

จากการวิเคราะห์ความต้องการสู่การออกแบบหลักสูตร : การใช้หลักสูตร
ภาษาอังกฤษเฉพาะกิจแบบเรียนด้วยตนเองเพื่อส่งเสริมความสามารถ
ภาษาอังกฤษเพื่อการสื่อสารของพนักงานขายตัวโดยสารของบริการ
รถโดยสารสาธารณะ

From Needs Analysis to Curriculum Design: The Implementation
of a Self- study ESP Curriculum to Enhance Communicative
English Ability of Ticket Sellers of Public Bus Service

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Abstract

This study aims to investigate functional English language's needs of public bus ticket sellers and to develop a Self- study English for Specific Purposes (ESP) Curriculum package to enhance communicative English ability of bus ticket sellers in the northern part of Thailand. 86 bus ticket sellers were randomly selected for the needs analysis, and 30 ticket sellers for the implementation of the Self- Study ESP course. The research instruments used were a needs survey questionnaire, a needs focus-group interview, a situational analysis observation, a preliminary functional English test, an Functional Communicative English performance test, a follow- up interview and reflection. Based on needs analysis results, a Self-Study ESP Curriculum package was developed. The results show that the ticket sellers realized the importance of English for their job, wanted to improve functional English speaking and listening the most. They preferred learning by themselves with learning aids. Additionally, the ticket sellers' communicative English ability significantly increased after the implementation of the Self- Study ESP curriculum. In conclusion, the Self-Study ESP Curriculum package is effective in enhancing the ticket sellers' communicative English ability.

Key Words: ESP Self-study, ESP English Curriculum, Communicative English ability

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บทคัดย่อ

การศึกษานี้มุ่งเพื่อสำรวจความต้องการใช้ภาษาอังกฤษเพื่อการทำงานของพนักงานขายตัวโดยสารรถประจำทางสาธารณะ และเพื่อพัฒนาหลักสูตรภาษาอังกฤษเฉพาะกิจแบบเรียนด้วยตนเอง เพื่อส่งเสริมความสามารถทางภาษาอังกฤษเพื่อการสื่อสารของพนักงานขายตัวโดยสารรถประจำทางในเขตภาคเหนือของประเทศไทย กลุ่มตัวอย่างในการวิเคราะห์ความต้องการใช้ภาษาอังกฤษ คือ พนักงานขายตัวโดยสารจำนวน 86 คน และกลุ่มตัวอย่างสำหรับการใช้หลักสูตรภาษาอังกฤษเฉพาะกิจแบบเรียนด้วยตนเอง คือ พนักงานขายตัวโดยสารจำนวน 30 คน เครื่องมือที่ใช้ในการวิจัยครั้นนี้คือ แบบสำรวจความต้องการ การสัมภาษณ์กลุ่มเจาะจง และการสังเกตเพื่อวิเคราะห์สถานการณ์ แบบทดสอบขั้นต้นของความสามารถทางภาษาอังกฤษสำหรับการทำงาน แบบทดสอบเชิงปฏิบัติการวัดความสามารถทางภาษาอังกฤษเพื่อการสื่อสารสำหรับการทำงาน การสัมภาษณ์เพื่อติดตามผลและการสะท้อนความคิดหลักสูตรภาษาอังกฤษเฉพาะกิจแบบเรียนด้วยตนเองได้ถูกพัฒนาขึ้น โดยใช้ข้อมูลที่ได้มาจากการวิเคราะห์ความต้องการ ผลของการวิจัยแสดงให้เห็นว่าพนักงานขายตัวโดยสารเห็นความสำคัญของภาษาอังกฤษสำหรับการทำงานของพวกราช แต่ต้องการพัฒนาความสามารถในการฟัง พูด ภาษาอังกฤษเพื่อการสื่อสารในวิชาชีพมากที่สุด และต้องการเรียนด้วยตนเองประกอบการใช้สื่อการเรียนรู้ หลังจากการใช้หลักสูตรภาษาอังกฤษเฉพาะกิจแบบเรียนรู้ด้วยตนเองปรากฏว่า ความสามารถทางภาษาอังกฤษเพื่อการสื่อสารในวิชาชีพของพนักงานขายตัวโดยสารดีขึ้นอย่างเห็นได้ชัด สรุปคือ หลักสูตรภาษาอังกฤษเฉพาะกิจแบบเรียนรู้ด้วยตนเองมีประสิทธิภาพในการพัฒนาความสามารถทางภาษาอังกฤษเพื่อการสื่อสารของพนักงานขายตัวโดยสาร

คำสำคัญ: ภาษาอังกฤษเฉพาะกิจ หลักสูตรภาษาอังกฤษเฉพาะกิจแบบเรียนรู้ด้วยตนเอง ความสามารถทางภาษาอังกฤษเพื่อการสื่อสาร

Introduction

Due to the integration of ASEAN countries which took place in 2015, there have been a great wave of skilled labour mobility from different countries, influx of investors, businessmen and tourists to Thailand. It is supported by the statistics of Tourism Statistics Thailand which presented that on the first quarter of 2017, the number of tourist arrivals to Thailand increase by 1.72% compared with the previous year (Tourism Statistics Thailand, 2000-2017).

Not surprisingly, land transportation becomes an essential component of tourism industry because it provides connections between regions domestically and internationally, and connects visitors and tourists with attractions, accommodations and commercial services at different destinations. In order to drive tourism industry effectively and gain more competitive advantage in global and regional markets, it is

necessary for Thailand to prepare its people working in land transportation sector such as ticket sellers, bus hostess, customer service staff, drivers, conductors, and porters so that they are able to fluently communicate with foreign tourists and visitors in English. Bus terminals turn out to be the first stop for these travelers when they want to get information about the routes, places to visits, time, travelling means and connections. Besides tourist information officers, bus ticket sellers at the bus terminals are the first group that the foreign travelers turn to for information. If the ticket sellers are able to communicate in English and provide the travelers with necessary information that they want, they will feel at ease in travelling around and will stay longer in Thailand. The longer they stay in Thailand, the more income the country gains.

Although English becomes very crucial for transportation personnel, ticket sellers of bus transportation can't use English fluently and efficiently to communicate with customers. They try to use different tools such as body language, charts, maps and mobile phones to facilitate the communication. However, it is quite too late to put ticket sellers back in school to study English again. And English in school is not designed to serve the needs of the ticket sellers in performing their job. It is inevitable to provide ticket sellers with a specially designed professional English course to meet their needs of job operation.

Thus ESP (English for specific purposes) which is “an approach to language teaching in which all decisions as to content and method are based on the learner's reasons for learning” (Hutchinson & Water, 2001; Basturkmen 2010, p.17) becomes a main focus in designing a customized curriculum for ticket sellers. With the ESP course, ticket sellers of public bus services can develop their communicative English and linguistic competence that are a prerequisite of professional development for people in tourism industry (Prachanant, 2012). Furthermore, the research, courses and materials on improving communicative English competence of transportation personnel, especially, ticket sellers and research on self-study ESP curriculum for personnel of public bus transport have received little attention so the previous work could hardly been found. Based on the current situations, needs and problems mentioned above, it is necessary to conduct a research on a needs analysis of the ticket sellers of public bus services and to develop a Self- study English for Specific Purposes (ESP) Curriculum to enhance communicative English ability of the ticket sellers. As a result, the ticket sellers who are competent in using English can work effectively and efficiency and increase

productivity of the companies. The results of this study will benefit not only the ticket sellers of public bus services in their work but also the stakeholders of transportation sectors in managing personnel's professional development and manpower.

This Self-study ESP curriculum can be employed as a guideline to develop a self-study ESP curriculum of other professional groups, as well.

Research Questions

This research aimed to answer these two research questions:

1. What are functional English language's needs of public bus ticket sellers in the northern part of Thailand?
2. To what extend does a Self- study ESP Curriculum enhance communicative English ability of the public bus ticket sellers in the northern part of Thailand?

Literature Review

English for Specific Purposes

Many researchers (Hutchinson and Waters, 1987; Basturkmen, 2010) have presented different concepts and classification of English for specific purposes (ESP). They classify English for specific purposes into English for occupational purposes (EOP) and English for Academic purposes (EAP). EOP is subcategorized into English for professional purpose (EPP) and English for vocational purposes (EVP) while EAP is divided into English for academic purposes (EAP) and English for Science and Technology (EST).

English for occupational purposes (EOP) aims at developing learners' English language competence to perform on the job, on the other hand, English for academic purposes (EAP) is an effort to train learners English study skills for studying particular subjects/disciplines at school.

For this research, the concept of English for occupational purposes is mentioned because it attempts to develop ticket sellers' English ability so that they will be able to communicate with their customers in English. However the term ESP is used because it is the main heading of EOP and it reflects an important role of English language in the working world.

Needs Analysis

In designing an ESP course, many ESP researchers and practitioners (Nunan 1988; Richard, 2001; Nation and Macalister, 2010; Basturkmen, 2010) posit different models and

concepts. They views that the process of ESP curriculum design includes needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effect teaching, and evaluation. A needs analysis is done to identify specific language and skills needed for target professions or workplace, learners' present knowledge, their perception of their own needs, possibilities and constraints of the teaching and learning context. Also the procedure used to collect the learner's needs is via questionnaires, surveys and interviews. It is clear that needs analysis is the starting point of the design of ESP course. In conducting a needs analysis, it is necessary to clarify the information included in the needs survey. Hutchinson and Water (2001) classify needs into two categories, 1) target needs, which is what the learner needs to do in the target situation and 2) learning needs, which is referred to what the learner needs to do in order to learn. The target needs concern necessities, lacks, and wants "Necessities" is what the learners should know in order to be able to operate their work effectively and efficiently. It can be interpreted as essential linguistic features such as discourses, functions, structures, and lexis needed and used in target situations. "Lacks" involves what the learners already know such as their language proficiency and what they don't know. "Wants" refers to what the learners want to get from the ESP course. Besides, other dimension of needs analysis is a situational analysis (Richard, 2001, p.91). Sometimes situational analysis is called environmental analysis or constraints analysis (Nation and Macalister, 2010). Situational analysis is very important for ESP curriculum design because it ensures whether the course is usable. It reveals the factors or constraints arising from teaching and learning situation including teacher and learner factors which also affect the goals and design of curriculum.

Regarding learner factors, the attention is given to the learner's age, interest, background knowledge, learning needs and expectations, and learning attitude and preference whereas teacher factors involve qualifications of teachers, teaching experience and expertise, plan and preparation. Situation factors include teaching and learning setting, management, time advocated for learning, teaching and learning materials and aids, availability of sources, institutional or government policies (Dublin and Olshtain, 1986), and requirements for the target language (Nation & Macalister, 2010). Apart from information about needs, sources of information such as stakeholders are significant because they directly and indirectly influence ESP curriculum design and development. These multiple stakeholders are teachers, learners

and employers (Huhta et al., 2013, p. 10). In this study, the learners (ticket sellers) and the employers (administrators of public bus companies) were selected to be a target sample for needs analysis.

Based on different concepts of needs analysis and situational analysis mentioned above, it was decided to incorporate many aspects of needs analysis, namely, necessities, lacks, and wants into the process of curriculum development of this current research. These three main aspects of needs covered needs for English communication, problems and difficulties in communicating in English, learners' perception of importance of English language, actual language use emphasized on occupational language functions, learners' preferred learning styles, and learners' performance. The stakeholders included in this study were learners (ticket sellers) and employers (administrators of public bus companies). The results of the needs analysis were used to determine learning objectives, course contents, activities, learning aids and materials, assessment and evaluation.

Research Methodology

Subject of the study

There are three sets of sample group participated in the study. The first group dealing with needs analysis comprised 86 ticket sellers. This group of ticket sellers was required to answer the needs survey questionnaire, needs focus-group interview, and a preliminary functional English test. They were from different provinces in the northern part of Thailand, for instance, Chiangrai, Chiang Mai, Phrae, Lampang, Lamphun, Phayao, Mae Hong Sorn, Nan and Tark. The second group of participants consisted of 10 administrators of public bus transportation companies. They were interviewed in order to get information about the English needs of transportation companies, practice and policies concerning with the use of English language and English competence of their personnel. The third group consisted of 30 ticket sellers randomly selected from the first sample group. This group received the study treatment (a self-study ESP curriculum package).

Research Instruments

There are seven instruments used in this study. They are a needs survey questionnaire, a needs focus group interview, situational analysis observation, and a preliminary functional English test, a Self-study ESP curriculum package, a Functional Communicative English

performance test, a follow-up interview and reflection. For reliability and validity of data, triangulation method was applied.

1. A needs survey questionnaire

A set of questionnaire aimed at investigating the ticket sellers' needs, namely, necessities, problems in using and learning English, wants in learning, occupational language functions, English language skills needed for communication, perception of own needs, and preferred learning style. The questionnaire contained 23 items in the form of multiple choices, and an open-ended question. To avoid ambiguity, misunderstanding and misinterpretation, questionnaires in Thai version were administered to 86 ticket sellers. Regarding validity and reliability, the questionnaire was reviewed and approved by specialists before being pilot tested. The data from questionnaire was analyzed by using frequency, percentage, and content analysis.

2. A needs focus- group interview

In order to get comprehensive data and clarification of questions from the questionnaire, the needs focus-group interview was done after the completion of questionnaire. 20 ticket sellers volunteered to give additional information. Moreover, ten administrators of public bus companies were also interviewed in order to know companies' policy, expectations and actions in relation to English language competence of their personnel. The data collected were analyzed by means of content analysis.

3. A situational analysis observation

A situational analysis was carried out by observing at the ticket sellers' work places to find out what really took place in the real situation, how the ticket sellers used English, what language functions occurred, what language skills were needed, what vocabulary, structures, and expressions were in use, what difficulties and problems the ticket sellers really had, and how they solved communication problems. The data collected was analyzed by content analysis.

4. A preliminary functional English test

A preliminary functional English test was constructed to find out the ticket sellers' English proficiency level. The results of the test were used to design and construct a Self- study ESP curriculum. The test was divided into three parts: listening, speaking and communication. For content validity, the test was evaluated and approved by TESOL specialists. After that, the test was improved and pilot tested to 30

ticket sellers. The Cronbach alpha coefficient of the test was 0.970. Lastly, the test was administered to 86 ticket sellers.

5. A Self-study ESP Curriculum

The results from the needs survey questionnaire, needs focus-group interview, situational analysis and preliminary functional English test were verified and analyzed to get necessary information for language situations and tasks, language inputs (vocabulary, expressions, structures), language skills, teaching and learning preference, materials, and assessment. The information from the preliminary functional English test was used to determine the English level of texts in designing a curriculum for ticket sellers.

Based on the results from the above instruments, a Self-study ESP curriculum package was constructed and used as a treatment. A Self-study ESP curriculum consisted of three components, 1) a guided learning manual written in Thai, 2) a workbook and 3) an audio- visual aid in the form of CD and USB handy drive. Firstly, the guided learning manual was divided into two parts, 1) a guide to use a workbook with an audio –visual aid, and 2) suggested study plans. Secondly, the workbook composed of six lessons focusing on speaking and listening for communication, each lesson contained objectives of the lesson, introduction of vocabulary, language input with examples, and exercises as a self- assessment for the learners to check their knowledge and ability.

Based on the needs analysis and situational analysis, the English language input lessons comprised six situations, namely, 1) greeting, 2) number, date, month, year and time, 3) direction and location, 4) asking and answering questions about routes, seating, travelling schedule changes, 5) buying and selling tickets and 6) details about trips. The language inputs were presented in interlinear text form (English scripts, followed by pronunciation written in Thai language and Thai translation) to facilitate the ticket sellers who could not read and understand English scripts. The size of the workbook was 15X20 cm. consisting of 75 pages. Lastly, an audio-visual aid (CD and USB handy drives) contained the same contents as in the workbook in order to reinforce the learners who preferred listening to reading from the workbook. For validity and reliability of the guided learning manual, the workbook, and the audio-visual aid, TESOL specialists evaluated the three instruments. After that, these instruments were pilot tested for improvement with 5 ticket sellers randomly selected from the first sample group. After finishing each lesson, these ticket sellers gave

reflections on the appropriateness of topics, tasks, language inputs, language difficulty level for the learners, exercises, assessment, format and appearance of the workbook, and the audio- visual aid. Based on their reflections, the guided learning manual, workbook and audio-visual aid were revised and improved before implementing to 30 ticket sellers.

6. A functional communicative English performance test

To measure the ticket sellers' speaking, listening and communication ability in English, a Functional Communicative English Performance Test was used as a pretest and a posttest. The test comprised three parts, speaking, listening, and communication, each part contained five tasks. Speaking tasks dealt with 1) giving information about bus schedule and travelling time, 2) giving directions, 3) getting information about customer's needs, 4) giving information about seat assignment, 5) getting and giving information about ticket purchasing. Listening tasks were about 1) arrival and departure platforms, 2) the ticket booking, 3) travelling time 4) days, months, years , 5) asking for directions. Communication tasks covered the topics about 1) routes, 2) bus types and numbers, 3) bus schedule, 4) arrival and departure time, 5) arrival and departure platforms. For validity, TESOL specialists evaluated the test.

The evaluation's mean score was 3.90 (Good) out of 5. For reliability, the Cronbach alpha coefficient of the test was 0.869. After the final improvement, the test was administered to the third sample group (30 ticket sellers) before and after the implementation of the Self-study ESP curriculum.

Criterion levels used as benchmarks for students' levels of English skills (Wongsothorn, 2003) are following:

0-25%	Level 1=very weak needing a lot of improvement
26%-45%	Level 2=rather weak needing improvement
46%-65%	Level 3=average still needing improvement
66%-75%	Level 4=quite good still needing improvement
75%>	Level 5=good-very good, not needing improvement

7. A follow- up interview and reflection

After finishing each lesson, the researcher interviewed each ticket seller in order to get their reflection on 1) appropriateness of learning objectives, 2) language Input contents, 3) suitability of functional language, 4) study plans, 5) learning materials and aids, 6) assessment 7) appearance and effectiveness of the guided learning manual, the workbook, and the audio-

visual aid, and 8) effectiveness of the Self-study ESP Curriculum package in enhancing communicative English.

Results and Discussion

The research findings from each research instrument together with discussion are presented in relation to the research questions.

Part 1: Functional English language's needs of bus ticket sellers

The research question 1 attempted to investigate functional English language's needs of public bus ticket sellers in the northern part of Thailand.

1.1 Needs

The needs survey questionnaire reveals the ticket sellers' needs of functional English language as shown below:

1.1.1 English use

When asking about the use of English language in their job operation, the majority of the ticket sellers (37.2%) informed that they used English every day when they worked, 32.6% used it sometime, 25.6 % rarely used it, and 4.6% often used it. It can be assumed that English language is important for ticket selling position because about 70% of ticket sellers use it.

1.1.2 Ticket sellers' perception of the needs to use English

When looking into ticket sellers' perception of the use of English for communication, the result shows that most of the ticket sellers rated that English was important for their career (45.4% somewhat important, 43% much important, and 2.3% very important) while a few (9.3%) informed that English is little important. Moreover, all ticket sellers identified that speaking and listening skills were essential for their job.

Focusing on their needs in English communication, all ticket sellers (100 %) agreed that they wanted to be able to communicate with customers in English. The skills that they wanted to improve the most were speaking and listening (88.7%).

As for the reasons why the ticket sellers wanted to improve their English ability, the great majority (97.7%) answered that they wanted to work efficiently, followed by getting promoted (88.4%), requirement of the company (69.8%) and getting more salary (67.4%), respectively. It can be stated that the ticket sellers realized the necessity of English language for their career. The answer of this question reflects their instrumental motivation (Saville-Troike, 2006 p.86) which is the desire to learn the second language because they wanted to increase their career opportunities.

According to Gardner (1985) concept, motivation has influence on English language learning. Also Dornyei (2002) supported that the learner's enthusiasm, commitment and persistence are the key determinant of success or failure. Moreover, this finding is also consistent with the studies of Prachanant (2012), Aldohon (2014), Kalasin and Charumanee (2015) in that English for specific purposes, especially, speaking and listening was very important for employees working in tourism industry and related fields, for instance, police officers, tourism industry, hotel employees, and tourist police.

1.1.3 Language functions

The ticket sellers were required to identify all situations they faced while working. It is apparent that the situations the ticket sellers had to confront while performing their job are greeting and leave taking (100%), giving information about trips, bus stops and routes, bus schedules, seats, fares (100%), buying and selling (100%), giving information about changing a ticket, dates and time, cancelling a trip, and refunding (100%), customer's inquiry about route operation, bus types and bus details (98.8%), reminding customers to recheck the ticket, schedules, changes (90.7%), asking customers about travelling needs (86%), dealing with luggage (83.7%), giving details about different types of bus (82.6%), dealing with problems about bus delay, bus accidents, seat availability (80.2%), and offering service and suggestions (76.7%) respectively. This information helped the researcher to identify what language functions were in need for the ticket sellers. The topics that were higher than 80% were selected to be the language inputs necessary for ticket sellers. It can be noticed that language functions mentioned above require the ticket sellers to use speaking and listening skills to get and give information to the customers. Also the studies done by Prachanant (2012), Piriayasil (2014) present the same language functions used in tourism areas, namely, greeting and welcoming, giving directions, and giving information.

1.1.4 Learning Preference

Regarding English learning preference, there are three topics to consider, namely, teaching and learning methods, materials, and contents.

Referring to teaching and learning methods, 29.1% of ticket sellers could spare their time for English training class whereas 70.9% could not. For the group that wanted to attend the class, most of them preferred to have the class during their working time. The reasons for the group that could not attend the regular class are that they had different work shifts in a month (100%), they had family obligations

(62.8%), there was no staff that can work in place of other (37.2%), and they felt that English was difficult to learn (17.4%). Additionally, the majority (73.3%) preferred learning by themselves at their own place and their own time and learning from an English workbook and audio-visual aids.

Regarding learning materials and aids, information from the focus-group interview presented that the ticket sellers preferred to have a textbook as a reference. When interacting with customers, they would point at the sentences or expressions in the textbook and showed them to the customers. Moreover, they identified that they wanted audio visual aids to support their self-study because they could learn how to pronounce the words or statements correctly. Another point is that, all ticket sellers had smart phones so they could connect a USB handy drive to their phones. Most ticket sellers preferred CD or USB handy drive to online or other social media because they didn't want to spend much money to connect to the internet. They also informed that they practiced using English when they interacted with foreign customers in their workplaces.

Concerning contents of the curriculum, the data collected from an open-ended question “What English topics do you want to know or learn?” presents 13 topics that the ticket sellers wanted to know. To name a few, there were 1) politely welcoming customers, offering help, and leave taking 2) giving information about bus routes, types of buses, and main features of bus, 3) asking for customer's decision in selecting and buying bus ticket, 4) giving information about time table, seats, routes, and fares, 5) giving information about arrival and departure, and details of traveling, 6) giving information about reservation, fully booking, and conditions, 7) using polite expressions to deal with topics mentioned above and to calm down the customers' anger and frustration. When cross checking with the findings from the interview and situational analysis, it was found that English topics that the ticket sellers preferred to learn are related to all situations they faced while working. This may mean that the ticket sellers realized an important role of English language in their work and their difficulties so they wanted to learn and improve their speaking and listening ability.

1.1.5. Problems in English communication

To sort out problems and difficulties that the ticket sellers had when communicating with foreign customers, the results reveal the main problems which deal with comprehension of spoken English. They reported that foreign customers spoke very fast, and their accents were difficult to understand (100%). The minor problems are a limited

vocabulary range (93%), insufficient knowledge of appropriate vocabulary, expressions, questions and structures used for job situations (88.4%), incapability to pronounce words and sentences correctly (86%), and inability to respond in English correctly (58.1%). Furthermore, the needs focus-group interview provides some additional information about the problems. These problems concern with lack of cross-cultural understanding between the foreign customers and the ticket sellers, and a little knowledge of using polite expressions and manners to deal with complicated cases. They added that many times, these caused customers' complaints and dissatisfaction. The findings are consistent with Prachanant's (2012) and Aldohon's (2014) studies that the problems of both tourism employees and tourist policemen were tourists' fast speech and unfamiliar accents, using inappropriate vocabulary, structures and expressions, lack of grammar knowledge.

1.1.6. English proficiency

In relation to problems in English communication, the ticket sellers' English communication ability becomes one of their problems. 67.4 % of the ticket sellers evaluated their ability in using English at "somewhat" level whereas, 32.6% reported at "a little" level. It means that the ticket sellers are aware of their English problems.

For the actual ability of the ticket sellers, the preliminary functional English test was used to measure their communicative English ability. The results from the preliminary functional English test are presented below:

Table 1: Mean scores of the preliminary functional English test

Skills	Total Score %	Mean	Std.	Level of English Proficiency
English proficiency	100	42.82	11.16	Rather weak needing improvement
Listening	100	45.30	17.35	Rather weak needing improvement
Speaking	100	41.60	14.04	Rather weak needing improvement
Communication	100	41.58	12.93	Rather weak needing improvement

The results from the test reveal that the average English proficiency of the ticket sellers is 42.82 percent. When compared to the standard criterion level used as benchmarks for students' levels of English skills in Thailand (Wongsothorn, 2003), the functional English ability of the ticket sellers is at level 2 "rather weak needing improvement". This confirms that the ticket sellers have problems in communication because they have low English proficiency in listening, speaking, including conversation.

Part 2: Communicative English ability of the public bus ticket sellers

Research question 2 aims at investigating the effectiveness of a Self- study ESP Curriculum in enhancing communicative English ability of the public bus ticket sellers in the northern part of Thailand. The results from the Functional Communicative English Performance Test present the ticket sellers' communicative English ability focusing on ability in speaking, listening and communication. Table 2 illustrates the mean scores of pretest and posttest of the ticket sellers' Communicative English ability.

Table 2: Pretest and posttest mean scores of ticket sellers' communicative English ability

Communicative English ability	No. of ticket seller	Total score	Mean	Std.	%	Level of English Proficiency
Pretest scores	30	240	129.33	44.41	53.88	average still needing improvement
Posttest scores	30	240	190.33	28.02	79.33	good-very good, not needing improvement

From the data above, it can be seen that the ticket sellers' posttest mean score (190.33) is higher than that of pretest (129.33). As compared with the benchmarks for level of English skills, the ticket sellers' communicative ability was developed from "average still needing improvement" to "good-very good, not needing improvement" after learning from a Self-study ESP curriculum.

For reliable results, the pretest and posttest mean scores are statistically compared to find out the improvement by means of pair sample t-test. The result reveals that there was a statistically significant difference in the communicative English ability from the pre-test and the posttest scores;

($t=-11.22$, $p=<0.05$). It confirms that the ability of the ticket sellers increased after they received the treatment. It can be assumed that a Self-study ESP curriculum does, in fact, enhance the communicative English ability of the ticket sellers. When looking into details, the pretest and posttest mean scores of speaking, listening and communication ability are presented in table 3 and the comparison of the pretest and posttest mean scores of the ticket sellers are also identified below.

Table 3: Pretest and posttest mean scores of ticket sellers' speaking, listening and communication ability

Ability	No. of ticket sellers	Total score	Pre-test mean scores	Std.	%	Post test mean scores	Std..	%
Speaking ability	30	80	53.46	14.59	66.82	62.13	8.56	77.6
Listening	30	80	37.66	17.29	47.07	65.13	12.91	81.41
Communication	30	80	38.20	17.83	48.32	63.00	8.75	78.75

Table 3 shows that the mean score of posttest (speaking, listening, and communication ability) was significantly higher than the mean score of pretest. When the pretest and posttest scores of the three skills were compared by using pair sample t-test, the results indicate that there were statistically significant differences on the speaking ability ($t= -4.99$, $p = < 0.05$), listening ability ($t= -11.99$, $p = < 0.05$) and communication ability ($t = -9.34$, $p = < 0.05$).

The findings show that speaking ability of the ticket sellers is increased from level 4 “quite good still needing improvement” to level 5 “good-very good, not needing improvement” whereas listening and communication abilities are developed from level 3 average “still needing improvement” to level 5 “good-very good, not needing improvement”. It can be seen that listening and communication ability were improved substantially.

In the line with Wongsothorn's (2003) study, listening skill and speaking skill has higher correlations than the skills of reading and writing. It reflects that their communication ability improves a great deal because their speaking and listening ability increases dramatically. The high improvement in listening and communication ability can be the effect of audio-visual aid. The learners can play it as many times as possible until they can understand the message. The use of technology such as audio-visual aid in CD and handy drive can have a dramatic and positive impact on the learning of learners (Cohen and Cowen, 2007).

From the reflection after finishing learning all lessons from the workbook, the ticket sellers reported that they often practiced and tried out the vocabulary, structures, and expressions from the lessons with their customers. For this practice, the ticket sellers had to remember the pronunciation, structures and expressions of different language functions and used them many times in the real setting until they could use them fluently.

For listening, while interacting during working, they got used to different pronunciation from different accents produced by tourists who were not English native speakers. This is in line with behaviorist theory that “learning is a mechanical process of habit formation and proceeds by means of frequent reinforcement of a stimulus-response sequence” (Hutchinson and Water, 2001). Since the ticket sellers used the learned structures and expressions in the real situations, sometimes they adjusted them to be shorter and comprehensible so that they could memorize while the customers could understand and get the right messages. This is supported by interactionist theory that clarifies the social interaction and collaborative efforts are very useful in language learning (Mitchell and Myles, 2004, p.167). Furthermore, Mitchell and Myles (2004) states the achievement of social interaction as “...output is necessary to increase fluency, that is, learners must practice producing second language utterance if they are to learn to use their inter-language system confidently and routinely (p.174).

At the end of the implementation of the Self-study ESP curriculum, the ticket sellers were requested to rate the effectiveness of the Self-study Functional English curriculum after using it, majority of the ticket (63.3%) sellers accepted that it helped them improve a lot, 26.7% rated at somewhat improvement, and 10% thought that it helped them the most. This evidence corresponds to the scores the ticket sellers got from the Functional Communicative English performance test. It can be claimed that a Self-

study ESP curriculum enhances communicative English ability of the ticket sellers in all three main skills, namely, speaking, listening and communication.

Conclusion

As the results above revealed, the customized Self-study ESP curriculum can enhance the ticket sellers' communicative English. This success will contribute a great deal in developing communicative English of ticket sellers all around Thailand. The Self-study ESP curriculum can be used as a guideline for designing other tailor-made ESP training programs. To stay competitive in the ASEAN market and the global business society, it is crucial that people working in land transportation section must be equipped with English skills and ability so that they can work effectively and efficiently. Undoubtedly, customized ESP English courses, especially, self-study type can improve personnel development because it facilitates employees' learning style and objectives. Consequently, it increases job effectiveness because the employees learn from their own experience and apply it to their work (Mc Namara, 1999 cited from Park, S, 2008). In the 21st century, this self- directed learning process plays a vital role in personnel sustainable development of different professional sectors; furthermore, it helps supply valuable knowledge workers to the community, country and global society.

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