การวิเคราะห์ปัญหาและความต้องการในการใช้ภาษาอังกฤษ
เพื่อการสื่อสารเพื่อพัฒนาชุดสื่อการเรียนรู้ด้วยตนเอง
สำหรับตำรวจจราจรในภาคเหนือตอนบน
An Analysis of Challenges and Requirements of Using Communicative English for Developing a Self-Access Learning Package for Traffic Police Officers in Upper Northern Thailand

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บทคัดย่อ

    กระบวนการแก้ปัญหาด้วยการวิเคราะห์ปัญหาและความต้องการเป็นส่วนสำคัญในการประกอบอาชีพทุกอาชีพรวมถึงอาชีพตำรวจจราจร หนึ่งปัญหาสำคัญคือการใช้ภาษาอังกฤษ เพื่อการสื่อสารเพื่อบรรลุวัตถุประสงค์ของกระบวนการแก้ไขปัญหานั้น ตำรวจจราจรต้อง ตระหนักถึงปัญหาของตนและความต้องการในการแก้ไขปัญหานั้น ๆ ดังนั้นการวิเคราะห์ปัญหา และความต้องการด้านภาษาอังกฤษเพื่อการสื่อสารของตำรวจจราจรจึงจำเป็นต้องทำการศึกษาเพื่อพัฒนาทักษะภาษาอังกฤษของพวกเขาต่อไป จุดประสงค์ของงานวิจัยนี้ คือ 1) ศึกษาปัญหา และความต้องใช้ภาษาอังกฤษเพื่อการสื่อสารของตำรวจจราจร 2) ศึกษาความต้องการในการ พัฒนาทักษะการสื่อสารของตำรวจจราจรและ 3) พัฒนาชุดสื่อการเรียนรู้ด้วยตนเอง เพื่อเพิ่มพูนทักษะการสื่อสารเป็นภาษาอังกฤษของตำรวจจราจร ด้วยเหตุนี้ ตำรวจจราจรจำนวน 100 นาย จาก 8 จังหวัดในภาคเหนือตอนบนของประเทศไทยจึงได้รับการสำรวจด้วยการสัมภาษณ์และจากการตอบแบบสอบถามรวมถึงการตอบแบบสัมภาษณ์ของนักท่องเที่ยวชาวต่างชาติผู้ซึ่งพบ เจอและสื่อสารกับตำรวจจราจรในระหว่างปฏิบัติหน้าที่

ผลการศึกษาพบว่าตำรวจจราจรส่วน มากไม่พึงพอใจต่อทักษะฟังและพูดภาษาอังกฤษ
ที่อ่อนของตน เนื่องจากการขาดแคลนคำศัพท์ เฉพาะทางที่ใช้ในการปฏิบัติหน้าที่
ขาดความรู้ด้านไวยากรณ์ และขาดทักษะฟังในการจับสำเนียง ภาษาและปัญหา
ความเร็วของการพูดของชาวต่างชาติ และที่แย่ไปกว่านั้น ตำรวจจราจรยังคิดว่า ความ
สามารถทางภาษาอังกฤษของตนเองไม่เพียงพอและไม่มีประสิทธิภาพเพียงพอเลย
ต่อการปฏิบัติหน้าที่และในการประกอบอาชีพที่สอดคล้องกันนั้น ผลจากการตอบแบบ
สัมภาษณ์ ของนักท่องเที่ยวชาวต่างชาติพบว่า ปัญหาการใช้ภาษาอังกฤษเพื่อ
การสื่อสารของตำรวจจราจร ส่งผลมากจากการขาดแคลนวงคำศัพท์เฉพาะทาง ความ
ยากในการออกเสียงภาษาอังกฤษ การออกเสียงที่ผิด และการขาดความรู้ด้านไวยากรณ์
ผลที่ได้จากการวิเคราะห์ปัญหาดังกล่าวนี้ แสดงให้เห็นว่าปัญหาที่พบจำเป็นต้องแก้ไข
โดยการรวมตัวของ 2 ปัจจัยสำคัญ คือ ความต้องการ ในการพัฒนาตนเองจากภายใน
และจากปัจจัยภายนอกด้วยชุดสื่อเรียนรู้ด้วยตนเองเพื่อเพิ่มพูนทักษะฟังและพูดภาษา
อังกฤษเพื่อการสื่อสาร

คำสำคัญ : การวิเคราะห์ ภาษาอังกฤษเพื่อการสื่อสาร สื่อการเรียนรู้ด้วยตนเอง ตำรวจ
          จราจร ภาคเหนือตอนบนของประเทศไทย

Kanlaya Promwatcharanon and Passakorn Chatreepinyo

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Abstract

A problem-solving approach (PSA) for the analysis of problems and needs is an integral part of individual's career paths, including Traffic Police Officers (TPOs) in Thailand. One crucial factor is the use of communicative English. To accomplish the goal of a PSA, the TPOs must recognize their challenges and needs in order to resolve those issues. Consequently, a problem and needs analysis regarding TPOs communicative English capabilities ought to be conducted to further improve their English skills. The objectives of this were 1) to study the TPOs' challenges and needs regarding the use of communicative English, 2) to study their needs to improve their communicative skills, and 3) to develop a package of self-access learning to enhance their communicative English skills. For the purpose of this study, 100 TPOs in 8 provinces of the upper northern Thailand were investigated using interviews and questionnaires. Furthermore, the study involved interviewing foreign tourists who encountered police officers on duty. The findings revealed that most TPOs were not satisfied with their poor English listening and speaking skills due to their lack of specific vocabulary while on duty. This dissatisfaction also extended to their knowledge of English when attempting to understand various accents of native English speakers. Besides, the speed of speaking affected their ability to listen and to speak during communication with foreigners. The overall impression was that TPOs thought their English language abilities were insufficient and ineffective for their career. In accordance with these results and the findings made from the questionnaires, which was conducted on foreign tourists, the challenges of TPOs were narrowed down to lack of vocabulary and the specific terms, difficulties in English pronunciation and mispronunciation, as well as the lack of English grammar. This study revealed that these problems

needed to be resolved by embracing both factors: the need for self- improvement, and by using outside sources, like a package of self-access learning in order to enhance their communicative English listening and speaking skills.

Keywords: analysis, communicative English, self- access learning, traffic police
officers, upper Northern Thailand

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Introduction

The study of EF English Proficiency Index in 2017 revealed that English competency of Thai scholars is at low proficiency band, ranking 53rd among 80 countries. Comparing to other Asian countries, where English is commonly used as a foreign language, Thailand is lower than Vietnam (34th), Indonesia (39th), China (36th), and Japan (37th), respectively. (EF EPI, 2017) This indicates insufficient knowledge of language and ineffective communicative English among Thai graduates. As a result, there have been plenty of problems due to lack of English proficiency in every profession in Thailand, including Traffic Police Officers (TPOs). Due to a national tourism campaign policy and the Asian community era, English becomes a tool to communicate with not only tourists but also expats. Many foreign tourists, who speak only English as an international language, come to visit Thailand, especially to the upper northern of Thailand, where they are surrounded by cultural heritage, nature and the warm hospitality of the local people. TPOs in these areas therefore, encounter tourists more frequently and are required to their language skills. Consequently, TPOs always work on condition of English communicative challenges.

To prove these challenges, a survey was conducted to assess problems and of TPOs in 8 provinces of the upper northern Thailand in order to investigate related issues. Relevant data was collected, analyzed and discussed in depth so in order to shed light on the matter, to raise self-awareness and to promote independent problem solving in order to enhance English communicative skills of TPOs.

The study was conducted in accordance with Humanistic theories, the notion that every human being has the full potential to learn and possesses an integral self-motivation to improve and develop him- or herself. Moreover, learners can learn well when they realize the meaningful learning which relates

to their experiential learning, focusing on a leaner-centered approach (Richards and Rogers, 2001).

Knowles (1980) claimed that adult learners have self-directed learning, self-readiness learning, problem solving learning, and self-motivated learning. These take the mutual importance in learners' performance. When learners acknowledge and recognize their problems, their needs to learn, their own potentials, and their goals of learning, they can effectively learn to improve and to develop themselves. So, can TPOs in this study and TPOs across Thailand.

Research Objectives

The focus of this study stemmed from personal observation and discussion with TPOs over the years, and as a member of a Traffic Police family. TPOs have displayed more interest and concern in the use of the English language, as they are frequently encounter foreigners who get into or experience problems on the roads, are involved in acts of transgression and when giving directions to guide visitors to tourist attractions.

In the light of the observation, the purposes of the study were:
1) to study TPOs' problems and needs of communicative English
2) to study TPOs' need to improve their communicative English skills
3) to develop a package of self-access learning to enhance communicative English listening and speaking skills of TPOs.

Research Methodology

The study was designed to investigate problems and needs of communicative English and the need to improve communicative English skills of 100 TPOs in 8 provinces of upper northern Thailand in 2015, using

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mixed-methods of quantitative and qualitative approaches to collect data through the interviews and questionnaires. Furthermore, the study involved interviewing foreign tourists who encountered officers on duty.

The study was designed in 3 phases:

Phase 1 of the research began with the screening process (Problems and need of English communicative English and the need to improve communicative English skills screening), using a quantitative methodology to collect statistical data from 100 Traffic Police Officers (TPOs) in 8 provinces of upper northern Thailand. The number of participating TPOs in the study, who were asked to respond to the questionnaire, was selected using the comparison of the highest and the lowest number of tourists travelling in the province in the northern part of Thailand in year 2013-2014, and was calculated statistically to find the Percentage (Thailand Tourism Organization, 2014). Thus, TPOs were divided into 4 provinces with the highest to the lowest number of tourists, which included: 65 TPOs from Chiang Mai, 15 TPOs from Chiang Rai, 10 TPOs from Mae Hong Son, and 5 TPOs from Nan.

The questionnaire in Phase 1 focused on few factors: appropriate variables to be included in the survey questions, which was categorized according to key study objectives to ensure that all the objectives were answered; moreover, themes and subthemes were developed from each key study question; finally,   They were interpreted and substantiated with TPO's voices.

The pre-testing questionnaire was prepared and administered to quantify the variables for quantitative data collection. The attempt was to operate under the assumption of objectivity, to avoid human bias whenever possible, and to remain neutral or as value-free as possible. In summary, the strengths of the quantitative approach were based on "control" (control of

variables and the relationship between them) and the weakness of "restriction" and "controlling of variables."

These 3 sub-steps were designed for the development and validation of the questionnaire:

1) Critical analysis of related theories was done to draft a questionnaire. The deductive method was used to investigate and gather the best findings from related theories and concepts.

2) A validity check was conducted based on the main elements of the developed questionnaire and was evaluated by academic advisers/professionals/experts using a rating scale of 1-3 (with 1 as the lowest and 3 as the highest scale).

3) A reliability check was done by conduction a pilot study with 20 TPOs at Chiang Mai Traffic Police Station.

In addition to Phase 1 of the research, Phase 2 of the research made use of a qualitative approach to obtain more in-depth data. The 15 foreign tourists, who were travelling around Chiang Mai city, representing stakeholders, were asked to provide more information by using a structured interview. The questions used for the structured interview were developed based on the details on certain issues derived from the questionnaire. Finally, the questionnaire was checked by academic advisers/professionals/experts.

The data obtained from these 2 phases were gathered by using 1) a self-developed questionnaire, and 2) a structured interview. In addition to the multiple-choice form, the respondents were required to answer open-ended and closed-questions in order to obtain more information.

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The responses gathered from the questionnaire and the interview were then used to complement and to shed light on literacy problems, as well as to assess the group's perception regarding their particular problems and needs. The collective data was used to analyze both qualitative and quantitative content. The content analysis was presented through descriptive writing with examples, and the data obtained through the research tools was calculated statistically to find the Percentage. These statistics were shown in tables and interpreted with descriptive writing and content analysis. They were interpreted and substantiated with TPOs' voices. This led to the concept of this study, analyzing the problems and needs developed from the implementation strategies used by the TPOs in the real-life situations.

Phase 3 of the study focused on the development and validation of the self-access learning package to enhance communicative English to include listening and speaking skills of TPOs, using a qualitative approach to develop a pocket book and Computer Assisted Instruction (CAI) in order to serve their problems and needs, based on prior results of the data gained from the questionnaire and the interview.

This developed self-access learning package was tested on a sample of 60 volunteer TPOs at Chiang Mai Traffic Police Station by purposive sampling method. This package was used during a one-day combined-practice workshop directed by the researchers, and a one-week self-practice at home. Themes, subthemes, contents, practices and tasks were created and developed from each study based on TPOs' needs.

Then, the satisfaction form towards the package was rated and analyzed to find the Mean () and Standard Deviation (S.D.) of the level of satisfaction. These statistics were shown in tables with descriptive writing.

Research Conceptual Framework

The core theories and principles for this research study, which was geared towards both a quantitative and a qualitative approach, underlined the perspective study (See Figure 1).
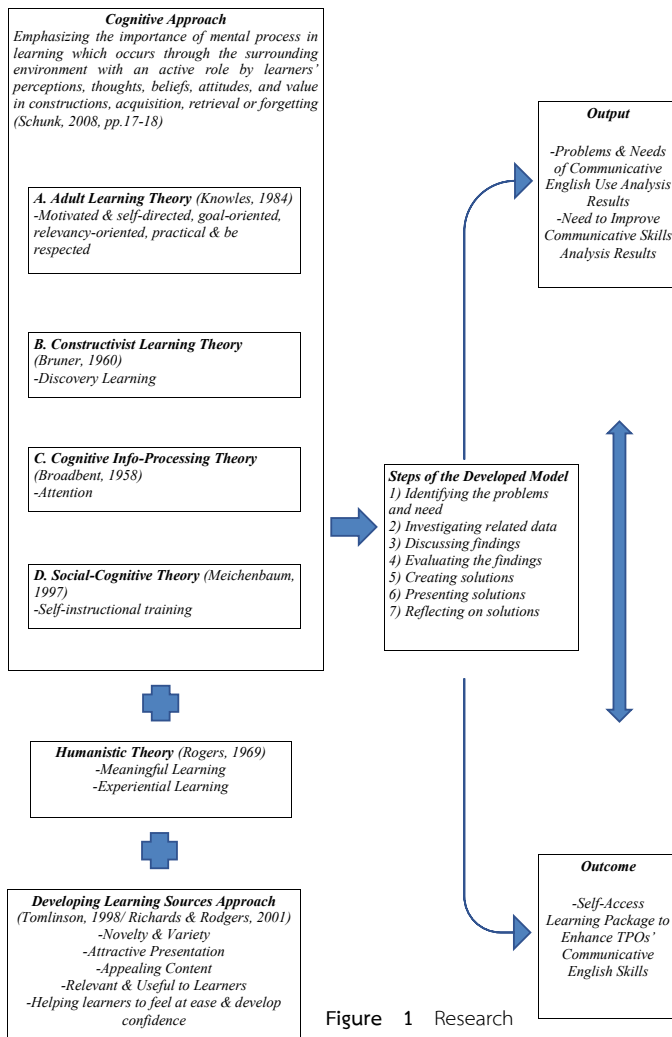

Figure 1 Research Conceptual Framework

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Research Findings

1.Results of the Questionnaire

The data analysis was divided into five parts; 1) general background of TPOs; 2) communicative English from existing TPOs condition; 3) the problems with listening skills of TPOs when providing to service foreigners; 4) the problems with listening skills of TPOs using to service foreigners and 5) the surveyed-communicative English topics needed at work.

1.1 The general background of TPOs in upper northern Thailand

The collective data displayed details regarding the general background of 100 TPOs in 8 provinces in the upper northern Thailand. The survey sought data to explore gender, age, years of work experience, education and rank, which were integral parts of the analysis of problems and needs.

The data illustrated a diverse general background of 100 TPOs in the upper northern Thailand; the majority of the sample were male (92%) aged between 41-50 (57%), and 66 % of them had at least 15 years of work experience, respectively. Surprisingly, 41% of them had received a bachelor degree in Public Administration, Arts, Political science and Management. Besides their educational background and experience, their rankings were Police Senior Sergeant Major (60%), Police Sub-Lieutenant (33%), and Police Lieutenant and Police Captain amongst others. Overall, the data suggested that the TPOs, who worked on roads encountering foreigners in many circum-stances for over 15 years, were mostly male Police Senior Sergeant Majors.

1.2 Communicative English from existing TPOs condition in upper northern Thailand

The second part of the survey was designed to get information about the communicative English condition of the TPOs in the upper north. The questions addressed how communicative English was used by the TPOs; the number of foreigners they communicated with on a daily basis, and languages the foreigners usually communicated with; whether they attended additional English classes or used other learning sources to improve their language skills; the level of speaking and listening English competency they obtained; and the level of satisfaction with their English proficiency. Table 1 and Figure 2 show the responses.

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Table 1 Communicative English of TPOs Condition in upper northern Thailand

No.	Communicative English Information (N=100)		Percentage
1	Numbers of Foreigners having communication with per day	<10 persons	68
		11-12 persons	25
		21-30 persons	5
		> 30 persons	2
2	Languages of Foreigners	English	58
		Other foreign languages	9
		Both	33
3	Number of Person Taking Additional English Training	Taking an English course	5
		No	95
4	English Learning Sources	Books & Textbooks	41
		(Self-Learning Materials)	27
		other	32
5	Level of Competency in Listening & Speaking English	Very poor	37
		Poor	33
		Moderate	26
		Good	4
		Very good	0
6	Sufficiency of English Competency Related to Career Usage	Insufficient	78
		Sufficient	22

Table 1 shows that 60% of TPOs had a chance to communicate with native foreigners, at least with 10 people every day. Besides, 58% of them communicated with native speakers using English. However, it showed that 95 % preferred not attending English classes, 41% read on their own with handbooks or learnt from other self-learning materials, when they needed to know more. These results were similar to concepts and ideas expressed by some scholars; Wenden (1991) and Dickenson (1987), who claimed that adult learners had their strategies for learner autonomy focusing on their own interests, which serves for long-life learning. And, adult learners, who choose and follow their self-directed learning styles, can be successful in learning with self-motivation and self-awareness concerns. (Knowles, 1975 and Benson & Voller, 1997).

Figure 2 illustrates more regarding the results of communicative English of TPOs condition in upper northern Thailand. It reveals that 78 out of 100 of TPOs were not satisfied with their poor English level and their competency in listening and speaking (70%), while others were at moderate (26%), good (4%), and 0% at very good level. In addition, they were concerned that their English language abilities were insufficient and ineffective for their career. Most of them admitted that they could not catch the meaning of words communicated, or were unable to answer questions. They also lacked the vocabulary, specific terms and lacked the knowledge of grammatical structure to make correct sentences.
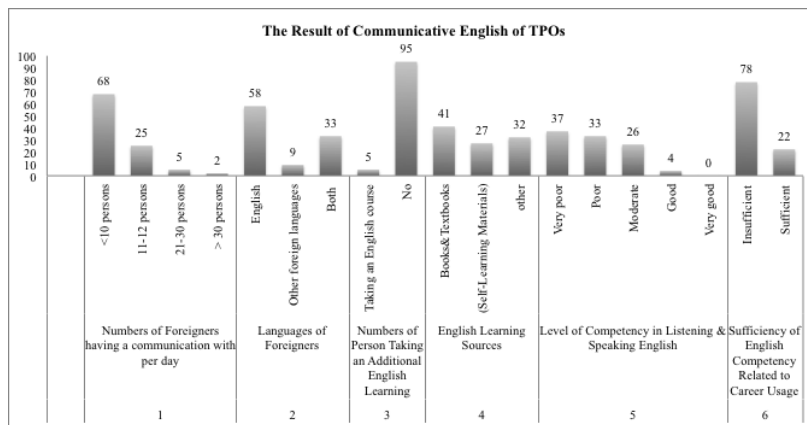
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Figure 2 The result of Communicative English of TPOs Condition in upper northern Thailand

1.3 The problems in listening skills of TPOs to service foreigners

All 100 participating TPOs were asked to evaluate their level of listening skills when they provided service to foreigners. There were five response options ranking from the highest to lowest. The data obtained was calculated to find the percentage. Table 2 shows the results.

Table 2 Percentage of the problems in listening skills of TPOs to serve foreigners

Problems in Listening Skills (N=100)	Highest %	High %	Moderate %	Low %	Lowest %	Total Responses
-Limitation of Vocabulary	18	25	31	19	7	100
-Accent of Foreigners	20	25	31	16	8	100
-Speed of Speaking	27	30	27	8	8	100
-Lack of English Structure Knowledge	18	31	27	14	10	100

Table 2 records the TPOs' self-rating of their level of listening skills used when serving foreigners. The data obtained revealed that the limitation of vocabulary was at shared by 43% of the respondents. The problem with the accent of the English speakers revealed to be issues for 45% of participants. The speed of speaking was the problem for 57% of them. The lack of knowledge of English structure was one of the problems the TPOs impacting 49% of the sample. See Figure 3 to illustrate evidently.
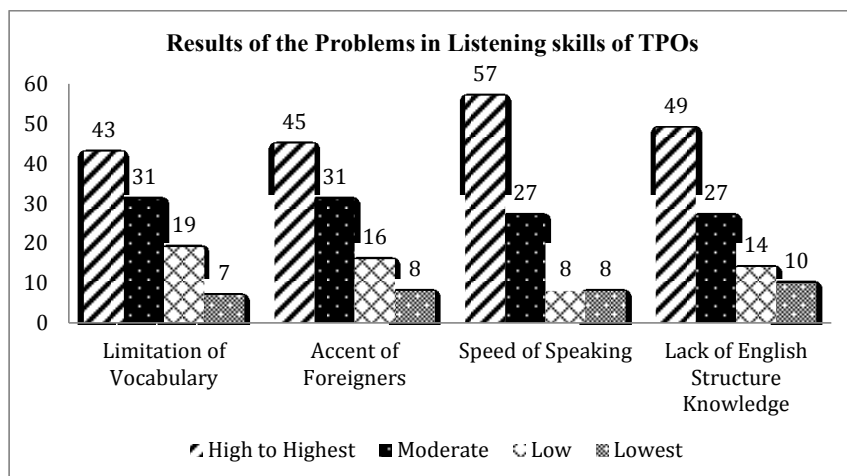
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Results of the Problems in Listening skills of TPOs

Figure 3 The result of the problems in listening skills of TPOs while serving foreigners.

The result from Figure 3 indicates that the largest percentage of TPOs' listening skills problems stemmed from the speed of speaking (57%). They couldn't catch words while foreigners were speaking. This was due, in part, to the lack of English structure and insufficient vocabulary. When learners couldn't hear or catch words clearly, they couldn't understand and produce sentences to communicate. According to Merriam (2001), the lack of linguistic or grammatical competence; language component of sound, word, and structure affected discourse competence or communicative competence.

1.4 The problems with speaking skills of TPOs to service foreigners

The 100 participating TPOs were also asked to indicate their level of speaking competency, while serving foreigners regarding various problems in connection with speaking skills. Table 3 shows the results of their problems in speaking skills.

Table 3 Percentage of the problems in speaking skills of TPOs while serving foreigners

Problems in Speaking Skills (N=100)	Highest %	High %	Moderate %	Low %	Lowest %	Total Responses
-Limitation of Vocabulary	16	36	26	15	7	100
-English Pronunciation	15	34	30	15	6	100
-Lack of English Structural Knowledge	19	36	22	16	7	100

Table 3 indicates the TPOs' self-rating of their level of speaking skills used while servicing foreigners. The obtained data show the problems generally stem from lack of vocabulary, which impacted 52% of respondents ranging from high of 36% to the highest of 16%. The problem with English pronunciation effected 49% of TPOs. The lack of English structural knowledge was one of the most apparent problems, impacting 55% of the sample.

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The data in Figure 4 illustrates the percentage of TPOs' problems with speaking skills, indicating a general lack of English structural knowledge (55%) and limitation of vocabulary (52%), respectively. Again, when learners couldn't see how a sentence was produced, they couldn't produce corresponding sentences to communicate with others. Similar to Savignon (1983), where she claimed that communicative competence existed when the learners know the mechanical rule or how a sentence is correctly produced, the meaningful rule or how to choose the vocabulary matching the situations, the personal relationship rule or how politely the sentence should be used, and non-linguistic conversation, or how to use gesture, eye-contact or facial communication.
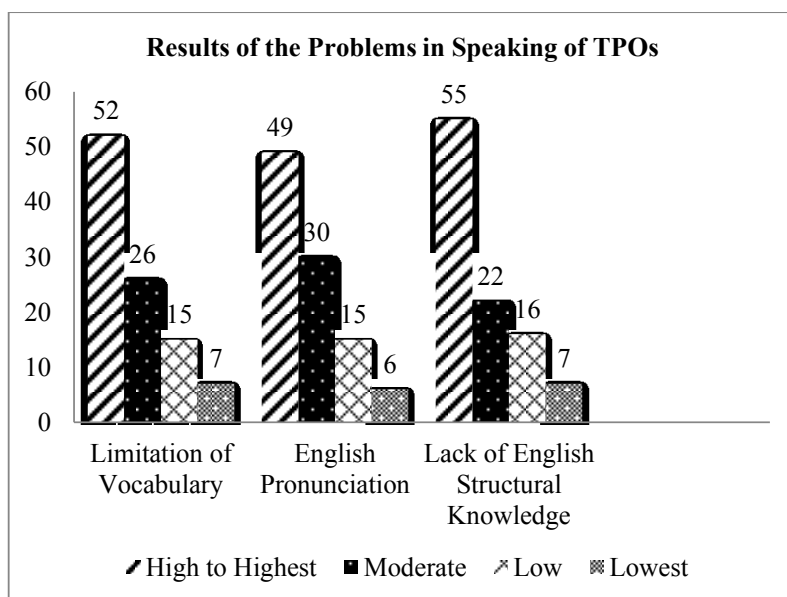
Results of the Problems in Speaking of TPOs

Category	High to Highest	Moderate	Low	Lowest
Limitation of Vocabulary	52	26	15	7
English Pronunciation	49	30	15	6
Lack of English Structural Knowledge	55	22	16	7

Figure 4 The results of the problems in speaking skills of TPOs while servicing foreigners

1.5 The communicative English topics needed at work

This part of the survey focused on English topics needed to communicate with foreigners rated by the 100 TPOs. All topics were created as a close-ended questions focusing on the career use. Furthermore, the questionnaire was also open for further suggested topics and comments.

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Table 4 and Figure 5 illustrate the responses.

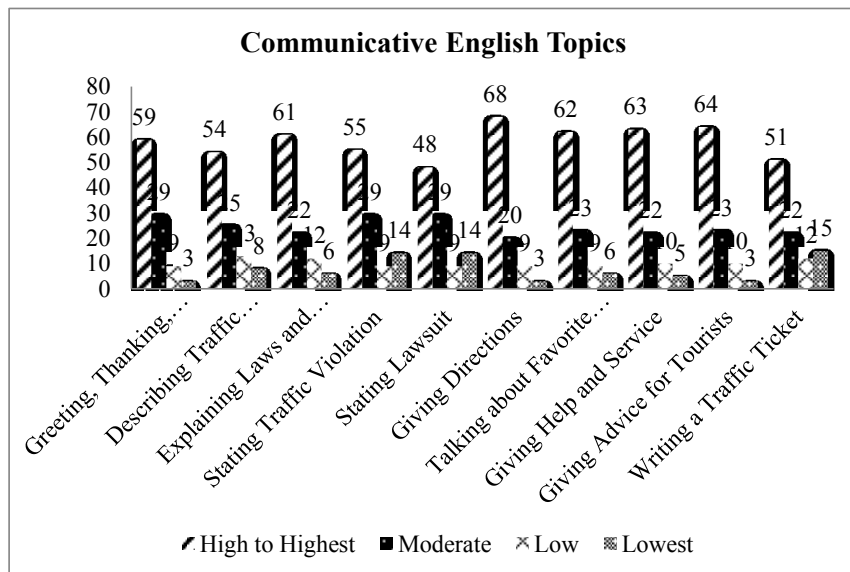| English Communicative Topics (N=100)	Highest %	High %	Moderate %	Low %	Lowest %	Total Responses
-Greeting, Thanking, Apologizing & Leave Taking	22	37	29	9	3	100
-Describing Traffic Conditions	25	29	25	13	8	100
-Explaining Laws and Regulations	32	29	22	12	6	100
-Stating Traffic Violation	31	24	29	9	14	100
-Stating Lawsuit	24	24	29	9	14	100
-Giving Directions	35	33	20	9	3	100
-Talking about Favorite Places	24	38	23	9	6	100
-Giving Help and Service	24	39	22	10	5	100
-Giving Advice for Tourists	24	40	23	10	3	100
-Writing a Traffic Ticket	28	23	22	12	15	100

Figure 5 The communicative English topics, which the TPOs wanted to communicate with foreigners

　　　　The data shown in table 4 and figure 5 display the communicative English topics that the TPOs wanted to communicate with foreigners during the office hours or while on duty. The data indicated that the top three highest percentages of topics were 1) giving directions at 68%, 2) explaining laws and regulations at 61%, and 3) stating traffic violations at 55%, respectively. These 3 topics were directly relevant to their duties and careers. This obviously shows that the TPOs are conscious about what they needed to improve and to achieve their job requirements. In the light of need analysis, these realizations of need sprang up out of the heart of true perception, self- improvement and self-development that could be accomplished.

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In accordance with Knowles (1980&1984), where he mentioned the Andragogy theory that adult learners with self-concept, and self-readiness have their own goals to learn things effectively through their experience and orientation to learning. Thus, learning in adults can happen when they are self-motivated, relevancy-oriented, and feel freedom and self-respect, and finally where there are practical individuals. Like adult learners, TPOs thus should use their self-centered learning and problem-based learning with individual needs and freedom to solve these problems.

2. Results of Foreign Tourists' Interviews

Apart from the questionnaire results, the interview of foreign tourists who encountered the TPOs on duty were also required as the third point in the triangle, for a triangulation and to gather more information in order to capture and highlight the different dimensions of the problems and need among various stake-holders, and in order to understand in-depth scenarios which couldn't be detected through close-ended question (Tabassum, 2014). The data from the interview revealed the problems tourists often encountered when using the English language with on-duty-TPOs, and illustrated also tourists' needs from the TPOs' perspective. Table 5 shows the responses gained from foreign tourists after interview.

Table 5 Responses from foreign tourists gained from the interview

Questions	Responses from foreign tourists gained from the interview
1.What information do you require from the traffic police officers?	-Advice about roads and traffic regulations because crossing the roads is very difficult. -Speed limit in City area -How to pay fine. -Explanation violation.
2. What topics do you often ask the traffic police officers?	-Asking for the road -Asking for directions -Suggestion about transportation -Suggestion about the place -Asking about bus schedule -Asking for the directions for the place to pay the fine
3. What are the problems in term of language communication with the traffic police officers?	-Police officers cannot communicate in English. -When police officers stopped the road users, they didn't explain the charges for the fine. -The main problem is police officers do not speak English. -Language problems. -There is no problem because the police officer found someone else to translate for him. - There is no problem because police officer tried to use simple words to explain.

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Questions	Responses from foreign tourists gained from the interview
4. What are the problems in term of culture with the traffic police officers?	-Tourists have negative attitude towards the police because the police officers do not explain the Thai traffic regulations in English. For this reason, tourists thought that they did not violate the laws and the Thai police officers needed money for themselves. -A Tourist had a fight with a police officer. The police officer did not show any respects towards him.
5. What is the most problematic one with traffic police officers?	-Traffic police officers cannot explain the traffic laws and regulations.
6. Have you ever been fine by traffic police officers?	- No (10 of 15) - Yes (5 of 15)
7. What is your fined charge?	-They do not wear helmets.

Surprisingly, the results of tourists' need and opinions were similar to those of the TPOs'. Both the participating TPOs and the tourists interviewed generally required comprehensible communicative English use in order to resolve the issues, such as giving and receiving an explanation about laws, regulations, and charges with correct specific terms. Another issue was about

giving advice or suggestions to travelers and giving directions, which were relevant to everyday use of language skills.

All in all, problems and need analysis in this study was expected to accomplish as a primary source of information to further design and develop a package of self- access learning to enhance communicative English listening and speaking skills of the TPOs in upper northern Thailand.

3. Results of the Development of a self-access learning package

From the analyzed and synthesized results of TPOs' problems and need, as well as data gathered through the questionnaires and interviews, the researchers made a dedication to develop a package of self-access learning to enhance communicative English Listening and Speaking Skills for the TPOs, consisting of a pocket book and CAI, which would best serve the need of TPOs in communicative English in order to help resolving their issues Tables 6 shows the satisfaction level of the sample towards the developed pocket book and the CAI included in the package.

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Table 6 The satisfaction level of the TPOs towards the developed pocket book and CAI

Lists of Evaluation		$\bar{x}$ (N=60)	S.D.	Level of Satisfaction	Ranking
B o o k l e t	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	
C A I	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	

Table 6 shows the data corresponding to the satisfaction form which was evaluated by the 60 volunteer TPOs, who took part in the 1-day-practice workshop and used the package for 1-week-practice at home. The total level of satisfaction towards both the booklet and the CAI was generally at the proficient level (=4.50, S.D.=0.58). Especially, the level of satisfaction regarding the content of the booklet (=4.61, S.D.=0.53), and of the CAI (=4.53, S.D.=0.58), ranked first. There are several reasons that lead to this high proficiency level.

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

Importantly, the package fitted the needs of the users, as the researchers designed the unit topics in accordance with the users' needs and interests so that they cover useful everyday life issues, real life situations and provision, and to include important language and cultural uses, namely: Unit 1: Traffic Police Courtesy, Unit 2: Traffic Circumstances, Unit 3: Traffic Lanes, and Unit 4: Traffic Laws & Regulations. The constructivist learning theory, studied by Bruner (1960), supports this result because it believes that learning is related to using the complex and interactive experiences, enhancing meaningful challenges, solving realistic problems, strengthening collaboration, and discovering for constructing new ideas.

Figure 6 below illustrates the pocket book with the content in each unit, consisting of language in context, word bank, language in use, tasks & exercises, and key answers. These units were created and developed to serve the needs of the users in communicative English skills with vocabulary about specific terms, structural grammar knowledge to make correct sentences, tasks and exercises to practice independently, and key answers to check their own understanding, when using them in their spare time. All in all, the book was created as a self-learning handbook to help them learn effectively and easily anytime when they need to know more, as seen in the example unit, particularly about traffic laws and regulations in Unit 4.
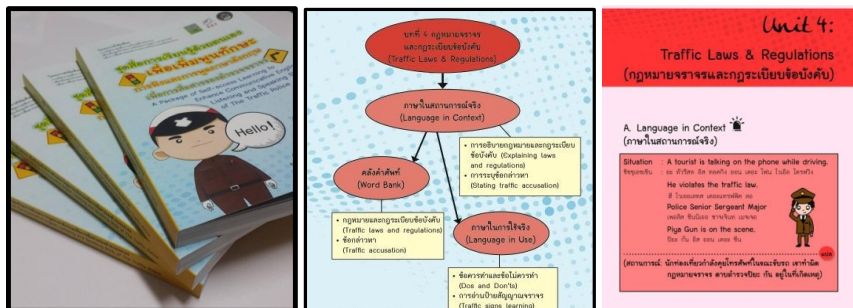
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Figure 6 The pocket book created to enhance communicative English speaking skills for the TPOs

Figure 7 illustrates the CAI with the same content as in the pocket book presented previously. However, the distinguished differences are the real authentic situational dialogues demonstrated by the characters including a traffic police officer and a tourist, the native voice to perform the situations, the native voice to practice pronunciation of vocabulary in specific terms, the native voice to coach how to pronounce the correct structural grammar sentences, and the native voice to continue checking the answers in the tasks and exercises. These tools were devised and developed to serve the need of the users with communicative English listening skills and to provide 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 them resolving and addressing the problem of an 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.

การวิเคราะห์ปัญหาและความต้องการในการใช้
ภาษาอังกฤษเพื่อการสื่อสารเพื่อพัฒนาชุดสื่อการเรียนรู้
ด้วยตนเองสำหรับตำรวจจราจรในภาคเหนือตอนบน

กัลยา พรหมวัชรานนท์ และ พรรษกร ชาตรีภิญโญ

Figures 7 The CAI devised 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. This package was designed assist learners with, variety, 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 needs in mind (Tomlinson, 1998; Richards & Rodgers, 2001 and Song & Hill, 2007).

Conclusion

The TPOs' responses to the survey, it is clearly indicated that all the results were the basic outcome of the analysis, however, Further in-detail analyzed, synthesized, collected, and interpreted for further improvement and development.

The implication of the study for learning improvement is that the TPOs should recognize and realize their problems and need in order to improve their

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potential so that they will be ready to be equipped with required knowledge and skills. The researchers are helpful that, by using this tool, the TPOs are able to gradually develop their skills and be able to effectively apply the English knowledge to their careers in daily life situations

The results of the TPOs' self-rating of their level of listening and speaking skills to service foreigners were the outcome of self-awareness or self-acceptance to foster self-problem solving and self-development. The improvement of proficiencies can be valuable to achieve their potentials in this current age of globalization and global communication.

Acknowledgment

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