้เป็นส่วนหนึ่งของงานวิจัยเรื่อง การพัฒนาชุดสื่อการเรียนรู้ด้วยตนเองเพื่อเพิ่มพูนทักษะการฟังและการพูดภาษาอังกฤษเพื่อการสื่อสารของตำรวจจราจรในภาคเหนือตอนบน วัตถุประสงค์ของงานวิจัย เพื่อแสดงถึงความจำเป็นและความสำคัญของสื่อการเรียนเพื่อพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร และเพื่อประโยชน์ในการทำงานของตำรวจจราจร บทความได้อภิปรายถึงระยะที่หนึ่งของงานวิจัย ซึ่งเกี่ยวข้องกับการเก็บข้อมูลเชิงลึกในการสร้างชุดสื่อการเรียนรู้ด้วยตนเองให้กับตำรวจจราจร จำนวน 100 นาย ใน 8 จังหวัดในภาคเหนือตอนบนของประเทศไทย ด้วยการตอบแบบสอบถามและการสัมภาษณ์เชิงลึก ในระยะที่สองของงานวิจัยได้นำชุดสื่อการเรียนรู้ด้วยตนเองนี้ฝึกอบรมตำรวจจราจร จำนวน 60 นาย เป็นระยะเวลา 1 วัน ในสถานีตำรวจจราจรประจำจังหวัดเชียงใหม่ เพื่อพัฒนาคลังคำศัพท์เฉพาะวิชาชีพ เพิ่มพูนทักษะฟังและทักษะพูดเพื่อสื่อสารกับชาวต่างชาติ บทความนี้ยังคงแสดงระยะที่สามของงานวิจัยในการใช้ชุดสื่อการเรียนรู้ด้วยตนเองนี้ฝึกอบรมปฏิบัติการเป็นระยะเวลา 2 วัน ให้กับตำรวจจราจร จำนวน 51 นาย เพื่อแก้ปัญหาการขาดคลังคำศัพท์เฉพาะทาง ปัญหาการสะกดเสียงคำศัพท์ และการใช้ไวยากรณ์ในการสื่อสาร

คำสำคัญ: เครื่องมือเพื่อการเรียนรู้ ตำรวจจราจร จังหวัดเชียงใหม่ ประเทศไทย

Introduction

The study of 100 traffic police officers (TPOs) in 8 provinces of northern Thailand revealed that there is a necessity for customized tools with specific contents relevant to both daily life and professional careers in order to improve their speaking and listening skills. Promwatcharanon and Chatreepinyo (2018) claimed that the pocket book and the CAI for TPOs as an English for Specific Purposes (ESP) material could serve the needs and requirements of the sample of the study in Phase 1 and 2.

According to the observation and interviews of TPOs by the authors, it was found that most officers understood the words that foreign tourists used; however, they could not respond in English. This appeared to be a significant problem for TPOs resulting from a lack of time to practice English. Also, books and materials available at present are not specifically designed and arranged to meet their needs. Besides, the contents are not suitable for their background and careers. TPOs are obviously in need of English for Specific Purposes (ESP) material.

The concept of ESP in this article comes from the synthesis of a number of ESP specialists. As Richards and Schmidt (2010, p. 198) define ESP as the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the needs of a particular group of learners. A similar idea is expressed by Crystal (2003, p. 108) who sees ESP as a course whose content is determined by the professional needs of the learner. ESP should always be accompanied by a needs analysis with the goal to prepare learners to communicate effectively in the tasks set by their field of study or work. Needs analysis is the cornerstone of ESP and its proper

application can result in a focused course (Dudley-Evans & St. John, 1998, p. 121). This implies that the key stage in an ESP course is needs analysis. If needs are clear, the learning aims can be expressed more easily and the language course can become motivating (Albakrawi, 2013, p. 14).

To follow the concept of ESP, developed by aforementioned thinkers, observing the real English problems and needs of TPOs, and exploring what they lack, should be the starting point. This could be achieved by collecting information about learners and by assessing learning activities in order to design a language course and material that serve their English problems and needs.

Research Objectives

The objectives of the study were as follows:

1) To develop a self-access learning package in order to enhance the communicative English skills of TPOs.

2) To investigate the effectiveness of the developed self-access learning package for TPOs.

a. To examine the effect of a self-access learning package in promoting English communicative skills of TPOs.

b. To explore the satisfaction of TPOs toward a self-access learning package.

In this article, the authors focus on the results of language development and the satisfaction of TPOs toward a learning tool to enhance TPOs communicative English listening and speaking skills within 3 phases, as follows:

1) Phase I: The development of a self-access learning package as an ESP material

2) Phase II: The application of a self-access learning package as a learning tool

3) Phase III: The usefulness of this learning tool as a material for various workshops

Research Methodology

Participants

The total population of this research was 2000 TPOs in 8 provinces of the upper northern Thailand. The researchers used a sampling table, developed by Kanchanawasri, Pitayanon and Srisukkho (1994, pp. 105-106), to select the number of participants. 100 participants were selected with the 90% confidence level according to the table, and these participating attendants were asked to fill are the questionnaire for data-collection and analysis to interpret the results in Phase I: The development of a self-access learning package as an ESP material. For the results of Phase II: The application of a self-access learning package as a learning tool, the researchers selected 60 participants who have similar job responsibilities (homogeneous population), (Akinade & Owolabi, 2009, p. 73) and who work in the Chiang Mai municipality. This area has a great number of tourist attractions which means that it is necessary for the participants to use English to communicate with

English-speaking tourists. Moreover, the data triangulation method (Flick, 2002, p. 444) was conducted by interviewing another group, namely, 10 foreign tourists who encountered TPOs on duty. Both were selected by using a purposive sampling technique. Finally, the 51 volunteer TPOs from Chiang Mai Traffic Police Station were asked to participate in a workshop for communicative English training during a 2-day course, which was held by the researchers. The collective and analyzed data from these 51- participating volunteers were presented as the results of Phase III: The usefulness of this learning tool as a material for various workshops.

Research Instrument

The research instrument included in each phase of the project were divided as follows:

In Phase I: The development of a self-access learning package as an ESP material, the research instrument consisted of 1) a questionnaire set, and 2) an interview. The questionnaire was used to gather data concerning the English communication problems and needs of TPOs in 8 provinces in the upper northern Thailand that were categorized according to key study objectives to ensure that all objectives were pursued. It was presented with a checklist on a 5-rating scale following an open-ended form consisting of five parts, 1) Part I: The general information about the respondents; 2) Part II: English communication of the respondents; 3) Part III: The respondents' English listening problems while communicating with foreign tourists; 4) Part IV: The respondents' English-speaking problems while communicating with foreign tourists; and 5) Part V: The topics needed to be communicated with foreign tourists. In order to verify the validity and appropriateness of the questionnaire, a draft was designed, modified and revised based on the feedback of three experts (in research, language, and teaching fields) using "Index of Objective Congruence (IOC)". The IOC of each was 1.0, indicating that all items could be used. After that, a pilot study was carried out to test the effectiveness and to improve the appropriateness of the language in the questionnaire. The 15 subjects of the pilot study were requested to fill out the questionnaire. The reliability of the instrument was at 0.84 alpha reliability coefficient which was considered high. Therefore, it could be claimed that the instrument for collecting data had both validity and reliability. Lastly, the final draft was revised and administered to the target group.

In addition to the questionnaire, the study involved interviews of 15 TPOs in Chiang Mai. This method was used to gather further information concerning the problems and needs of their English communication. Additionally, 10 foreign tourists, who encountered TPOs on duty, were interviewed. This interview was used to confirm and to provide further information about the problems and needs of English communication of TPOs. Again, the interview questions were validated and developed from the suggestions of the three experts.

The results from the Part V of the questionnaire, which was about the topics needed to be communicated with foreign tourists, were studied and modified in order to develop a learning tool for TPOs. During the development of the learning tool, the language used in the tool was edited by a native speaking lecturer, and the content was approved by the three experts for the IOC for the reliability and validity of the instrument. In respect to the concerns and experiences of stakeholders, 3 TPOs were asked to try out the learning tool to determine the reliability and validity of the instrument.

In Phase II: The application of a self-access learning package as a learning tool, the research instrument included; 1) a satisfaction form towards the developed learning tool, and 2) an interview in open-ended question part. For participants' satisfaction towards the developed learning tool, the satisfaction form was rated by selected 60 TPOs who took part in a 1-day workshop to gather their level of satisfaction in 5 rating scales towards the booklet on the topics of 1) quality; 2) layout; 3) story development; 4) content; and 5) language. Also, their level of satisfaction towards the CAI was analyzed on the topics of 1) usage; 2) presentation; and 3) content. Finally, the statistical table and descriptive writing were presented as a result.

In Phase III: the usefulness of this learning tool as a material for various workshops, the research instrument included 1) a pre-/post-test, and 2) a satisfaction form towards the workshop using a learning tool. Firstly, the pre-/post-test included a 30-multiple choice item test was used to evaluate language forms and language uses of TPOs relevant to all 4 units in a learning tool content (traffic police courtesy, traffic circumstances, traffic lanes, traffic laws & regulations). These tests were administered by 51 volunteer TPOs who participated in a 2-day workshop to enhance their communicative English skills; while the pre-test was provided and completed before taking part in the workshop session. The post-test was eventually tested after the session of a 2-day workshop using a developed learning tool in order to gather the quantitative results on participants' competence. For their satisfaction towards the workshop using a learning tool, the satisfaction form was delivered to them to gather their level of satisfaction in percentage on the topics of 1) knowledge and experience after the workshop; 2) improvement of communicative English skills; 3) confidence in using communicative English; and 4) application of knowledge and experience from the workshop in real-life use. The results were presented through the statistical table and descriptive writing.

Data Collection

The authors initially studied documents relating to the research, and then observed the target subjects around the Chiang Mai municipality. For conducting this research, the authors then sent an official information request letter to traffic police stations including, a questionnaire in order to gather

data. After the questionnaire set was distributed to around 8 provinces of the upper northern Thailand, interviewing of the target subjects was conducted so as to gather data. The collective data was then analyzed based on the needs analysis and the feedback of the experts in order to design a learning tool. Consequently, the learning tool was created based on a needs analysis and the experts. All in all, the learning tool was used in Phase II with a sample of 60 volunteer TPOs in Chiang Mai in a 1-day workshop focusing on how to use the learning tool in order to obtain the satisfaction towards the developed learning tool. Finally, this developed learning tool was as well demonstrated with another 51 volunteer TPOs from Chiang Mai Traffic Police Station in a 2-day workshop on communicative English course. Then, the satisfaction form towards the workshop using a learning tool was rated and analyzed by all the volunteers. The pre- and post- tests were conducted on 51 TPOs before and after the workshop session. The quantitative data collected from the pre- and post- test and the satisfaction form were analyzed and described for the results of this study in Phase III.

Data Analysis

The collected data were used to analyze the content both qualitatively and quantitatively. The content analysis was then presented through descriptive writing with examples, and the data obtained through the questionnaire were calculated statistically using a computer software program in order to find the percentage, mean, and standard deviation. These statistics were shown in tables and interpreted with descriptive writing. The interpretation of the mean score was applied to evaluate the English listening and speaking problems encountered by TPOs, the communicative English topics needed at work, and the satisfaction towards the learning tool.

Research Findings

This study revealed that a learning tool such as this self-access learning package, was indeed effective to assist TPOs with lack of vocabulary and the specific terms, difficulties in English pronunciation and their mispronunciation, as well as a shortcoming in English grammar.

In Phase I, the study shows ways to create a learning tool in a content of an ESP by integrating the results of the research which in effect employed a survey design to administer observation, through interviews, and using questionnaires, in order to investigate the problems and needs of English communication among 100 traffic police officers in 8 provinces of the upper northern Thailand.

Moreover, in Phase II of this study, the learning tool reflects the application of the findings to create the tool to help 60 TPOs in Chiang Mai Thailand to improve their specific vocabulary while on duty, their knowledge of English when attempting to understand various accents of native

English speakers, and the speed of speaking which is affected by their ability to listen and to speak during communication with foreigners.

Ultimately, Phase III of the study reveals the usefulness of this learning tool as it was applied to 51 TPOs from the Chiang Mai Traffic Police Station who voluntarily participated in a 2-day workshop on communicative English training course run by the Western Languages Department in Chiang Mai Rajabhat University.

Results according to the first purpose of the study: To develop a self-access learning package in order to enhance the communicative English skills of TPOs.

From the analyzed and synthesized results of TPOs' problems and needs, as well as using gathered data through the questionnaires and interviews, the researchers made an effort and dedication to develop a package of self-access learning in order to enhance communicative English listening and speaking skills for the TPOs, consisting of a pocket book and CAI, which would best serve the needs and requirements of TPOs in communicative English.

More importantly, the package suited the needs of the users, as the researchers designed the unit topics in accordance with the users' needs and interests so that they would cover useful everyday life issues, real-life situations and provisions, as well as to include important language and cultural uses, namely; 1) unit 1: traffic police courtesy; 2) unit 2: traffic circumstances; 3) unit 3: traffic lanes; and 4) unit 4: traffic laws & regulations (Promwatcharanon & Chatreepinyo, 2018). The constructivist learning theory, studied by Bruner (1960), supports this result as it believes that learning is related to using complex and interactive experiences, enhancing meaningful challenges, solving realistic problems, strengthening collaboration, and for the purpose of constructing new ideas.

Figure 1 below illustrates the pocket book with the respective content in each unit, consisting of 1) language in context; 2) word bank; 3) language in use; 4) tasks & exercises; and 5) key answers. These units were created and developed to serve the needs of the users in communicative English skills with 1) vocabulary about specific terms; 2) structural grammar knowledge to make correct sentences; 3) tasks and exercises to practice independently; and 4) key answers to check the users' understanding, when using the tool in their spare time. All in all, the book was created as a self-learning handbook to help TPOs learn effectively and easily anytime when they need to know more, as seen in the example unit, and specifically when it concerns traffic laws and regulations in unit 4.

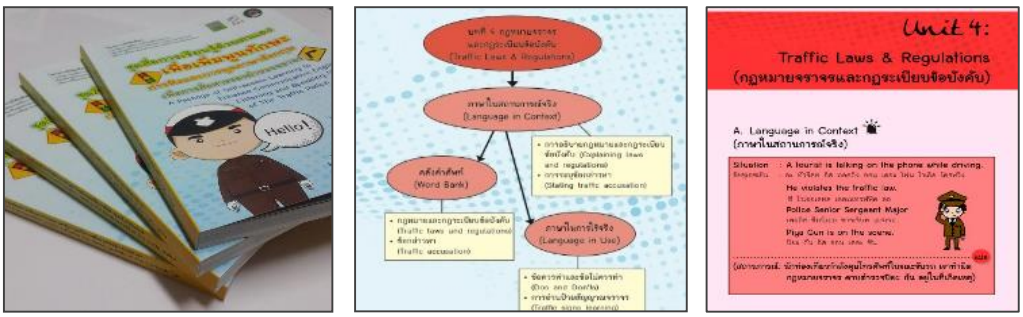


Figure 1 The pocket book created to enhance communicative English speaking skills for the TPOs

Figure 2 illustrates the CAI with the same content as in the pocket book previously presented. However, the distinct differences are the authentic situational dialogues demonstrated by the characters including a traffic police officer and a tourist, a native speaker's voice to perform the situations, a native speaker's voice to practice pronunciation of vocabulary in specific terms, a native speaker's voice to coach how to state correct structural grammar sentences, and a native speaker's voice to continue checking the answers in tasks and exercises. These tools were devised and developed to serve the needs of the users with communicative English listening skills and to provide the required vocabulary in specific terms, and structural grammar knowledge to make correct sentences, when using them on their personal computers at home. All in all, the CAI was devised and acted as a self-learning material to help TPOs resolving and addressing their inability to attend English classes and to tackle problems relating to the accents and speed of English speakers in order to facilitate communication with foreigners.



Figure 2 The devised CAI to enhance communicative English listening skills for the TPOs

Ultimately, a package of self-access learning to enhance communicative English listening and speaking skills for TPOs, consisting of a pocket book and a CAI, was developed by the researchers in order to assist learners. This package was designed with an attractive presentation, appealing content to promote a learning atmosphere, and to help learners develop confidence, and

to feel at ease so that they can continue to learn comfortably at their own pace. Furthermore, the package was developed to link culture and real-life setting with interests and real-life setting needs in mind (Tomlinson, 1998; Richards & Rodgers, 2001; Song & Hill, 2007).

Results according to the second purpose of the study: To investigate the effectiveness of the developed self-access learning package for TPOs relevant to their satisfaction toward a self-access learning package.

The satisfaction level of the sample towards the learning tool, the pocket book and the CAI was at the very satisfaction "Excellent" level satisfaction of 4.50 out of 5 (Promwatcharanon & Chatreepinyo, 2018). Table 1 shows the data corresponding to the satisfaction form which was evaluated by the 60 volunteer TPOs in Chiang Mai, and who took part in the 1-day-practice, and used the package for one week at home. The total level of satisfaction towards both the booklet and the CAI was generally at the proficient level ($\overline{X}$=4.50, S.D.=0.58). Especially, the level of satisfaction regarding the content of the booklet ($\overline{X}$=4.61, S.D.=0.53), and of the CAI ($\overline{X}$=4.53, S.D.=0.58), ranked first. There are several reasons that led to this high proficiency level.

Table 1 The satisfaction level of the TPOs towards the learning tool of the pocket book and CAI

Lists of Evaluation		$\overline{X}$ (N=60)	S.D.	Level of Satisfaction	Ranking
Booklet	1. Quality	4.56	0.55	Excellent	2
	2. Layout	4.45	0.61	Good	5
	3. Story Development	4.44	0.61	Good	6
	4. Content	4.61	0.53	Excellent	1
	5. Language	4.44	0.61	Good	7
	total	4.52	0.57	Excellent	
CAI	1. Usage	4.43	0.61	Good	3
	2. Presentation	4.48	0.56	Good	2
	3. Content	4.53	0.58	Excellent	1
	total	4.48	0.58	Good	
Booklet + CAI		4.50	0.58	Excellent	

Results according to the third purpose of the study: To investigate the effectiveness of the developed self-access learning package for TPOs, relevant to promoting English communicative skills of TPOs and their satisfaction toward the workshop using the learning tool.

Phase III of the study reveals the usefulness of the learning tool regarding 51 TPOs from Chiang Mai Traffic Police Station, who participated in a 2-day workshop in communicative English training course under the program run by the Western Languages Department in Chiang Mai Rajabhat University.

According to Broadbent (1958), who claimed the cognitive information processing theory, which states that learning is related to learners' experiences, requires the use of various techniques and activities, and requires on going practice. Meichenbaum (1977) also stated that learning occurs through social interactions such as observation and self-instruction in order to acquire new knowledge, and in accordance with the social-cognitive theory.

Figure 3 below illustrates the activities practiced by 51 TPOs during the workshop on communicative English training course. The activities taught by the lecturers who used the learning tool (Pocket book & CAI) from the research study, which was carried out by the authors. According to unit 1: traffic police courtesy, the participants learned and practiced how to greet and introduce themselves to foreigners, how to express their gratitude, to apologize and to take a leave taking, and how to use vocabulary about title, ranks or position by using the grammar of the verb "be" and "possessive adjectives".



Figure 3 The activities in unit 1: traffic police courtesy practiced by 51 TPOs

Activities in unit 2: the traffic circumstances practiced by 51 TPOs during the workshop on communicative English training course helped the participants learn and practice how to describe a circumstance, give advice to tourists, and describe traffic conditions. The vocabulary related to unit 2 includes traffic conditions and accidents or problems on roads using the grammar of "there is (are)", "a, an, the", "singular and plural nouns", and "should, ought to, had better, must, have to". See Figure 4 which illustrates the communicative English training course according to the content in unit 2.



Figure 4 The activities in unit 2: traffic circumstances practiced by 51 TPOs

Figure 5 below illustrates the activities practiced by 51 TPOs according to unit 3: traffic lanes. The participants studied and trained on how to give directions, how to read maps, and describe favorite places. The 51 TPOs also practiced how to use vocabulary about directions, locations, and tourist attractions using the grammar of “prepositions of places and movement”, and “adjective describing places”.



Figure 5 The activities in unit 3: traffic lanes practiced by 51 TPOs

Activities in unit 4: traffic laws & regulations practiced by 51 TPOs during the workshop on communicative English training course helped the participants learn and practice how to explain laws and regulations, how to state traffic accusations, and how to tell traffic signs. The vocabulary the participants learned includes traffic laws, regulations, and accusations. The grammar the 51 TPOs practiced is “must, mustn’t”, “be prohibited to”, “be not allowed to”, “be obliged to”, and “be required to”. See Figure 6 which illustrates the communicative English training course according to the content in unit 4.



Figure 6 The activities in unit 4: traffic laws and regulations practiced by 51 TPOs

With regard to the quantitative data collected from the pre- and post- test, it is evident from Table 2 that there was a significant difference between mean scores from the two testing times of the TPOs' English language communicative competence; indicating that mean scores from post-test is significantly higher than the mean score from pre-test (t= -8.39, p<.001). Accordingly, it can be concluded that the 51 TPOs' competence after their course in a 2-day workshop had significantly changed.

Table 2 Mean scores of TPOs' English language communicative competence after being taught by the learning tool.

	N	Mean	S.D.	t	Sig.
Pre-Test	51	15.4	4.61	-8.39	<0.001
Post-Test	51	20.7	2.57		

The learning tool was used with a sample of 51 volunteered traffic police officers in Chiang-Mai in a 2-day workshop. Then, the satisfaction form towards the workshop was rated and analyzed to find the percentage, mean score and standard deviation of satisfaction. These statistics are shown in Table 3 with descriptive writing below.

Table 3 Percentage (%) Mean ($\bar{X}$) and Standard Deviation (S.D.) of the satisfaction towards the workshop on communicative English training. (N=51)

Topic of Satisfaction	Level of Satisfaction (Percentage)					$\bar{X}$	S.D.	Definition
	5	4	3	2	1			
1.1 Knowledge and experience after the workshop	27 (52.9%)	22 (43.1%)	2 (3.9%)	-	-	4.49	0.57	High

Topic of Satisfaction	Level of Satisfaction (Percentage)					$\bar{X}$	S.D.	Definition
	5	4	3	2	1			
1.2 Improvement of communicative English skills	30 (58.8%)	18 (35.3%)	3 (5.9%)	-	-	4.53	0.61	Highest
1.3 Confidence in using communicative English	28 (54.9%)	17 (33.3%)	6 (11.8%)	-	-	4.43	0.70	High
1.4 Application of knowledge and experience from the workshop in real-life use	36 (70.6%)	12 (23.5%)	3 (5.9%)	-	-	4.65	0.59	Highest
Overall						**4.52**	**0.53**	**Highest**

Table 3 indicates that the overall mean scores reached the highest satisfaction level of 4.52 (SD=0.53). The application of knowledge and experience from the workshop for real-life use ranked first with 4.65 (SD=0.59). This means most respondents agreed that the learning tool used in the workshop was very useful for their jobs, while the satisfaction towards the improvement of communicative English skills ranked second with 4.53 (SD=0.61), followed by knowledge and experience after the workshop with 4.49 (SD=0.57), and the confidence in using communicative English with 4.43 (SD=0.70), respectively. It can be concluded that TPOs were satisfied with the workshop on communicative English training. This is due to this learning tool resolved their problems as well as served their needs.

Discussion

As illustrated above, the findings showed that the majority of the TPOs needed English communication skills in order to communicate in their jobs. They realized the problems in English communication; they were not satisfied with their English speaking and listening skills and, they stated that their English language abilities were insufficient for their career. The TPOs were perceptibly self-motivated and ready to learn English communication in order to increase their job satisfaction or quality of life. These findings correspond with Knowles (1980, p. 44) who states that "People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks and problems". The results also re-emphasized and revealed the needs for setting up a learning tool as a self-access learning package with a clear focus on ESP for TPOs. This is consistent with Hutchinson and Waters (1987, p. 19) advocates language teaching in which all decisions concerning contents and learning methodology should be based on the learner's reason for learning.

This study also applied Hutchinson and Waters' (1987, p. 19) ESP concept above to deal with the English problems of TPOs. Most TPOs did not have time to study in class. Also, books and materials in the market are not specifically designed and arranged to meet their needs, and the contents are not suitable for their backgrounds and careers. These problems could be solved by creating an ESP self-access learning material by providing specific content, and by designing and arranging the materials which matched their ESP needs.

The results of TPOs' satisfaction towards the learning tool and the workshop showed that the highest overall satisfaction level of the self-access learning package was reached the highest. This was due to the fact that TPOs realized the importance of a learning tool, and they were ready to learn; they were interested in learning that had immediate relevance to their job or personal life. This is in line with Knowles' (1980) idea of learning motivation discussed earlier.

Conclusion

The needs analysis should be the starting point for devising the syllabus, course materials, and classroom activities (Jordan, 1997, p. 22) in order to achieve the best learning outcomes, and to appropriately motivate the learners. The findings from this study indicated that identifying problems and needs play an important role to design ESP learners' materials. Before creating a self-access learning package as a learning tool, it is necessary to collect information from learners both their general background, as well as their problems and needs. Apart from this, using a triangulation method could help to confirm the research results regarding using different people who could be involved in, or encountered TPOs on duty in this study, such as foreign tourists. Furthermore, in order to have appropriate and suitable learning materials, the researcher incorporated the recommendations of the experts to further revise and modify the learning tool. Lastly, the learning tool was designed considering the fact that the learners were unable to attend English classes. Thus, this tool offered them this opportunity to learn anytime when they needed to know more, and also it responded to their English problems and needs. As such, the current needs analysis serves as a useful example for not only how educational materials should be created in order to help TPOs in this particular case, but also how this adopted as a guideline for people in other professions in Thailand.

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