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**ESP Need Analysis and Course Design for Local Vendors at  
Phnom Rung Sanctuary in Buriram Province  
Akkarapon Nuemaihom\***

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**ABSTRACT**

The purposes of this research were 1. to analyze the need for ESP of the local vendors at Phnom Rung Sanctuary, 2. to design the ESP course and innovation for them, and 3. to investigate their satisfaction with the designed ESP course and innovation. The study subjects consisted of 40 local vendors and 10 foreign tourists. They were selected by using a purposive sampling method. Moreover, 15 Thai participants were purposively selected from the Thai subjects for a focus group discussion. Four research instruments were employed: 1) two sets of questionnaires, one for 40 Thai subjects, and the other for 10 foreign subjects, 2) focus group discussion form, 3) ESP course and innovation, and 4) satisfaction questionnaire. The statistics of frequency, percentage, mean, and standard deviation were used. The research findings revealed that the samples needed to develop listening and speaking skills much more than reading and writing skills. They needed to study the specific terms and conversations relevant to their jobs. Two appropriate innovations, i.e., booklet and audio CD were needed by the samples. The ESP course designed for local vendors consisted of 21 topics. The experts' evaluation of the innovations was overall found at a high level. Finally, their satisfaction with the designed ESP course and innovation was also found at a high level in overall aspect.

**Keywords : Need Analysis / ESP Course Design / Local Vendors / Phnom Rung Sanctuary**

**Statement of the Problem**

1. Need Analysis

Need analysis (NA), also known as need assessment, is the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities (Richards, Platt, and Platt, 1992, pp. 242-243). NA is essentially a pragmatic activity focused on specific situations although grounded on general theories, such as the nature of language and curriculum (West, 1994).

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\*Lecturer, English Program, Buriram Rajabhat University

The following framework is proposed by Hutchinson and Waters (1987) for analysis of learning needs :

1. Why are the learners taking the course?-Compulsory or optional; apparent need or not; Are status, money, promotion involved?; What do learners think they will achieve?; What is their attitude towards the ESP course?; Do they want to improve their English or do they resent the time they have to spend on it?

2. How do the learners learn?-What is their learning background?; What is their concept of teaching and learning?; What methodology will appeal to them?; What sort of techniques bore/alienate them?

3. What sources are available?- Number and professional competence of teachers; attitude of teachers to ESP; teachers' knowledge of and attitude to subject content; materials; aids; opportunities for out-of-class activities.

4. Who are the learners?-age/sex/ nationality; What do they know already about English?; What subject knowledge do they have?; What are their interests?; What is their socio-cultural background?; What teaching styles are they used to?; What is their attitude to English or to the cultures of the English speaking world?

Altman (1980, p.9) explains the types of learner needs based on individual differences within the framework of learner-centered language teaching. Learners should be placed properly based on their age, level of language proficiency, maturity and time available.

Hawkey (1980, p.81) says that needs analysis is a tool for a course designer.

McDonough (1984, p.29) says, "information on his or her language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content ". Bowers (1980, p.67) notes the importance of needs as a guide in syllabus development, materials and examination. According to Jordan (1997, p.22), needs analysis should be the starting point for devising syllabus, course materials and classroom activities.

## 2. English for Specific Purposes (ESP)

ESP refers to situations where the student has some specific reasons to learn a language (Harmer, 1983). It is an approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning. If we know why learners need English, the content of the language can be adjusted accordingly and the teaching process will focus on these needs (Hutchinson & Waters, 1992). Dudley-Evans et al (1998) gives a similar definition of ESP and both authors cooperated to offer absolute and variable characteristics of ESP. Robinson (1991, p.3) divides the manner of English for specific purposes into four ways: 1) English for Specific Purposes focuses on learning of the students. 2) The course for English for Specific Purposes must be appropriate for the time. 3) Curriculum for English for Specific Purposes for a particular course must be based on the learners' needs and goal. And 4) most students learning English for Specific Purposes are the adult.

### 3. Importance of Need Analysis to ESP Course Design

A convenient way to gather information on the ways in which learners prefer to learn is through need analysis (NA). NA enables the teacher to gather information about his learners' wants, lacks, and needs to be able to prepare for the ESP syllabus (Kandil, 2002). A current trend in teaching is to take into account learners' wants: they might want or need to carry out a variety of communicative tasks in the target language (Kavaliauskiene and Uzpaline, 2003, p.3). Needs Analysis appeared first in Munby's book "Communicative Syllabus Design" which was first published in 1978. In this book the term NA was first mentioned as a procedure for language planning course or course design. His approach focuses on aspects of communication--- He emphasizes the assumption regarding the behind of his design" (Phan, 2005, p.11). Jiajing (2007, p.2) confirms that NA is analyzing the specific needs of a particular group. This analysis serves to prelude to an ESP course design, because it determines the 'what' and 'how' of an ESP course." Brown (2006, p.102) states that needs analysis is the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of the particular institutions that influence the learning and teaching situation. Needs Analysis collection methods depend entirely on the learners. They are submitted to questionnaires, interviews, discussions, assessments, and observations. Using questionnaires is considered "the least consuming" ways of collecting data (Kavaliauskiene and Uzpaline, 2003, p.3). Christison and Krahnke (1986, p.63) state that structured questionnaire is used to find out the students' language learning experience during the program. Clowes (1994) analyzes language needs of industry by interviewing people working in the industry to find out their perceptions of needs.

### 4. Phnom Rung Sanctuary

Phnom Rung is probably the most impressive and significant of the Khmer temple that can be found in Thailand. It was constructed in Angkor style during the 10<sup>th</sup> until the 13<sup>th</sup> century as a Hindu temple dedicated to Shiva. Phnom Rung, officially named Prasat Hin Phnom Rung was built on top of a hill which symbolizes Mount Kailash, a holy mountain in Hinduism on top of which Shiva lives. Phnom Rung Sanctuary is located in Phnom Rung Historical Park in Charoemphrakiat district. Here there is an impressive phenomenon on the full moon day on the 5<sup>th</sup> month of Thai lunar calendar that the sunlight projection will pass through all 15 gates of the castle in linear (Phnom Rung, 2016). About 16,944 foreigners visited Phnom Rung in 2012. Tourism revenue during the period amounted to 6,854,030 Baht. The foreign tourists mostly used English as a means of communication upon visiting the site and purchasing local products. Unfortunately, local vendors are not able to communicate with foreign tourists in English. Consequently they lose a good chance to sell their products and earn more money. If they can speak English, they will impress the tourists and sell more

products (Janthet, 2013). The researcher is, therefore, interested in conducting the research entitled “ESP Need Analysis and Course Design for Local Vendors at Phnom Rung Sanctuary in Buriram Province” in order to survey their English needs and design the ESP course and innovation suitable for them and assist them to be able to communicate in English with foreigners with self-confidence. It is noted that no one has conducted the research on this title before.

### Research Objectives

1. To analyze the need for ESP of the local vendors at Phnom Rung Sanctuary
2. To design the ESP course and innovation for the local vendors at Phnom Rung Sanctuary
3. To investigate their satisfaction with the designed ESP course and the developed innovation

### Methodology

#### 1. Subjects

The subject of the study consisted of two main groups: The first group was composed of 40 local vendors including 30 salespersons working at souvenir shops and 10 waiters and waitresses working at the restaurants. The second group comprised 10 foreign tourists visiting Phnom Rung Sanctuary. They were selected by using a purposive sampling method. Moreover, 15 Thai participants were purposively selected from the first group for a focus group discussion.

#### 2. Research Instruments

Four research instruments were employed: 1) two sets of questionnaires, one for 40 Thai subjects, and the other for 10 foreign subjects, 2) focus group discussion form, 3) ESP course and innovation, and 4) satisfaction questionnaire.

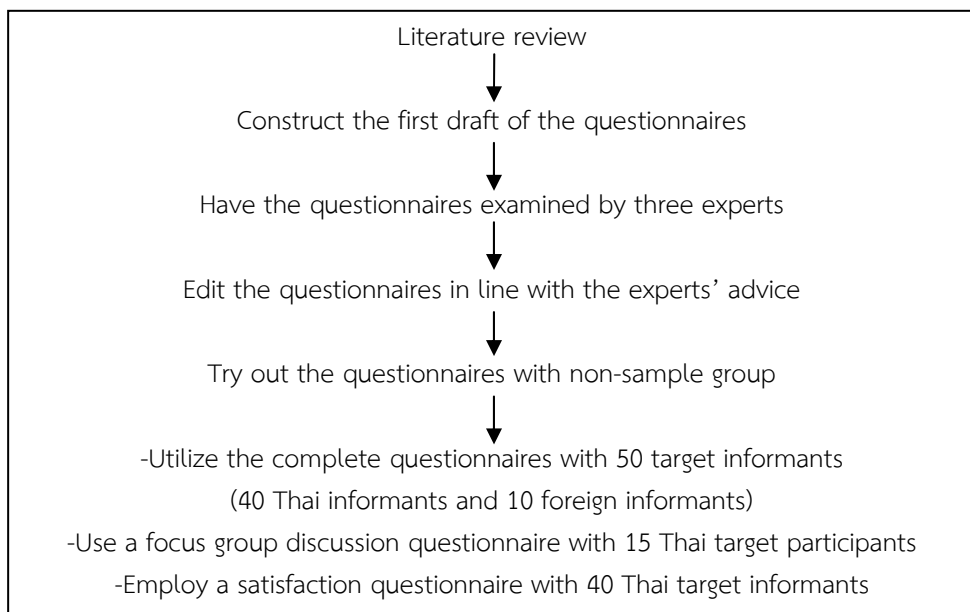
There were six parts of the two sets of questionnaires: 1) The first part is concerned with the general information of the respondents: sex, age, educational background, their business types, and country. It was observed that the items about the business types were used to ask the Thai subjects while the items about the country were for the foreign informants. 2) The second part of six questions was about the samples’ opinions toward the needs of English use. 3) The third part of six questions was concerned with their opinions toward the English necessary content for local vendors. 4) The fourth part of four items was about their opinions towards the appropriate innovation for learning English. 5) The fifth part was about 29 topics needed in the English course. And 6) The sixth part focused on their other suggestions and recommendations. It was noticed that parts 2-5 of the questionnaires contained the same items and questions for both Thai and foreign subjects.

There were three parts of a focus group discussion: 1) Participants' general information, 2) their opinions about problems and needs of communicative English for local vendors, covering six questions, and 3) their other suggestions.

The ESP course and innovation consisted of three parts: 1) booklet designed with four items, 2) English content with eight items, and 3) English audio CD with three items.

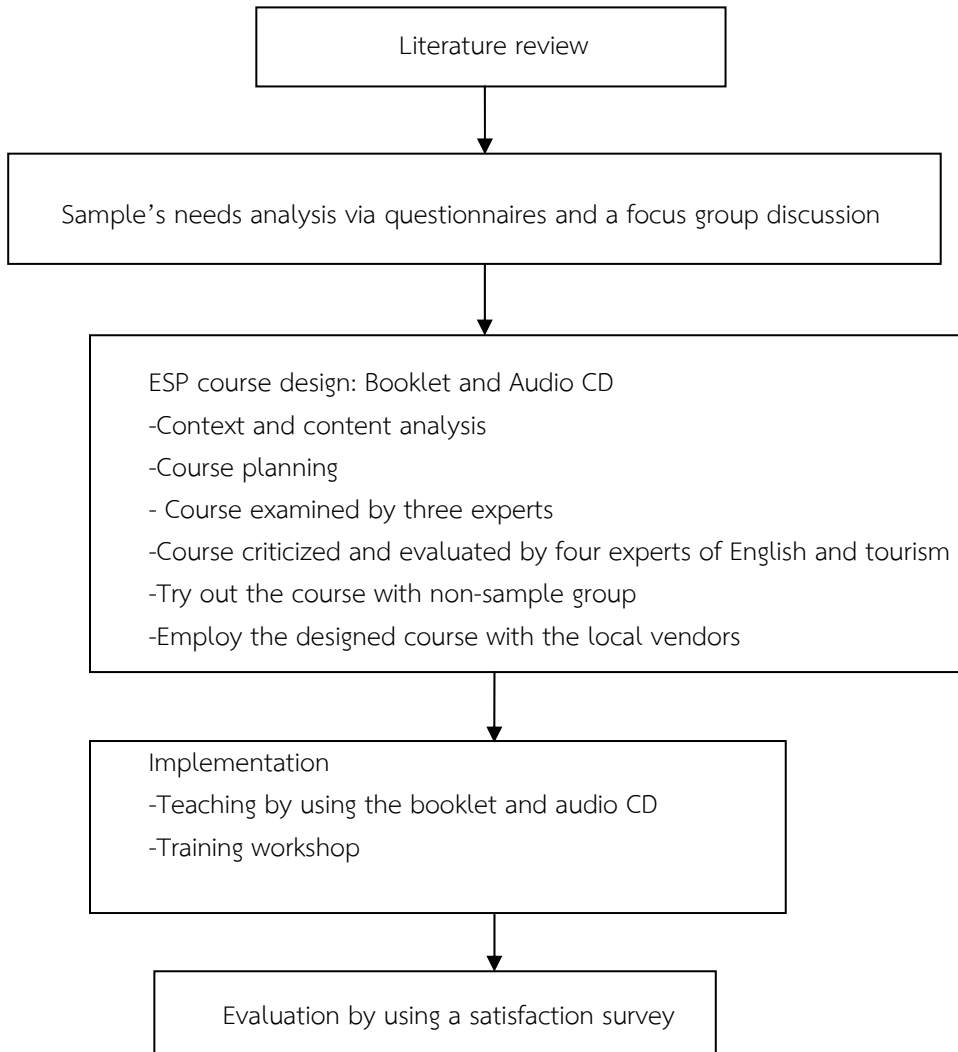
The satisfaction questionnaire consisted of three parts: 1) booklet designed with four items, 2) English content with eight items, and 3) English audio CD with five items. The following were the steps of developing the research tools:

1. The steps of developing two sets of questionnaires, a focus group discussion questionnaire and a satisfaction questionnaire were shown in Figure 1:



**Figure 1:** Steps of developing two sets of questionnaires, a focus group discussion questionnaire and a satisfaction questionnaire

2. The steps of designing the ESP course were presented in Figure 2:



**Figure 2 :** Steps of designing the ESP course

3. Data Collection

3.1 The research tools were developed in line with the theories obtained from literature review.

3.2 The research instruments were tried out with non-sample group in order to obtain the reliability.

3.3 The questionnaires were distributed to 40 Thai subjects and 10 foreign subjects. The data was collected by the researcher himself at the research area.

3.4 The focus group discussion was carried out with 15 Thai subjects at the target area. And about 2 hours were allocated for this discussion.

3.5 The innovation developed by the researcher was criticized and evaluated by three experts.

3.6 The Thai informants were recruited to fill out the satisfaction questionnaire towards the designed ESP course and the developed English innovation.

#### 4. Data Analysis

The statistics of frequency, percentage, mean, and standard deviation were used to arrive at usable conclusions derived from the responses to the questionnaires while the data obtained from a focus group discussion was analyzed and descriptively presented. Moreover, tables or figures were used for describing the findings.

The constructed research tools were examined by three experts in order to prove the content validity, and the tools' index of item-objective congruence (IOC) were between 0.67 and 1.00. This confirmed the instruments' validity that could be utilized in this research.

### Research Results

The results and interpretation of data obtained from both Thai and foreign subjects were presented in line with the research objectives as follows:

Objective 1 : To analyze the need for ESP of local vendors at Phnom Rung Sanctuary

1. The details of six questions about the samples' opinions toward the needs of English use were presented in Table 1:

**Table 1** The samples' opinions toward the needs of English use

No.	Samples' Responses		
		Mean	S.D
1	English is essential for local vendors at restaurants.	5.00*	0.00
2	English is important for local vendors to enter ASEAN community.	5.00*	0.00
3	Speaking skill is essential for local vendors.	4.90	0.30
4	Listening skill is essential for local vendors.	4.93	0.27
5	Reading skill is essential for local vendors.	1.50	0.51
6	Writing skill is essential for local vendors.	1.13	0.33

As shown in Table 1, Thai respondents needed four aspects of English use, i.e., item 1 ( $\bar{X} = 5.00$ ), item 2 ( $\bar{X} = 5.00$ ), item 4 ( $\bar{X} = 4.93$ ) and item 3, ( $\bar{X} = 4.90$ ) respectively, but they did not need the other two aspects of item 5 ( $\bar{X} = 1.50$ ) and item 6 ( $\bar{X} = 1.13$ ).

It was clear that the topic that had an average of 4.00 was selected, and it was assumed that these topics were needed by the local vendors.

Table 2 showed the details of six questions about the samples' opinions toward the English necessary content for local vendors as follows:

**Table 2** The samples' opinions toward the English necessary contents

No.	Samples' Responses		
		Mean	S.D
1	Both general terms and conversations are necessary for local vendors.	2.48	1.40
2	Specific terms used for selling products and services are necessary for local vendors.	4.88	0.33
3	Specific conversations used for selling products and services are necessary for local vendors.	4.90	0.30
4	Both specific terms and conversations used for selling products and services are necessary for local vendors.	5.00*	0.00
5	Grammatical rules are necessary for local vendors.	1.00	0.00
6	Other contents are necessary for local vendors.	1.00	0.00

As shown in Table 2, they agreed with three content requirements of which item 4 ( $\bar{X} = 5.00$ ) was most found, and they strongly disagreed with items 5 ( $\bar{X} = 1.00$ ) and 6 ( $\bar{X} = 1.00$ ).

3. Table 3 presented the details of four questions about the samples' opinions toward the appropriate innovation for learning English as follows:

**Table 3** The samples' opinions toward appropriate innovation for learning English

No.	Samples' Responses		
		Mean	S.D
1	A booklet is appropriate for local vendors to practice English skills.	4.88*	0.33
2	A brochure is appropriate for local vendors to practice English skills.	3.00	1.68
3	A CD is appropriate for local vendors to practice English skills.	4.75*	0.44
4	A video is appropriate for local vendors to practice English skills.	2.13	1.56

As shown in Table 3, it revealed that Thai subjects agreed with two appropriate types of innovation i.e. booklet ( $\bar{X} = 4.88$ ) and CD ( $\bar{X} = 4.75$ ) respectively.

4. The details of the questions about the samples' opinions toward 29 topics needed by the local vendors were presented in Table 4:



**Table 4** The samples' opinions toward 29 English topics needed

No.	Samples' Responses	Samples' Responses	
		Mean	S.D
1	Greetings and Welcoming	4.90*	0.31
2	Thanking and Saying Goodbye	4.80*	0.41
3	Apologizing	2.43	1.45
4	Polite Refusal	4.77*	0.57
5	Introducing Products	4.83*	0.38
6	Looking around	4.87*	0.35
7	Asking for Customers' Needs	4.80*	0.48
8	Telling the Goods Shelf	2.37	1.38
9	Asking for Product and Price	4.77*	0.50
10	Telling Price and Exchange Rate	4.93*	0.25
11	Encouraging Customers	4.87*	0.43
12	Telling Shape, Color and Size of Products	4.70*	0.65
13	Telling Materials and Manufacturers	4.77*	0.57
14	Telling How to Use Products	4.77*	0.50
15	Advising How to Prolong Products	2.23	1.22
16	Price Negotiation	4.77*	0.50
17	Paying and Changing	4.73*	0.58
18	Introducing Tourist Attractions	2.27	1.28
19	Asking for and Offering Help	4.70*	0.65
20	Asking Customers to Repeat	4.70*	0.65
21	Asking about Accommodation	2.27	1.28
22	Appointment	2.33	1.37
23	Asking and Telling Time	2.37	1.33
24	Asking and Giving Directions	2.57	1.45
25	Ordering Food and Beverage	5.00**	0.00
26	Ordering Dessert and Fruit	4.90*	0.32
27	Giving Information about Food	4.70*	0.67
28	Introducing and Recommending Food	4.80*	0.42
29	Ordering Food and Table Booking by Phone	2.40	1.51

As shown in Table 4, Thai respondents strongly agreed that 20 topics were needed. Moreover, the item 25 ( $\bar{x} = 5.00$ ) was most found and followed by items 10 ( $\bar{x} = 4.93$ ) and 1 ( $\bar{x} = 4.90$ ) and 26 ( $\bar{x} = 4.90$ ) respectively.

5. Their other suggestions and recommendations were as follows:

5.1 The CD scripts should be read by foreigners in order to help local vendors get familiar with a foreign speaker's English accent and be able to understand English more easily when selling goods and services to foreigners. Moreover, they should not read the scripts too fast.

5.2 Transcription of English printed words should be written in Thai.

5.3 Thai translated version should also be presented in order to help them with better understanding of the content.

5.4 Big and clear letters should be used for easy reading because most of them were elderly.

The data obtained from foreign subjects were presented as follows:

1. The distribution of males and females was almost at par with seven females and three males. Their age range was from 46-55 years old (60 %). 80 % of the respondents held Bachelor's Degree. Moreover, three of them were from China (30 %), two from the USA (20 %), two from Germany (20 %), two from Austria (10 %), and one from Japan (10 %).

2. They had the same opinions with the Thai subjects on the use of English for the local vendors that speaking and listening skills were more essential for the local vendors than the other two skills of reading and writing.

3. They agreed that specific terms and conversations used for selling products and services were necessary for the local vendors and they did not need to study English grammar at all.

4. They opined that two types of appropriate innovation for English practice of the local vendors in the target area were a booklet and an audio CD.

5. They agreed that 22 English topics were very essential for local vendors. These topics were as follows: 1) Greetings and Welcoming, 2) Thanking and Saying Goodbye, 3) Polite Refusal 4) Introducing Products, 5) Looking around, 6) Asking for Customers' Needs, 7) Asking for Product and Price, 8) Telling Price and Exchange Rate, 9) Encouraging Customers, 10) Telling Shape, Color and Size of Products, 11) Telling Materials and Manufacturers, 12) Telling How to Use Products, 13) Price Negotiation, 14) Introducing Tourist Attractions, 15) Asking for and Offering Help, 16) Asking and Telling Time, 17) Asking and Giving Directions, 18) Ordering Food and Beverage, 19) Ordering Dessert and Fruit, 20) Giving Information about Food, 21) Introducing and Recommending Food, and 22) Ordering Food and Table Booking by Phone. From their suggestions, regular English training should be provided for local vendors in order to help them have self-confidence of using English with foreigners.

The data obtained from a focus group discussion were presented as follows:

1. As for participants' general information, 80 % were females and 20 % were males. Their age range was from 46-55 years old (40 %). 60 % finished a primary school, and 66.7 % worked at souvenir shops.

2. Their opinions about problems and needs of communicative English for the local vendors were presented in line with the following questions:

2.1 Do you have any problems of English communication? And what skill is the most problematic for you?

The participants answered that they had problems of English communication in four skills, but they needed to practice speaking and listening skills much more than the other two skills of reading and writing because they always interacted with foreign tourists buying their products and services.

2.2 Do you think if local vendors need to learn English? Why?

They all agreed that English was very necessary for them because the foreigners purchasing their goods and services speak English. They added that if they could speak English well, they might sell more products and earn more money.

2.3 Do you think if English is necessarily learned for entering ASEAN community?

They confirmed that English is very essential for entering ASEAN community because Buriram province shares the border with Cambodia and is located near other neighboring countries like Laos and Vietnam. In addition, there are numerous tourist attractions in Buriram province, such as, Phnom Rung Sanctuary, Prasat Muang Tam, I-Mobile Football Stadium, etc. Because of its strength, a number of foreign tourists using English as a medium language visit Buriram province. Moreover, English is also regarded as the working language of ASEAN nations.

2.4 What English topics in the English course should be studied by the local vendors, for instance, Greetings and Partings, Thanking and Saying Goodbye, etc?

They agreed with 29 English topics proposed by the researcher. However, 21 topics were recommended and needed by the participants. These topics were: 1) Greetings and Welcoming, 2) Thanking and Saying Goodbye, 3) Polite Refusal, 4) Introducing Products, 5) Looking around, 6) Asking for Customers' Needs, 7) Asking for Product and Price, 8) Telling Price and Exchange Rate, 9) Encouraging Customers, 10) Telling Shape, Color and Size of Products, 11) Telling Materials and Manufacturers, 12) Telling How to Use Products, 13) Price Negotiation, 14) Paying and Changing, 15) Asking for and Offering Help, 16) Asking Customers to Repeat, 17) Asking and Giving Directions, 18) Ordering Food and Beverage, 19) Ordering Dessert and Fruit, 20) Giving Information about Food, 21) Introducing and Recommending Food.

2.5 Do local vendors need English innovation for helping them learn English? Why?

The participants needed to have English innovation as a portable learning tool that can be used anytime and anywhere they are free. They believed that the English innovation would assist them in improving English.

2.6 What kind of English innovation is needed by the local vendors, for instance, booklet, brochure, tape and CD?

Having seen the different samples of English innovation presented by the researcher, the participants said that they needed an A5 size booklet because it was portable that they could carry it easily. They also needed an English audio CD in order to use it to practice listening skill and to get familiar with an English accent of foreigners.

Regarding their other suggestions, they did not want to study English grammar at all, but they needed to develop speaking and listening skills. English conversations developed for them should be short and easy to understand. Vocabulary should also be given at the end of each conversation. Pictures of the vendors and their products should be illustrated in the booklet. Moreover, the English training workshop for introducing the English innovation and practicing English should be organized for them. For this training, about 30 hours should be allocated for a short English course.

Objective 2: To design the ESP course and Innovations for local vendors at Phnom Rung Sanctuary

The data, obtained from the questionnaires and focus group discussion, were analyzed in order to find out the ESP course needed by the local vendors. After that the ESP course and innovations were designed in line with the local vendors' needs. The following points and content were taken into account upon designing the ESP course and innovation:

1. Listening and speaking skills were emphasized, so the audio CD was produced a long with the booklet for them.

2. The ESP content was solely about specific terms and conversations used for the local vendors.

3. The ESP course designed for the local vendors covered the following 21 topics: 1) Greetings and Welcoming, 2) Thanking and Saying Goodbye, 3) Polite Refusal, 4) Introducing Products, 5) Looking around, 6) Asking for Customers' Needs, 7) Asking for Product and Price, 8) Telling Price and Exchange Rate, 9) Encouraging Customers, 10) Telling Shape, 11) Color and Size of Products, 12) Telling Materials and Manufacturers, 13) Telling How to Use Products, 14) Price Negotiation, Paying and Changing, 15) Asking for and Offering Help, 16) Asking Customers to Repeat, 17) Asking and Giving Directions, 18) Ordering Food and Beverage, 19) Ordering Dessert and Fruit, 20) Giving Information about Food, and 21) Introducing and Recommending Food. It is noted that 21 English topics obtained from a focus group discussion were finalized as the ESP course designed for the local vendors and these topics were included in the booklet and audio CD.

4. The English innovation appropriate for the local vendors consisted of the booklet and audio CD.

The researcher developed the A5 size booklet consisting of 21 units with 21 topics needed by the samples. Each unit consisted of two short conversations and useful words and phrases given at the end of each unit. Transcription of English printed words was written in Thai and Thai translated version was also presented. The foreigners were asked to read the scripts and record their voice into a CD. Moreover, pictures of the local vendors and their products were illustrated in the booklet in order to make it more interesting.

The innovation consisted of three parts: booklet designed with four items, English content with eight items and English audio CD with three items. It was criticized and evaluated by three experts in tourism, English and content and one representative of the Thai samples. The results of the experts' innovation evaluation were presented in Table 5:

**Table 5** Experts' evaluation of the innovation

Items	Numbers of Experts	Mean	S.D.	Levels of Satisfaction
English Content (4 )	3	4.50*	0.66	high
Booklet Design (8 )	3	4.31	0.80	high
English CD (3)	3	4.42	0.71	high
Total 15 items	3	4.41	0.72	high

The table showed that all three parts were overall found at a high level ( $\bar{x}=4.41$ ). Upon considering each item, the first part was ranked first at a high level ( $\bar{x}=4.50$ ), followed by the third part ( $\bar{x}=4.42$ ) and the second part ( $\bar{x}=4.31$ ) respectively.

It is noted that the English innovation was tried-out with non-sample group of ten local vendors at Khao Kradong Volcano Forest Park in Buriram province. Having made some modifications, the innovation was employed with the research target group of 40 local vendors at Phnom Rung Sanctuary. Moreover, 2-day and 14-hour English training workshops were organized for them. Two foreigners were invited to teach them by using the innovation developed by the researcher. Because of these workshops, the participants understood better of how to use the innovation; they had a chance to practice English with foreigners; and they were not shy but have self-confidence to speak English and communicated with English instructors.

Objective 3: To investigate their satisfaction with the designed ESP course and the developed English innovation

The satisfaction questionnaire consisted of three parts: booklet designed with four items, English content with eight items and English audio CD with five items. Their satisfaction with the innovation developed by the researcher was presented in Table 6:

**Table 6** Samples' satisfaction with the innovation

Items	Numbers of Experts	Mean	S.D.	Levels of Satisfaction
English Content (4 )	40	4.48	0.72	high
Booklet Design (8 )	40	4.52*	0.66	highest
English CD (5)	40	4.47	0.70	high
Total	17 items	4.49	0.69	high

The table revealed that their satisfaction with the innovation was overall found at a high level ( $\bar{x}=4.49$ ). Having considered each aspect, the second part was ranked first at the highest level ( $\bar{x} = 4.52$ ), followed by the first part ( $\bar{x}=4.48$ ) and the third part ( $\bar{x}=4.47$ ) respectively.

### Conclusion

Need Analysis or NA helps the researcher to identify a clear view of learners' needs, wants and what they lack. It is, therefore, important to find out the way to develop and design the English course appropriate for the learners. Moreover, knowing ESP needs of the learners is useful and beneficial in that it can be used to measure their English ability level. NA can motivate the learners who feel that their needs are properly treated to assist them in finding what they need in the English course. The ESP course and innovation in this research covering the English topics relevant to the samples' job and daily English use were designed according to their needs and wants, so the course and innovation are expected to attract the interests and attention of the samples which will further result in their better learning of English and positive satisfaction with the developed course and innovation.

### Discussion

The research results were discussed as follows:

1. Both Thai and foreign subjects needed the local vendors to practice listening and speaking much more than the other two skills and grammar because the local vendors did not need to read and write to describe things to the foreign customer. This could be explained that they have to listen to foreign customers and speak with them while selling their products and services.

2. They needed to study the content relating to their jobs, that is, the specific terms and conversations used in a daily life and for selling local products and services. This reflects the fact that the content was relevant to the local vendors' jobs. The content was also more useful and necessary for them than other general English content. This was similar to the framework of learning needs of available source including suitable learning aids and materials (Hutchinson & Waters, 1987).

3. Two types of innovations, booklet and audio CD, were appropriate for the local vendors to practice and improve English. The findings confirmed that an A5 size booklet is a

convenient and portable learning tool that can be used anywhere and anytime they are free. They can also listen to the audio CD to practice listening skill and get familiar with a foreigner's English accent. This was the same as the idea that the learning need is equated to the route of learning with the concerned things, such as, how learners learn the language, why they learn it, and what resources are available to help them learn (Hutchinson and Waters, 1987). Learning materials, mode of learning and time allocations are adapted to suit different individual preferences (Altman, 1980).

4. They needed 21 ESP topics because all of these topics are relevant to their job and in a daily use. So, the ESP course was designed in line with the samples' needs. The course covering 21 English topics was included in the English innovation, a booklet and an audio CD. The finding is similar to the learners' needs analysis based on the concepts and theories of NA proposed by many scholars, for instance, Hutchinson & Waters (1987) and Richard, Platt & Platt(1992) who state that English for Specific Purposes (ESP) is an approach to language teaching based on the learner's learning and needs. The ESP content and course design should only be determined by a comprehensive needs analysis (Robinson, 1991, Wright, 2001). ESP is based on a particular context and on the learners' specific needs (Dudley-Evans et al, 1998).

5. The innovation consisted of 21 units, each unit consisted of two conversations with the words and phrases at the end. Having evaluated by the experts, the innovation was found at a high level in an overall aspect. This might be the reason that the innovation had been developed through the right process from the first stage of the samples' need analysis to the last stage of the experts' evaluation.

6. The samples' satisfaction with the innovation was overall found at a high level. This might be because of the reason that the innovation was designed and developed in line with the learners' needs. The systematic process was carried out from the first stage of data collection to the final stage of organizing a training workshop. The innovation covered the English topics and content relevant to their jobs and English used in a daily life. The samples were able to use the innovation to practice English anywhere and anytime they wanted because these learning tools were convenient and portable.

### Recommendations

1. The ESP course and English innovation developed by the researcher can be used with the local vendors anywhere in Thailand, so it is recommended for organizations and institutes to apply the course and innovation for training their personnel.

2. The innovation can be useful for those who do not have enough time to study English in a formal setting because the booklet and audio CD have been developed and designed for self-study and self-learning.

3. The ESP training workshop should be organized for the learners regularly in order to help them build self-confidence in using English.

4. For further studies, the research on need analysis of different ESP topics for different professionals and careers such as traditional Thai masseurs/masseuses, bankers, or taxi drivers, should be conducted.

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