

THE NEEDS OF ENGLISH LANGUAGE OF SEA SPORTS SERVICE PROVIDERS
IN PHUKET

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A MASTER'S PROJECT
BY
RATCHADAPORN MUSIKARAT

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
At Srinakharinwirot University
May 2013
Srinakharinwirot University

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AN ABSTRACT
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The main objectives of the study are to examine English language problems, to explore the frequency of English language skills used, and to investigate English language needs, of sea sports service providers in Phuket. The population was 80 sea sports service providers working at Patong Beach. The research tool was a questionnaire was based on general background, frequency of English usage and the needs of English language in order to improve English skills. The data was analyzed by statistical methods of percentages. The study revealed that 93.75% of the participants are male and 6.25% of them are female. As for work experience, 52.5% of the participants have been working for more than 5 years. 50% of the participants work on jet skiing and 33.75% of them work on parasailing. The findings reveal that 45% of them have problems with English speaking skills. In addition, 10% of the participants have problems in listening to English. 45% of them want to improve their English vocabulary related to the sports they provide and 40% of them need to improve pronunciation. In addition, 15% of the participants need to develop their English grammar knowledge.

Keywords : Needs of English Language Usage, English for Specific Purposes, Sea Sports Service Providers

การศึกษาความต้องการการใช้ภาษาอังกฤษของผู้ให้บริการกีฬาทางทะเลในจังหวัดภูเก็ต



เสนอต่อบัณฑิตวิทยาลัยมหาวิทยาลัยศรีนครินทรวิโรฒเพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิตสาขาวิชาภาษาอังกฤษ

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สารนิพนธ์ฉบับนี้มีวัตถุประสงค์เพื่อศึกษาปัญหาการใช้ภาษาอังกฤษ ความถี่ในการใช้
ภาษาอังกฤษ และความต้องการการใช้ภาษาอังกฤษของผู้ให้บริการกีฬาทางทะเลในจังหวัดภูเก็ต การวิจัย
ครั้งนี้ได้ศึกษาข้อมูลกับผู้ให้บริการกีฬาทางทะเลจำนวน 80 คน ซึ่งทำงานอยู่บริเวณชายหาดป่าตอง
จังหวัดภูเก็ต และในงานวิจัยนี้ใช้แบบสอบถามเป็นเครื่องมือในการวิจัยที่เกี่ยวข้องกับข้อมูลทั่วไปของผู้
ให้บริการกีฬาทางทะเล ความถี่ในการใช้ภาษาอังกฤษ และความต้องการการใช้ภาษาอังกฤษ โดยคำนวณ
จากฐานข้อมูลเป็นอัตราส่วนร้อยละ ซึ่งผลวิจัยพบว่าผู้ให้บริการกีฬาทางทะเลส่วนใหญ่เป็นผู้ชาย จำนวน
ร้อยละ 93.75 และเป็นผู้หยูร้อยละ 6.25 ซึ่งผู้ให้บริการกีฬาทางทะเลร้อยละ 52.5ทำงานให้บริการ
นักท่องเที่ยวมากกว่า 5 ปีซึ่งในจำนวนนี้ให้บริการกีฬาเจ็ตสกี และพาราเซลลิ่ง จำนวนร้อยละ 50 และ
33.75 ตามลำดับ จากผลวิจัยยังพบว่าผู้ให้บริการกีฬาทางทะเลมีปัญหาทักษะในการพูดภาษาอังกฤษมาก
ที่สุด คือร้อยละ 45 และทักษะในการฟังเป็นปัญหารองลงมา คิดเป็นร้อยละ 10 นอกจากนี้ผู้ให้บริการกีฬา
ทางทะเลจำนวนร้อยละ 45ต้องการเพิ่มพูนทักษะภาษาอังกฤษในด้านคำศัพท์ที่เกี่ยวข้องกับการให้บริการ
นอกจากนี้ผู้ให้บริการกีฬาทางทะเลจำนวนร้อยละ 15 ยังเสนอว่าต้องการการเพิ่มพูนทักษะภาษาอังกฤษใน
ด้านไวยากรณ์อีกด้วย

คำสำคัญ : ความต้องการการใช้ภาษาอังกฤษ, ภาษาอังกฤษเฉพาะทาง, ผู้ให้บริการกีฬาทางทะเล

The Master's Project Advisor, Chair of English Department and Oral Defense Committee have approved this Master's Project as partial fulfillment of the requirements of the Master of Arts degree in English of Srinakharinwirot University.

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This Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts degree in English of Srinakharinwirot University.

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(Dr. Wanee Aujsatid)

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CHAPTER I

INTRODUCTION

Background of the Study

Thailand has been one of the ten ASEAN member countries for 45 years and in 2015 ASEAN will provide the next step for the economic system to help ASEAN members have greater freedom in trade and investment. Among the members, which are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Vietnam, Myanmar, Malaysia, Philippines, Singapore, and Thailand there will be cooperation to develop an economic system called The ASEAN Economic Community or AEC (Severino, 2006).

The main objectives of the AEC are to create a single market and production base, a highly competitive economic region, a region of equitable economic development, and a region fully integrated into the global economy. The single market and production base includes five core elements, which are the free flow of goods, free flow of services, free flow of investment, free flow of capital, and free flow of skilled labor. Each of the ten countries has responsibility for a section in the single market and production base. Myanmar is responsible for commodities and fisheries. Malaysia is responsible for rubber and textiles. Indonesia is responsible for vehicles and woodwork. The Philippines is responsible for electronics. Singapore is responsible for information technology and health. Vietnam is responsible for logistics, and Thailand is responsible for tourism and aviation (Hew, 2005).

As the AEC has come to play a more significant role in the Southeast Asia Region, English has become more meaningful for people in the region too. English was chosen to be an official language among the ASEAN countries in order to communicate between them. In Thailand, English is used as a foreign language and it is used when Thai people need to interact

with foreigners. To be a successful part of the AEC, Thai people need to develop English competency in all four English language skills, which are listening, speaking, writing and reading in order to communicate with people in other regions effectively.

As mentioned above, English has become more important, especially in the tourism industry. Tourism in Thailand is important for AEC business because this might persuade several tourists to visit Thailand. In Thailand, the tourism industry has boomed for several years. The Thai tourism industry tries to attract foreign tourists by providing luxury hotels and good quality tour guides.

According to the statistics of the Ministry of Tourism and Sports, between 2009 and 2011 the number of foreign tourists visiting Thailand increased. In October 2011, the number of foreign tourists was 917,231. This shows an increase when compared with the same month, October, 2009, which was 862,263. This is why the tourism industry plays a significant role in generating income in Thailand. The tourism industry in Thailand has also expanded to tourism in rural areas by promoting “Unseen in Thailand” in order to persuade tourists to visit new places (Pongpanit, 2011). It is obvious that Thailand is a fascinating destination for foreign tourists from all over the world. Some are from Asian countries like China and India, while many others are from European countries like England, Russia, and Germany. There is no doubt that English is used as a medium for communication.

Since the hospitality industry in Thailand has grown, English has been used as a medium for communication between foreign tourists and Thai people. The hospitality industry also links with other related industries such as international travel. Travel and tourism markets have grown substantially over the past few decades for many reasons. Firstly, Thailand has unique characteristics of various tourists’ attractions which can attract foreign tourists. These tourist

attractions include natural attractions and cultural or man-made attractions. “Natural attraction” means that an attraction is natural, such as Phi Phi island, a waterfall, or Patong Beach. Patong Beach is a good example of a tourist attraction that attracts tourist from all over the world to enjoy the beach. Cultural attractions or man-made attractions refer to an attraction which is made by humans themselves, such as the national museum, and art galleries. Secondly, public transportation in Thailand is convenient. Tourists can travel from place to place easily by various types of vehicle, such as buses, taxis, subways, and sky train.

Because of its warm climate, friendly people, wonderful natural and cultural touristic attractions, there are numerous tourists who take vacations here, especially in the south of Thailand, in which the beauty of physical feature invites tourists to enjoy various sea sport activities. Skolnikc and Bush (2010) describe Phuket as a famous place in the south. Phuket is one of the southern provinces that have many beautiful and long white beaches with calm blue sea, white sand surrounded by incredible islands which are suitable for diving.

Phuket known as the “Pearl of the Andaman Sea” is one of the best destinations for tourists from around the world. Tourism is the island’s major source of income which attracts both local and foreign investment to the area. Business in the tourism industry includes hotels, restaurants, travel agents, souvenir shops, spas, Thai massage, and health tours. (Skolnikc & Bush, 2010).

Among many beautiful beaches, Patong Beach has become the most marvelous beach for foreigners. Patong Beach has a wide and slightly curved beach with long white sand. It is suited to various kinds of sea sport activities.

Jet skiing is the most admired sea sport activity among tourists in Phuket. Tourists have to hire a jet ski, which is provided by sea sports service providers from booths along the

seashore. There are many booths for providing the activity at a reasonable price. The tourists just enter the booth and inform the provider of their interest. Jet Ski booths are available in many beaches apart from Patong Beach such as Kata, Karon, Kamala, and Bang Tao.

Parasailing is another of the sea sport activities that have become popular among many tourists who enjoy challenging activities and want to have a birds-eye view of the beach and the sea.

Diving and snorkeling are also popular, as the tourists can enjoy seeing and touching fish and plants under the sea in safety. Phuket is known as one of the most beautiful destinations that offers some of the best diving spots in the world.

Another popular activity is surfing, which is not quite as popular compared with other sea sport activities (Martin & Assenov, 2011). The monsoon is a good season to surf. During that time, there are huge waves and high winds which can make the surfing more challenging.

It can be seen that sea sports service providers have an interesting career to fulfill tourists' needs. People who work in sea sport services are called sea sport service providers. The providers are an interesting career choice. Even though it is an unfamiliar job, it can provide a lot of income for Phuket's economy. Phuket has numerous tourists and the service providers are necessary in providing services for sea sport activities. Their responsibilities are to assist customers when they use sea sport equipment, to supply appropriate safety attire, to ensure that the customers know how to use the equipment, to ensure that all of the equipment is maintained in a clean and safe manner, to assist with the customers enquiries in a friendly manner, and to record all details and provide information about sea sports. Many providers are employed by tour companies which provide sea sports activities along Phuket seashores, especially at Patong

Beach. It can be seen that the providers have a fascinating job that makes the beach more interesting.

For the job as service providers English becomes more important than other languages because they need to explain sea sports activities to tourists, how to use sea sports equipment, and how to survive if an accident occurs. The sea sports service providers are Thai people whose high English competency is required in making their career successful. The providers lack of English language depending on their work experience and background education.

To conclude, English skills are needed for the providers, especially listening and speaking, so that they can convince tourists to participate in sea sport activities. If they have a limited knowledge of English language these sea sports service providers are unable to explain clear and detailed information about the sea sports. This may sometimes cause misunderstandings between tourists and the providers. Since there has been little research conducted in order to investigate the needs of English language for sea sports service providers, the researcher aims to explore the language needs of sea sports service providers.

Purposes of the Study

The main purpose of the study are to examine English language problem of sea sports service providers, to explore the frequency of English language skills usage uses by sea sports service providers, and to investigate English language needs of sea sports service providers in Phuket.

Research Questions

To answer the purposes, three research questions are created as follows;

1. What kind of English language problems do sea sports service providers encounter?
2. How often do sea sports service providers use English in terms of language skills?
3. What English language skills do sea sport service needs to improve?

Significance of the Study

The results of this study are beneficial for local educators and teachers in touristic area in planning and preparing courses in English that meet the needs of people in the community and to develop an English training manual for the sea sport service providers.

Scope of the Study

This study explored the English language needs of sea sports service providers who work at Patong Beach in Phuket. The sports include jet skiing, parasailing, diving, snorkeling, and surfing. The focus of English skills were listening, speaking, and the used of specific vocabulary.

Definition of Terms

Needs of English Language Usage refers to the needs of sea sports service providers in the use of English language skills including speaking, listening, and vocabulary.

Sea sports service providers refer to people who provide services on jet skiing, parasailing, diving, snorkeling, and surfing at Patong Beach in Phuket.

CHAPTER II

REVIEW OF RELATED LITERATURE

The study aims to investigate the needs for the use of English language by sea sports service providers in Phuket. The four main sections that will be discussed are: sea sports activities and services in Phuket, English for Specific Purposes, needs analysis and related research in Thailand and overseas.

Sea Sports Activities and Service in Phuket

Phuket, which is located in the southern part of Thailand, is one of the most famous islands in Thailand. It is also known as “The Pearl of the Andaman Sea.” Many foreign tourists come for a vacation there because Phuket has many beautiful beaches, such as Patong Beach, Kata Beach, Karon Beach, and Naiharn Beach. It is also a great place for enjoying various kinds of sea sports activities because the seas are warm with small waves that are suitable for interesting activities such as sailing, jet skiing, fishing, and so on. Tourists can enjoy sunbathing, swimming, and sea sports activities along the seashore. Among foreign tourists, Patong Beach is a popular place especially for sea sports activities provided by sea sports service providers along the seashore (Evans, 2012).

There are many interesting sea sports activities. Jet skiing is one of the most popular of these. There are only five beaches in Phuket where tourists are allowed to ride Jet Ski. They are Patong, Kata, Karon, Kamala, and Bang Tao Beach. It is very important that everyone follows the rules of the beach and rides responsibly. It is also important that the providers give good advice to the tourists. The providers’ responsibilities are to take care of the tourists and maintain

all outdoor equipment, to perform ski repairs, ski tuning and other maintenance as needed, to maintain ski tools, to keep a clean working environment, to be available to help the tourists' work on their skis, and to explain how to use the equipment properly. All riders are given a life jacket before jet skiing and all riders must keep their jet ski within 500 meters of the coastline (Evans, 2012).

Parasailing is a recreational activity where a person is towed behind a vehicle (usually a motor boat) while attached to a specially designed parachute, known as a parasail. If the tourist wants to have a bird's-eye view of Patong Beach, parasailing is a good activity for them. This kind of sea sport activity can be seen at all times of the day at Patong Beach. Parasailing can also be enjoyed on other main beaches like Karon Beach, and takes about 15 minutes per ride. All visitors need to follow the instructions given by the providers that they need to wear a life jacket to prevent drowning and helmets in order to prevent head injuries (Evans, 2012). The tourists are accompanied by the providers when the parachute lifts and rises into the air. They also have to explain to the tourists how to maintain their position while moving in the air, how to steer the parasail, how to jump and pull up their feet when coming down to the ground, and how to wait for the providers when dropping to the sea.

Phuket has warm waters all year with colorful marine life and unique underwater rock formations; diving and snorkeling are, therefore, another fabulous activity for everybody who wants to see the underwater world. Preparing all necessities for diving and snorkeling, including snorkels, masks, sun block and fins is a must for the best experience (Evans, 2012). This kind of activity also needs providers to instruct how to dive safely. Their responsibilities are to explain how to dive and snorkel properly, to show how to use diving and snorkeling equipment, and how to repair and maintain equipment. Moreover, the providers need to be aware of the risk of

drowning if equipment fails. The providers must know that radical changes in temperature and pressure in deep waters may cause health problems to divers. Diving is physically demanding, and the hours may be long or extremely irregular. Therefore, the participant or the tourist needs to follow the providers' instructions strictly (Planner, 2012).

Surfing is another alternative way for sightseeing the beach on the surface. The tourists can enjoy the beauty of the coastline, mountains, views, and sunset. Patong Beach is the most popular place for this kind of activity even though there are other beaches that offer surfing. Also, surfing lessons and equipments are prepared by sea sports service providers. The providers need to be a surfing instructor teaching how to surf and how to use the equipment in the right way. Evans (2012) also suggested that surfing tourists must follow all rules seriously. The tourists can get a surf board easily at the surfing booths which are located on the seashore.

It is clear that all the sea sport activities require a person to take good care of the activities – these are the sea sports services providers. Their responsibilities include assisting customers when they rent sea sports equipment, supplying appropriate safety attire, ensuring that the customers know how to use the equipment, ensuring that all of the equipment is maintained in a clean and safe manner, assisting with the customers' enquiries in a friendly manner, and recording all details and providing information about sea sports. Sea sports service provider is a challenging job in a way that the providers have to use English as a medium to communicate with their customers, quite apart from the challenging activities themselves.

Needs for English Language Usage

In an era of globalization, English has become more powerful in world society, including in South East Asia. This is because in 2015 ASEAN will adopt a new step in the ASEAN

Economic system (AEC), and English is an important language in order to communicate with people in the ASEAN countries. This is because most of the ASEAN countries do not use English as a formal language. They have their own language, like Thailand. Thai people use Thai as a formal language and use English as a foreign language. Therefore, English is an essential language in order to be a medium for communication between countries.

In Thailand, English is mostly used in the tourism industry in order to service foreign tourists. The tourism industry needs a group of people who can use English efficiently in order to provide good services to the tourists, and Phuket is one of the famous places where English is used to serve customers.

As earlier mentioned in chapter 1 (p.3), Phuket is a well-known place for tourists to take holidays. Phuket, which is the biggest island in Thailand, is surrounded by white sand and clear blue seas. It also has fabulous sea sports activities to attract tourists. This unique characteristic can make a lot of income for the local people in Phuket - so how can people gain this income? Of course, English becomes important for Phuket in order to impress the tourists.

Sea sports service providers are hired by tour companies to serve those tourists who are interested in doing sea sports on the beach. The qualifications of these sea sports service providers are varied; for example, some of them did not graduate from any school and some of them are too young to work legally as providers. The responsibilities of the providers are to provide a good service to the tourists with polite manners, including to rent a boat, to prepare sea sports for tourists such as jet skiing, para-sailing, diving and snorkeling, and surfing. That is why sea sports services is an interesting job that earns a good income in Phuket.

Both sea sports business owners and providers must speak English to communicate with foreign tourists in order to convince the tourists to participate in the sea sports activities. Most of

the owners can speak English well, but not all of the providers can. This might be the result of their different English education background. This might cause some misunderstanding between the tourists and the providers as English language is the only means for the providers to communicate with the tourists.

English for Specific Purposes (ESP)

English for Specific Purposes or ESP has been referred to English Language Teaching. The aims of ESP courses are determined by the needs of a specific group of learners. Hutchinson and Waters (1987) defined ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (p. 19). Basturkmen (2006) described it as English language teaching which is designed to meet specified needs of the learner. Likewise, Yildiz (2004) defined English for Specific Purposes (ESP) is known as a learner-centered approach to teaching English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning.

According to Dudley-Evans (1998), English for Specific Purposes is divided briefly into two main aspects, i.e. absolute characteristic and variable characteristic. The absolute characteristic is divided into three main points which are to meet specific needs of the learners, to make use of underlying methodology and activities of the discipline it serves, and to focus on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. Dudley-Evans (1998) also describes variable characteristic as it may be related to or designed for specific disciplines. This characteristic may use in specific teaching situations or a different methodology from that of general English, and it can be designed for

adult learners, either at a tertiary level institution or in a professional work situation. It could be for learners at secondary school level. Besides, ESP is generally designed for intermediate or advanced students and most of ESP courses assume some basic knowledge of the language systems.

The most important difference lies in the learners and their purposes of learning English. ESP courses are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. As a result, ESP program is built on an assessment of purposes and needs and the functions for which English is required. The teaching focuses more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point of ESP is that English is not taught as a subject separated from the students' real world, but it is integrated into a subject matter area important to the learners. In this study, ESP should encounter to use for a specific group of learner in terms of English language needs for sea sports service providers. They are a person who can be taught English in a right way.

However, ESL and ESP separate not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An ESP program emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides (Hutchinson & Waters, 1987).

English for Specific Purposes (ESP) aims to serve the needs of a specific group of learners. According to Hutchinson and Waters (1987), English for Specific Purposes can be developed into variety fields such as English for Academic Purposes or EAP, English for Occupational Purposes or EOP. In EAP, English for Science and Technology (EST) has been the main area, but English for Medical Purposes (EMP) and English for Legal Purposes (ELP) have always had their own purpose. Recently the academic study of business, finance, banking, economics and accounting has become increasingly important, in particular on Masters in Business Administration (MBA) courses. In terms of EOP refers to English that is not for academic purposes. Further sub-divisions of EOP are sometimes made into business English, professional English (e.g., English for doctors, lawyers) and vocational English (e.g. English for tourism, nursing, and aviation). English for Specific Purposes is an approach to language teaching in which all decision as to content and method are based on the learner's reason for learning. ESP courses were typically designed for intermediate or advanced adult learners in order to serve a specific purpose. Thus, ESP becomes increasingly important because ESP has been an increase in terms of vocational training and learning. Within globalization, the use of English became worthwhile, i.e. English is as a medium of international communication. People are using English in more and more occupations, so ESP course is an interesting course that aims to enhance learner's successful in occupational or educational goals.

In terms of English for Occupational Purposes or EOP which can be divided into sub courses such as English for tourism and hospitality. English for tourism is designed for people who are interested in developing English language skills for professional internship or a career with related to the field of tourism. English for tourism courses will focus on developing English language skills through interested topics.

Miriam and Strutt (1997) mentioned that most of the tourism course should be conducted due to the following purposes. The purposes aimed to improve their overall English communication skills, to develop English language skills for working in the tourism and hospitality industries, to develop their knowledge and understanding of tourism and hospitality in Australia and the communication skills needed to work in these industries, and to participate effectively in job interviews conducted in English.

English for Tourism and Hospitality is part of EOP. English for Tourism and Hospitality is a skill-based course designed specifically for people of tourism and hospitality who are about to enter English-medium tertiary level studies. It provides the key academic skills that all people needs, such as listening, speaking and essential vocabulary. It also equips people with the specialist language they need to participate successfully within a tourism and hospitality faculty. Extensive listening exercises come from tourism and hospitality lectures, and all reading texts are taken from the same field of study. There is also a focus throughout on the key tourism and hospitality vocabulary that people will need.

To sum up, ESP course is an approach to language teaching because ESP takes place on learners' requirements. Hutchinson and Waters (1987) mentioned that ESP can be seen not only in particular language product, but also in an approach to language teaching which is directed by specific and reason for learning. ESP can be applied in this study to identify the use of English language by sea sports service providers and to provide an appropriate framework for designing an English language manual for them.

Needs Analysis

Needs analysis refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group. Thus, needs analysis is a part of systematic curriculum building (Brown, 1995). Needs analysis is usually conducted in order to study human learning needs, wants, wishes and desires. In other word, needs analysis is used to find out the needs of human expectation before designing a new course. According to Astramovich (2011), needs analysis is a formal process focusing on human elements of the requirements related to the goal, aspirations and needs of the learners community. The main purpose of needs analysis is to make the learners satisfied with the service provided.

Songhori (2008) explained that needs analysis is a vital role in the process of designing and carrying out a language course, especially ESP. Iwai et al. (1999) also stated that needs analysis includes collecting information as a basis for developing a curriculum that meets the needs of a particular group. Richard and Platt (cited in Khoong, 1998) states that needs analysis is a process of determining the needs for a learner or a group of learners who requires a language course which does not exist. It can be said that needs analysis study the needs or requirements of learners in order to design a new curriculum that serve the learners' needs. Likewise Chaiyapontoh (2008) studied on the needs and problems in using English with foreigners of hotel front desk staff in Ubon Ratchathani province. The results showed that the Front desk staff strongly needs English for listening and speaking the most. They also had English problems in listening skills in particular when the staff could not understand what customers said. To solve this situation, the staff will find other people who have better English ability to help them.

The needs analysis instruments can obtain from several kind of data such as tests, interview, observation, meeting, case studies and questionnaires (Brown, 1995). A good example for needs analysis in terms of questionnaire can be seen through Chaiyapontoh (2008). He divided the questionnaire into four parts which are descriptions of the hotel front desk staff, needs in using English with foreigners, problems in using English with foreigners, and opinions of the hotel front desk staff toward their English abilities. Thus, in this study, questionnaires are a tool for finding out the English language needs for sea sports service providers. The study is also used questionnaire which adapted from Chaiyapontoh (2008). The contents include three main parts which are general background information, frequency of language usage, and a survey on the needs to improve English language by sea sports service providers. Thus, the providers are the particular group for determining English language needs.

Types of Needs Analysis

There are two major types of needs analysis which are Target situation analysis and Learning situation analysis as describe below.

Target Situation Analysis (TSA)

Target Situation Analysis was first used in an article “A re-evaluation of needs analysis” by Chambers (1980). It refers to the analysis of needs focusing on the needs of learners in occupational or academic situation. In other word, TSA includes three major elements; necessities, lacks, and wants. “Necessities” refer to the demands of the target situation, for example, what the learners have to know in order to function effectively in that situation is “Necessities”. “Lacks” refers to what the learners already know, and do not know. There is a gap between the existing knowledge and the target knowledge. It means that if learners do not know

for something that means they need to learn and gain more new knowledge. “Wants” refer to the needs of the learners that do not exist.

Likewise Chamber, Hutchinson and Waters (1987) also explain that most frequently way to use data collection are: questionnaires, interviews, observation, and informal consultations. The simple framework below is the outlines for designing an analysis course for target needs. TSA framework is as follows;

Firstly, TSA is used for study, for work, for training, and for a combination or other purposes, such as status, examination and promotion. Secondly, TSA concern how the language will be used such as medium (speaking, writing and reading), channel (telephone or face to face). Thirdly, TSA should involve what the content areas will be used. It is including subject (medicine, biology, commerce, engineering), and level (technician, postgraduate, secondary school). Fourthly, TSA needs to realize who the learners use the language with. It is for native speaker or non-native speaker. Level of knowledge of receiver is also important for this section. Fifthly, TSA come up where the language will be used such as physical setting (in office, hotel theatre), human context (alone, meetings, on telephone), and linguistic context (in own country or abroad). It is obviously necessary to obtain answer to these questions from variety sources which means it can be deal or solve the problems (Hutchinson & Waters, 1987).

In this study, “Necessities” refer to the requirement of English language that sea sports service providers need to deal with foreign tourists as they have to use English as a medium to communication and knowledge. “Lacks” refer to English level of the providers. This research will ask for English language skills that how the providers lack. “Wants” refer to what language skills that the providers want to improve. It can be said that this study intend to analyze the needs of English language which cover on the three main factors of the providers.

Learning Situation Analysis (LSA)

Hutchinson and Waters (1987) mentioned for the meaning between TSA and LSA is what a learner needs to learn is LSA whereas what the learner needs to do in the target situation like working is TSA. To analyze LSA, it can be used as a similar framework which is used in TSA.

To conduct needs analysis can evaluate data from questionnaires, tests, interviews, and observation (Brown, 1995). As mentioned above, needs analysis involves all the activities used to collect information about the learners' in learning needs, wants, wishes, and desires. The process of LSA also includes expectations and requirements of the learners. According to various interpretations of needs analysis, all scholars focusing on similar reason that is needs analysis is an significant tool to know how human's requirements and expectations.

As the providers are the particular group for determining English language needs, the researcher adapted the questionnaire constructed by Chaiyapontoh (2008) for this study. The contents include three main parts which are general background information, frequency of language usage, and a survey on the needs to improve English language by sea sports service providers.

Related Research

An analysis of English language needs has been conducted with various groups of people. The research findings presented in this section are relevant to the study of the analysis of English language needs in Thailand and other foreign countries.

Al-Khatib (2005) carried out a research on "English in the Workplace: An analysis of the Communication Needs of Tourism and Banking Personnel". The purpose of this study is to study

English demands of two companies; Jordanian travel agency and senior bank officials. The study also aimed to identify the workers' needs, wants, and lack of attitude toward English. The result showed that travel agency workers usually used English language more than banking officers for all four English skills. Both the travel agency workers and banking officers wanted to improve English language skills and English competency for the future. The use of English in the workplace by two types of workers necessitated an English course designed for the workers in order to work effectively.

Guion (2005) studied on "Knowledge of English word stress patterns in early and late Korean-English bilinguals." This research aimed to investigate how English language influenced to Korean learners. The findings show that length of time affected to Korean learners. Moreover, different background knowledge of Korean learners also effected to develop new English phonology.

Pigada and Schmitt (2006) conducted a research on "Vocabulary acquisition from extensive reading: A case study." The study intended to explore whether an extensive reading program can enhance lexical knowledge or not and to investigate how vocabulary acquisition when reading. The results found that the participants can enhance vocabulary size through reading. The study also suggested that vocabulary can gain from extensive reading.

Wongthong (2006) carried out a research on "The Communication of English to Tourists: A Case Study of Tuk-Tuk Drivers in Phranakhon Si Ayutthaya". It aimed to study the problems of Tuk-Tuk drivers who used English with foreign tourists, and to analyze the ways that they solved the problems in order to come up with guidelines for developing their English competency. The finding showed that the Tuk-Tuk drivers had problems in all four English skills: speaking, listening, reading and writing. Their problems would be solved by seeking

people who can communicate English well or using some materials around them such as maps, and brochures. They needed to improve their English proficiency by taking an ESP course.

Chaiyapantoh (2008) studied a research on “The Needs and Problems in Using English with Foreigners of Hotel Front Desk Staff in Muang District, Ubon Ratchathani Province, Thailand”. The main objectives of the study were to analyze the needs and problems while using English with foreigners and to investigate the ability in using English listening and speaking skills in their work. Questionnaire in the study was divided into four parts; description of respondents, English needs of hotel front desk staff, problems in English speaking and listening and solution, and English ability perceived by the hotel front staff and the importance of English in hotel business. The results showed that the needs of English skills especially in listening and speaking were the strongest need. When the staff had any problems in using English communication, they would ask a person who had better English proficiency. The study also showed that the abilities to use English listening and reading were only at good level whereas writing and speaking were at moderate level.

Yhouyhen (2008) conducted a research on “A Study of Language Needs for Information Officers: A Case Study of Bangkok Tourist Division”. The purpose of the study was to investigate their needs, problem and any suggestion in order to design a new course of study for them. The results showed that the officers were poor at English in terms of listening and speaking skills, so the course should provide a listening and speaking course.

Ting (2010) studied a research in China entitled, “An ESP Course Design for Airport Information Desk Staff”. The study aimed to design a proper course for airport information desk staff in China including situation, linguistic features, and language skills. The finding revealed that situation where the most English was used in the airport was checking-in and baggage-

handling, giving direction about airport facilities and service, giving information about travelling and transportation. Moreover, it was found that English listening and speaking were important skills for communication with foreign tourists.

The study of Gorman (2012) on “Relationships between Vocabulary Size, Working Memory, and Phonological Awareness in Spanish-Speaking English Language Learners.” aimed to evaluate the impact of phonological in children’s first language (L1; Spanish) and L2 for English and to analyze the relationships between vocabulary sizes, verbal working memory. The result was shown that if participants had enough vocabulary size, they can develop other languages.

Mart (2012) conducted a research entitled on “Developing Speaking Skills through Reading.” The findings found that the most useful ways to improve communication skills is extensive reading. Reading can help people to develop speaking skill and to build up better grammar skills.

The related research presented above reflects how English language skills are needed in various fields of work such as bankers, taxi drivers, student, and tourism. Most of them focused on the use of English language skills by sea sport service providers. Thus, this study focuses a research which is conducted in order to explore the use and the needs of English language skills by sea sport service providers in Phuket.

CHAPTER III

METHODOLOGY

The main purposes of the study aimed to examine English language problem of sea sports service providers, to explore the frequency of English language skills usage used by sea sports service providers, and to investigate English language needs of sea sports service providers in Phuket. This chapter explains in detail on the population, research instrument, data collection and data analysis of the study.

Population of the Study

The population in this study is sea sports service providers who work in Phuket province. The sampling groups are the providers who work for five sea sports activities which are jet skiing, parasailing, diving and snorkeling and surfing at Patong Beach, in Phuket. The participants were selected by purposive sampling technique.

Research Instrument

A survey questionnaire was constructed in terms of validity which is examined by the two experts and one supervisor. This questionnaire was adapted from Chaiyapantoh (2008) in order to meet the purpose of the study. The questionnaire is also written in two versions; English and Thai to help the respondents understand the point in the questions clearly. The questionnaire consists of three parts as follows:

Part 1: General background information. It is about general information such as, age, gender, education and work experience.

Part 2: Frequency of language skill usage. This part focuses on English language skill used by the providers in their work.

Part 3: A survey on the needs of English language to improve English skills by the sea sport service providers. It explores how English language do the provider's needs.

The respondents were required to rank their English language needs as follows: (5) highly needed, (4) needed, (3) quite needed, (2) less needed, and (1) not needed.

Data Collection

The participants were asked to complete the questionnaires and returned to the researcher within one day. Also, a close ended and open ended survey questionnaire on English language needs was personally distributed to the sample at Patong Beach in Phuket.

Data Analysis

The quantitative data were analyzed by percentage. Descriptive statistics was used to describe frequency and percentage of general background information. The frequency of English language needs was calculated into a percentage using the following formula:

$$\frac{N \times 100}{T}$$

N = The number of respondents on each item

T = The total number of the subjects who respond the questionnaires

The findings were presented in the form of tables descriptions, and conclusions were drawn and discussed in the following chapters.

CHAPTER IV

RESULTS

This chapter presents the results of the study which attempts to investigate English problem of sea sports service providers, to examine the frequency of English language skills usage use by the providers, and to explore English language needs of the providers in Phuket. The results shown below consisted of three parts: general background information, frequency of language usage, and a survey on the needs of English Language to improve English skills respectively.

Part 1: General Background Information

This part presents the general background information of the participants which are the participants' personal information, education levels, duration of work, and their level of English proficiency as showed in Tables 1 to 7. This part also includes the participants' problems of English language skills and what English language skills that they need to improve as showed in Tables 8 and 9.

Table 1

Gender of the Participants

Gender	Frequency	Percentage
Male	75	93.75
Female	5	6.25
Total	80	100

Table 1 shows that 93.75% of the respondents are male and 6.25% of them are female.

Table 2

Age of the Participants

Age (year)	Frequency	Percentage
16 – 20	18	22.50
21 – 25	18	22.50
26 – 30	15	18.75
31 – 40	17	21.25
41 – 50	12	15.00
Total	80	100

Table 2 shows that the participants' age between 16 and 25 are 43%, and the age between 41 and 50 are 15%.

Table 3

Education Level of the Participants

Educational Level	Frequency	Percentage
Lower than Matayomsuksa 3	17	21.25
Matayomsuka 3	31	38.75
Matayomsuka 6	22	27.50
Technical Certificate	6	7.50
Bachelor's Degree	4	5.00
Total	80	100

Table 3 reveals that 38.75% of the participants graduated Matayomsuka 3, and 27.50% graduated Matayomsuka 6. Only 5% of them got bachelor's degree.

Table 4

Work Experience

Years of Work	Frequency	Percentage
1 – 2	18	22.50
3 – 5	20	25.00
More than 5 year	42	52.50
Total	80	100

Table 4 shows that 52.5% of the participants had been working as sea sports service providers for more than 5 years and 22.50% of them had less than 2 years experience.

Table 5

Sea Sports Activities

Sea Sports Activities	Frequency	Percentage
Jet Skiing	40	50.00
Parasailing	27	33.75
Diving and snorkeling	4	5.00
Surfing	1	1.25
More than 2 activities	8	10.00
Total	80	100

According to Table 5, 50% of the participants work on jet skiing and 33.75% on parasailing. In contrast, only 1.25% of them work on surfing.

Table 6

Tourists' Nationalities

Nationalities	Frequency	Percentage
American	8	10.00
Chinese	20	25.00
Indian	4	5.00
Russian	48	60.00
Total	80	100

Table 6 reveals that 60% of the participants are from Russia and 25% of them are from China. There are only 5% of them from India.

Table 7

Level of English Proficiency

English Level	Frequency	Percentage
Excellent	3	3.75
Good	13	16.25
Moderate	38	47.50
Poor	26	32.50
Total	80	100

In table 7, the study shows that 47.5% of the participants rated their English proficiency at moderate level while only 3.75% of them rated their English language proficiency at excellent level.

Table 8

Problems on English Language Skills

English Skills Problems	Frequency	Percentage
Listening	8	10.00
Speaking	36	45.00
Reading	16	20.00
Writing	20	25.00
Total	80	100

Table 8 shows that 45% of the participants have problems in speaking English and 25% of them have trouble in writing English. However, there are 10% of the participants who have problems in English listening skills.

Table 9

Needs to Improve English Language

English Knowledge	Frequency	Percentage
Vocabulary	36	45.00
Pronunciation	32	40.00
Grammar	12	15.00
Total	80	100

Table 9 reveals that 45% of the participants want to improve English vocabulary which is related to the sea sports that they work on and 40% of them need to improve English pronunciation. There are 15% of them who need to develop English grammar.

Part 2: Frequency of English Language Usage

There are four tables, tables 10 to 13 which present the findings on frequency of English language usage, English language skills used in service providing, frequency of specific vocabulary usage and English language sub skills used in service providing.

Table 10

Frequency of English Language Usage

Frequency	Frequency	Percentage
Everyday	75	93.75
3 times a week	2	2.50
2 times a week	3	3.75
Total	80	100

According to Table 10, 93.75% of the participants employ English language in their work every day, and 3.75% of them use English two times a week whereas only 2.5% of them use English three times a week.

Table 11

English Language Skills Used in Service Providing

English Skills	Frequency	Percentage
Listening	12	15.00
Speaking	56	70.00
Reading	4	5.00
Writing	8	10.00
Total	80	100

Table 11 shows that 70% of the participants always apply English speaking skill to communicate with customers at work while 15% of them use listening skill during the work. However, only 10% and 5% of them believe that writing and reading skills are rarely used in service providing.

Table 12

Frequency of Specific Vocabulary Usage

Frequency	Frequency	Percentage
Everyday	80	100
2 times a week	0	0
3 times a week	0	0
Total	80	100

Table 12 shows that 100% of the participants employ specific vocabulary in providing sea sports services every day.

Table 13

English Language Sub Skills Used in Service Providing

English Sub Skills	Frequency	Percentage
Vocabulary	34	42.50
Pronunciation	46	57.50
Grammar	0	0
Total	80	100

In terms of English language sub skills, table 13 shows that 57.5% of the participants see that English pronunciation is used in service providing while 42.5% of them usually use vocabulary in their work.

Part 3: A Survey on the Needs of English Language in order to Improve English skills

The participants were asked to rate the levels of their needs to improve English language by using 5 scale rating as follows: 5 = Highly Needed, 4 = Needed, 3 = Quite Needed, 2 = Less Needed, 1= Not Needed are analyzed. The findings of the needs are summarized in tables 14 to 16.

Table 14

Listening Skills

To what extent do you need listening skills in your job?	Highly Needed (5)	Needed (4)	Quite Needed (3)	Less Needed (2)	Not Needed (1)	Percentage
14. Listening to and understanding what foreign customers' want	17.50	35.00	42.5	2.50	2.50	100
15. Listening to foreign customers' complaints	8.75	28.75	50.00	8.75	3.75	100
16. Listening to foreign customers' satisfaction	11.25	42.5	43.75	2.50	0	100
17. Listening to long English conversations	11.25	17.5	48.75	21.25	1.25	100
18. Others (Please specify.....)						

Table 14 shows that 17.50% of the participants need to improve listening skill to listen to and understand what foreign customers' want, and 11.25% of them need to improve their listening skill in order to listen to foreign customers' satisfaction and to their long conversations. However, only 8.75% of the participants need to improve their listening to customers' complaints.

Table 15

Speaking Skills

To what extent do you need speaking skills in your job?	Highly Needed (5)	Needed (4)	Quite Needed (3)	Less Needed (2)	Not Needed (1)	Percentage
19. Greeting and farewell to foreign customers	33.75	33.75	38.75	2.50	1.25	100
20. Explaining information about how to use sea sport equipment	30.00	27.50	35.00	7.50	0	100
21. Apology when mistakes occur	27.50	36.25	30.00	6.25	0	100
22. Explaining the reason for mistakes	22.50	28.75	41.25	6.25	1.25	100
23. Making and refusing requests politely	23.75	28.75	40.00	7.50	0	100
24. Explaining about weather forecast before playing sea sport activities	26.25	26.25	37.50	6.25	3.75	100
25. Giving travel information in Phuket (e.g. accommodation, culture, restaurants, traditions, tourist attractions, transportation, and direction)	13.75	35.00	43.75	6.25	1.25	100
26. Others (Please specify)						

According to table 15, 33.75% of the participants highly need to improve English speaking skills in order to greet and say goodbye to foreign customers, and 30% of them need to improve speaking skills for explaining information about how to use sea sports equipment. Besides, 27.50% of them also want to improve speaking skills especially how to apologize when mistakes occur. In contrast, there is only 13.75% of them need to improve speaking skill for giving travel information in Phuket.

Table 16

Other Language Skills

Others Language Skills	Highly Needed (5)	Needed (4)	Quite Needed (3)	Less Needed (2)	Not Needed (1)	Percentage
27. Specific vocabulary for sea sports activities	18.75	37.5	33.75	8.75	1.25	100
28. Specific vocabulary for sea sports manual and equipment	26.25	28.75	38.75	6.25	0	100
29. Vocabulary for daily conversation such as weather forecast and sea animals	15.00	41.25	35.00	7.50	1.25	100
30. English pronunciation	11.25	20.00	57.50	8.75	2.50	100
31. Grammar and simple English structure	5.00	15.00	30.00	40.00	10.00	100
32. Others (Please specify.....)						

Table 16 reveals that 26.25% of the participants highly need to improve their specific vocabulary for sea sports manual and equipment while 18.75% of them need to develop specific vocabulary used for sea sports activities. The participants who need to improve vocabulary for daily conversation are 11.25%. However, only 5% of the participants need to improve English grammar and simple English structure.

This chapter has presented the results of the study with tables illustrating the rating of English language needs of sea sports service providers in Phuket in the form of frequency, and percentage. The finding was divided into three major parts according to the three objectives, to explore English problem of sea sports service providers, to examine the frequency of English language skills usage use by sea sports service providers, and to discover English language needs to improve of sea sports service providers in Phuket. The following chapter will be discussion of the findings and conclusions.

CHAPTER V

CONCLUSIONS AND DISCUSSIONS

This chapter presents conclusions and discussions in order to answer the three research questions which aimed to explore types of English language problems sea sports service providers encounter, to investigate how often the providers use English in terms of listening and speaking skills, and to examine what English language skills that the providers need to improve. The instrument used to collect the data was a questionnaire and the data was analyzed by percentage. The questionnaire was completed by 80 sea sports service providers in Phuket. This chapter is divided into two major parts, i.e. conclusions and discussions. Limitation and recommendations for further research are also included in this chapter.

Conclusions

To answer the three research questions as mentioned above, the results of the study were collected from the providers at Patong Beach in Phuket. The findings were divided into three main parts. The first part is background information and English problems which occurred during the providers' work. The second part is frequency of English language usage and the third is the needs to improve English language of the providers.

Part 1: Background information. The study shows that 93.75% of the participants are male and 6.25% of them are female. There is 43% of them aged between 16 and 40 years old. In terms of educational background, the study shows that 38.75% of the participants graduated Matayomsuksa 3 and 27.50% Matayomsuksa 6. The participants who got bachelor's degree are only 5%. As for work experience, 52.5% of the participants have been working for more than 5 years and only 22.5% of them have been working as sea sports service providers for only 1 – 2

years. There is 50% of the participants who provide service on jet skiing and 33.75% on parasailing. However, only 1.25% of them provide service on surfing. The study also shows that 60% of the foreign tourists that the service providers work with are from Russia and 25% of them are from China. However, there are only 5% of them are from India.

The study shows that 47.5% of the participants rated their English proficiency at moderate level, and only 3.75% of them at excellent level. The finding reveals that 45% of them have problems in English speaking skills and 25% of them have trouble in writing in English. However, there is 10% of the participants who have problems in listening to English language. There is 45% of them who want to improve English vocabulary which is related to the sports they provide services and 40% of them need to improve pronunciation. In addition, 15% of the participants need to develop their English grammar knowledge.

Part 2: Frequency of English language usage. This part includes the frequency of English language used in the work, English language skills used at work, the frequency of specific vocabulary usage, and the English language sub skills used in service providing. The study shows that 93.75% of the participants used English to communicate with customers every day. It also shows that 70% of them use English speaking skills at work while 5 % of them rarely use English reading skills. Besides, 100% of the participants use specific English vocabulary for providing sea sports service everyday. For English language sub skills, the study shows that 57.5% of the participants use English pronunciation and 42.5% of them often use vocabulary to service customers at work.

Part 3: A survey on the needs to improve English language. The results shows that 17.50% of the participants need to improve English listening skill to listen to and understand what foreign customers' want, and 11.25% of them need to improve their listening skill in order

to listen to foreign customers' satisfaction and listen to long conversations of the customers respectively. However, only 8.75% of the participants need to improve their listening to customers' complaints. Besides, there is 33.75% of them need to improve English speaking skills in order to greet and bid farewell to foreign customers, and 30% of them need to improve speaking skills for explaining information about how to use sea sports equipment. There are 27.50% of them also want to improve speaking skills in terms of how to apology when mistakes occur. By contrast, only 13.75% of them need to improve speaking for giving travel information in Phuket. In addition, there is 26.25% of the participants need to improve their specific vocabulary significantly to understand sea sports manuals and equipment while 18.75% of them need to develop specific vocabulary used for explaining sea sports activities to the customers. There are 11.25% of the participants who need to improve vocabulary for daily conversation but only 5% of them need to improve English grammar and simple English structure.

Discussions

According to the findings it can be concluded that the sea sports service provider is an interesting career that helps make Phuket's image more attractive and convincing to foreign tourists. Thus, English is an essential tool that will enable them to communicate with the customers successfully.

The findings show that most of the participants who are sea sports service providers had secondary school education from Matayomsuksa 3 and most of them are male, aged between 16 and 40. There is 5% of the respondents who had bachelor's degrees. The participants in the latter group are owners of the service who sometimes help the employees provide service to customers when the employees are busy with other customers. This reflects the difference between the

employers and the employees in terms of English competency. It is obvious that employees lack of English competency when they are compared with the owners and as a result, the employees find that English is necessary for them. The findings can affect the income of the employees as shown in the study of Wongthong (2006) who mentioned that English language is an indicator for showing how much income that a Tuk-Tuk driver can earn. They cannot earn income so much if they cannot speak English well. Sometimes the drivers reject the foreign customers due to they do not understand what the customers say. That is why English plays an important role for the service career.

The study reveals that Jet Ski is a popular sea sports activity at Patong Beach. Thus, the participants need to use English language to communicate with the customers to explain how to drive and use Jet Ski equipments. Being the providers, sometimes they have problems with equipments or weather conditions. In this case, the participants need to explain the reason to their customers clearly so that they will not be too shocked from the incidents. Since the participants cannot speak English well, they can speak only few words and short conversation. Sometimes they describe the situations by using wrong words. Moreover, English pronunciation is also essential for the participants. The study shows that the participants find that speaking with correct pronunciation and correct words may help decrease problems in communication. They do agree that grammar is essential for their work because it helps them speak smoothly. However, they need to practice both English pronunciation and vocabulary in order to speak more fluently.

When asked about the need to improve language skills, the participants reveal that they need to improve their English speaking skills for making and refusing requests politely. They desire to use nice words, correct tone and pronunciation. Besides, the providers need to improve their English pronunciation in order to make the tourists understand what they say. The findings

are similar to the study by Wongthong (2006) who conducted research with Tuk-Tuk drivers providing transportation services in Phranakhon Si-Ayutthaya and many provinces in Thailand.

According to her study on “The Communication of English to Tourists: A Case Study of Tuk-Tuk Drivers in Phranakhon Si Ayutthaya, she showed that English is necessary for Tuk-Tuk drivers to communicate with foreign customers. Most of them needed to improve English skills including listening, speaking, reading and writing as they had a lower level of English proficiency. Also, most of them used contextual information such as maps and brochures to solve their English problems, so this is still a serious problem for them.

As mentioned earlier, pronunciation is needed for the providers. English pronunciation is necessary for people who want to be good at English. It can be said that if the providers pronounce English words correctly and clearly, it can help the tourists to understand what the providers said. Practicing English pronunciation should be learned from an early age. Thai and English sounds are different, Thai language is a tonal language that has five tones while English does not have tones, but stress. As a result, Thai people can have problems pronouncing English words with the correct stress.

According to Guion (2005) who investigated how English language influenced Korean learners, English and Korean had different structures in two ways. First, Korean was a tonal language while English is 'stress timed'. Second, the Korean tones are based on accented phrases whereas English stress accents are based on lexical word. These problems might cause Korean learners to struggle to learn English stress accents. The findings of this study shows that length of time affected to the early and late bilingual for using lexical, syllabic structure and phonological similarity efficiently. Moreover, different background knowledge of Korean learners also affected the development of new English phonology. Thai and Korean use English

as a foreign language. Both Thais and Koreans have problems in pronouncing English words, especially stress. However, if practicing English regularly, the two learners of foreign language may improve English pronunciation ability.

Besides this, the findings also showed that specific vocabulary is needed for the providers. Since the service providers work in the sea where there are a lot of dangerous animals, they find that they need specific words and proper words for dangerous sea animals, how to avoid and how to treat the injured once accidents take place. The participants agree that if they know the correct word, they can warn customers to realize the dangers of sea animals and to be aware of that kind of animal well in advance. Further to Pigada & Schmitt (2006), knowing a lot of vocabulary acquired from extensive reading helps learners of a second language. The providers can get more information and a varied vocabulary by reading texts. They can gain much more knowledge or vocabulary during reading. This study shows that vocabulary, especially specific words or technical terms used for specific area of work, is necessary for communication as it brings benefits to the service providers, their customers and most of all the tourist business.

In addition, the participants need English speaking and listening skills as well as vocabulary. Gorman (2012) stated that vocabulary is essential for both speaking and listening skills. It is because people need to know a wide range of words in order to communicate correctly for particular contexts. Having strong vocabulary skills, one can develop speaking skills. Further to Gorman, Mart (2012) adds that vocabulary knowledge and grammar are two essential factors for foreign language learning, and they both play a part in improving learner's speaking performance.

Limitation of the Study

This study focused on English language problems and needs of sea sports service providers in Phuket by using a questionnaire as a tool of study. As a result the findings might not reflect the providers' real needs accurately. Besides, there are variety service careers that work with tourists in touristic cities such as masseuse, hair designers and waiters in restaurants. These kinds of service play an important part in making travel business in Thailand more attractive.

Recommendations for Further Research

Based on the findings, the following areas are suggested for further research:

1. Research concerning the needs to improve English language of other tourist service providers should be conducted.
2. Further research instruments should involve observation or interview of the service providers so as to gain more reliable and accurate results.
3. Various areas of sea sports service providing should be conducted so that the significance of the study can be made to meet the service providers' real needs.



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APPENDIX A

Questionnaire: English Versions

Questionnaire

The Needs for English Language of Sea Sports Service Providers in Phuket

This questionnaire is created from a previous pilot study for a graduate research project, English Studies Program at Srinakharinwirot University. Your contribution in providing accurate information is greatly appreciated. All information provided will be treated with confidentiality.

Part 1 General Information

Direction: Please answer the following questions by making (✓) in front of the correct answers.

1. Sex

☐ Male

☐ Female

2. Age

☐ 16 – 20 years old

☐ 21 – 25 years old

☐ 26 – 30 years old

☐ 31 – 40 years old

☐ 41 – 50 years old

3. Educational level

☐ Lower than Matayomsuksa 3

☐ Matayomsuksa 3

☐ Matayomsuksa 6

☐ Technical Certificate

☐ Bachelor's Degree

4. How long have you been working as a sea sport service provider in Phuket?

☐ 1 – 2 years

☐ 3 – 5 years

☐ More than 5 years (Please specify.....)

5. What kind of sea sports activities are you working on?

☐ Jet Ski

☐ Parasailing

☐ Diving and snorkeling

☐ Surfing

☐ Other

6. What nationalities of the tourists that you work with the most?

☐ Indian

☐ American

☐ Russian

☐ Chinese

7. What is your level of communication when you use English with your customers?

☐ Excellent

☐ Good

☐ Moderate

☐ Fair

8. Which English language skills do you think that you have problems the most?

☐ Listening

☐ Speaking

☐ Reading

☐ Writing

9. Which of English language do you need to improve the most?

☐ Vocabulary

☐ Pronunciation

☐ Grammar

Part 2: Frequency of Language Usage by sea sport service providers in order to communicate with Foreigners when they are playing sea sport activities at the beach located in Phuket including listening, speaking, and vocabulary.

Direction: Please tick ✓ into each appropriate box which represents your opinion concerning the topic.

10. How often do you use English to communicate with foreign tourists?

☐ Everyday

☐ 3 times a week

☐ 2 times a week

11. What kind of language skills do you think are used in your work the most?

☐ Listening

☐ Speaking

☐ Reading

☐ Writing

12. How often do you use English specific vocabulary for your work?

☐ Everyday

☐ 2 times a week

☐ 3 times a week

13. What kind of English sub skills do you think is always used in your work?

☐ Vocabulary

☐ Pronunciation

☐ Grammar

Part 3: A Survey on the Needs of English Language: what is the degree of needs of sea sport service providers using English for communicating with foreigners?

Direction: Please mark (✓) in the column for only one choice which represents your opinion according to these criteria.

- 5 = Highly Needed
 4 = Needed
 3 = Quite Needed
 2 = Less Needed
 1 = Not Needed

Question	Highly Needed (5)	Needed (4)	Quite Needed (3)	Less Needed (2)	Not Needed (1)
Listening skills					
14. Listening to and understanding what foreign customers needs.					
15. Listening to foreign customers' complaints					
16. Listening to foreign customers' satisfaction					
17. Listening to long English conversations					
18. Others (Please specify.....)					
Speaking skills					
19. Greeting (Welcome and farewell to foreign customers)					
20. Providing and explaining information about how to use sea sport equipment					
21. Apologies when mistakes occur					
22. Explaining the reason for mistakes					
23. Making and refusing requests politely					
24. Explaining about weather forecast before playing sea sport activities					

Question	Highly Needed (5)	Needed (4)	Quite Needed (3)	Less Needed (2)	Not Needed (1)
25. Giving travel information in Phuket (e.g. accommodation, culture, restaurants, traditions, tourist attractions, transportation, and direction)					
26. Others (Please specify.....)					
Others English skills					
27. Specific vocabulary for sea sports activities					
28. Specific vocabulary for sea sports manual or equipment.					
29. General vocabulary for weather forecast and sea animals.					
30. English pronunciation					
31. Grammar					
32. Others (Please specify.....)					

Comments

.....

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.....

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Thank you very much for giving your time and attention to completing this questionnaire





APPENDIX B

Questionnaire: Thai Versions

แบบสอบถาม

ศึกษาความต้องการการใช้ภาษาอังกฤษของผู้ให้บริการกีฬาทางทะเลในจังหวัดภูเก็ต

การศึกษาดังกล่าวต้องการการใช้ภาษาอังกฤษของผู้ให้บริการกีฬาทางทะเลในครั้งนี้เป็นส่วนหนึ่งของการทำสารนิพนธ์ ระดับปริญญาโท สาขาภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร โดยข้อมูลคำตอบของท่านทั้งหมดจะเป็นประโยชน์อย่างยิ่ง ในการนำมาวิเคราะห์ความต้องการในการใช้ทักษะภาษาอังกฤษของผู้ให้บริการกีฬาทางทะเลในจังหวัดภูเก็ต กรุณาเลือกคำตอบที่ตรงกับข้อมูลและความคิดเห็นของท่าน โดยผู้วิจัยจะไม่ทำการเปิดเผยข้อมูลส่วนบุคคลใดๆ หวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือในการตอบแบบสอบถามจากท่านเป็นอย่างดี

ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ให้บริการกีฬาทางทะเล ในจังหวัดภูเก็ต

คำชี้แจง กรุณาตอบคำถามโดยใช้เครื่องหมาย (✓) หน้าช่องที่กำหนดให้

1. เพศ

☐ ชาย

☐ หญิง

2. อายุ

☐ 16 – 20 ปี

☐ 21 – 25 ปี

☐ 26 – 30 ปี

☐ 31 – 40 ปี

☐ 41 – 50 ปี

3. ระดับการศึกษา

☐ ต่ำกว่ามัธยมศึกษาปีที่ 3

☐ มัธยมศึกษาปีที่ 3

☐ มัธยมศึกษาปีที่ 6

☐ ประกาศนียบัตรวิชาชีพ (ปวช.)

☐ ปริญญาตรี

4. คุณทำงานเป็นผู้ให้บริการกีฬาทางทะเลในจังหวัดภูเก็ตมาแล้วกี่ปี

☐ 1 – 2 ปี

☐ 3 – 5 ปี

☐ มากกว่า 5 ปี (โปรดระบุ.....)

5. คุณให้บริการกีฬาทางทะเลแก่นักท่องเที่ยวชนิดใด

☐ เจ็ตสกี

☐ พาราเซลลิ่ง

☐ ดำน้ำและดูปะการัง

☐ กระดานโต้คลื่น

☐ อื่นๆ (โปรดระบุ.....)

6. คุณคิดว่านักท่องเที่ยวชาติใดเข้ามาท่องเที่ยวในจังหวัดภูเก็ตมากที่สุด

☐ อินเดีย

☐ อเมริกา

☐ รัสเซีย

☐ จีน

7. คุณคิดว่าภาษาอังกฤษของคุณอยู่ในระดับใด

☐ ดีมาก

☐ ดี

☐ พอใช้

☐ การปรับปรุง

8. คุณคิดว่าทักษะภาษาอังกฤษด้านใดเป็นปัญหาสำหรับคุณมากที่สุด

☐ การฟัง

☐ การพูด

☐ การอ่าน

☐ การเขียน

9. คุณคิดว่าทักษะภาษาอังกฤษเฉพาะด้านใดที่คุณควรเพิ่มพูนทักษะมากที่สุด

☐ คำศัพท์

☐ การออกเสียง

☐ ไวยากรณ์

ส่วนที่ 2 ความถี่ในการใช้ภาษาอังกฤษสื่อสารกับนักท่องเที่ยวชาวต่างประเทศในการให้บริการกีฬาทางทะเล

คำชี้แจง กรุณาตอบคำถามโดยใช้เครื่องหมาย (✓) หน้าช่องที่กำหนดให้

10. คุณใช้ภาษาอังกฤษบ่อยแค่ไหนในการติดต่อสื่อสารกับนักท่องเที่ยวชาวต่างประเทศ

☐ ทุกวัน

☐ 3 ครั้ง/สัปดาห์

☐ 2 ครั้ง/สัปดาห์

11. ท่านใช้ทักษะทางภาษาอังกฤษใดในการให้บริการกีฬาทางทะเลกีฬาทางทะเลมากที่สุด

☐ การฟัง

☐ การพูด

☐ การอ่าน

☐ การเขียน

12. คุณใช้คำศัพท์เฉพาะทางเกี่ยวกับกีฬาที่ท่านให้บริการบ่อยแค่ไหน

☐ ทุกวัน

☐ 2 ครั้ง/สัปดาห์

☐ 3 ครั้ง/สัปดาห์

13. ท่านใช้ทักษะทางภาษาอังกฤษใดต่อไปนี้ในการให้บริการกีฬาทางทะเลมากที่สุด

☐ คำศัพท์

☐ การออกเสียง

☐ ไวยากรณ์

ส่วนที่ 3 ความต้องการการใช้ภาษาอังกฤษของผู้ให้บริการกีฬาทางทะเลในจังหวัดภูเก็ต

คำชี้แจง แบบสอบถามนี้ใช้เพื่อสำรวจความต้องการพัฒนาความสามารถทางภาษาอังกฤษที่ท่านต้องใช้ในการให้บริการทางทะเลว่าท่านต้องการพัฒนาความสามารถทางภาษาอังกฤษเพื่อใช้ประโยชน์ในเรื่องใดมากที่สุด

กรุณาตอบคำถามโดยใช้เครื่องหมาย (✓) หน้าช่องที่กำหนดให้

- 5 = มากที่สุด
4 = มาก
3 = ปานกลาง
2 = น้อย
1 = ไม่มีความจำเป็น

คำถาม	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	ไม่มีความ จำเป็น (1)
ทักษะการฟัง ท่านต้องการพัฒนาความสามารถด้านการฟังเพื่อ ความเข้าใจในด้านใดต่อไปนี้					
14. ความต้องการของนักท่องเที่ยว					
15. คำติเตียนจากนักท่องเที่ยวได้					
16. คำชมเชยจากนักท่องเที่ยวได้					
17. บทสนทนาต่างๆ ได้					
18. อื่นๆ (โปรดระบุ.....)					
ทักษะการพูด ท่านต้องการพัฒนาทักษะทางการพูดเพื่อนำไปใช้ใน ด้านใดต่อไปนี้					
19. กล่าวทักทาย บอกลานักท่องเที่ยวได้					
20. อธิบายข้อมูลต่างๆ เกี่ยวกับวิธีใช้อุปกรณ์กีฬา ทางทะเลได้					
21. กล่าวคำขอโทษเมื่อเกิดข้อผิดพลาดได้					
22. อธิบายเหตุผลถึงข้อผิดพลาดนั้นได้					

คำถาม	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	ไม่มีความ จำเป็น (1)
23. ขอร้อง หรือปฏิเสธ ความต้องการของ นักท่องเที่ยวอย่างสุภาพได้					
24. อธิบายสภาพอากาศ ก่อนให้บริการกีฬาทาง ทะเลได้					
25. ให้ข้อมูลเชิงท่องเที่ยวในจังหวัดภูเก็ต เช่น ที่พัก วัฒนธรรมประเพณี ร้านอาหาร สถานที่ ท่องเที่ยว การเดินทางและเส้นทางให้กับ นักท่องเที่ยวได้					
26. อื่นๆ (โปรดระบุ.....)					
ทักษะอื่นที่ท่านต้องการพัฒนา					
27. คำศัพท์เฉพาะทางที่เกี่ยวกับกีฬาที่ท่านให้บริการ					
28. คำศัพท์เกี่ยวกับกีฬาทางทะเล อุปกรณ์ในการ เล่นกีฬาทางทะเลและคู่มือกีฬาทางทะเล					
29. คำศัพท์ทั่วไปที่ใช้เพื่อการสนทนาใน ชีวิตประจำวัน เช่น สภาพอากาศ สัตว์ทะเล					
30. การออกเสียงภาษาอังกฤษที่ถูกต้อง					
31. ไวยากรณ์ และโครงสร้างภาษาอังกฤษพื้นฐาน					
32. อื่นๆ (โปรดระบุ.....)					

ข้อเสนอแนะ

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ขอขอบคุณที่สละเวลาเพื่อการตอบแบบสอบถาม





VITAE

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