CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will review the literature and research related to English vocabulary competency and problems of the tourist police in the lower central region of Thailand. The review is divided into five sections. The first section surveys briefly the meaning and significance of tourism. The second section surveys background, basic roles and responsibility of the tourist police. The third section surveys the characteristics, definition and classifications of English for specific purposes. The fourth section surveys the definition and significance of vocabulary. The last section surveys previous related research.

Meaning and Significance of Tourism

The meaning of tourism has been given by many linguists such as Sinclair and Hanks who suggested that tourism is a business of providing services for people on holiday, for example, hotels, restaurants and sightseeing trips (1548). Steinmetz and Braham divided tourism into two areas: the occupation of providing various services to tourists and the promotion of tourist travel (695).

Tourism has played a role in Thailand since the time of King Ramkanheang of the Sukhothai Kingdom. The evidence of Thai history showed that at that time King Ramkhamheang traveled to China to promote commerce and establish a relationship between the Sukhothai Kingdom and China. Furthermore, he always traveled in order to visit his people throughout his reign (Thaiyong 1).

However, TAT stated that tourism was promoted truly by Field Marshal Sarit Thanarat, Thailand's premier from 1959-1963. He established "The Tourist Organization of Thailand" in 1960 which was elevated to the "Tourism Authority of Thailand (TAT)" in 1979 (186).

It is undeniable that throughout the past thirty-six years, the tourism industry in Thailand has progressed rapidly. It has played a significant role in the country's social, economic and political development . It creates the highest income which the government uses to solve the problems of deficit in other trade areas and is, thus, extensively distributed to people whose job is related to this industry. It initiated production and fullest use of the country's natural resources, helps promote the preservation of culture and traditions, contributes to the safety and security in the local areas and creates understanding among people of various nations, eventually leading to world peace (TAT 180).

The number of foreign tourists visiting Thailand between 1960 - 1995 is illustrated on the table below:

Table 1

The Number of Foreign Tourists Visiting Thailand Between 1960 - 1995

Year	Number	Change (in %)	Important events
1960	81,340	-	Establishment of TOT
1961	107,754	+32.4	
1962	130,809	+21.4	
1963	195,376	+49.1	
1964	211,924	+8.6	
1965	225,025	+6.1	
1966	282,117	+25.3	
1967	335,845	+19.0	
1968	377,262	+12.3	
1969	469,784	+24.5	
1970	628,671	+33.8	
1971	638,738	+1.6	

Table 1 (continued)

Year	Number	Change (%)	Important Events
1972	820,758	+28.5	
1973	1,037,737	+26.4	First time visitors reach 1 million
1974	1,107,392	+6.7	1st oil crisis worldwide
1975	1,180,075	+6.5	First time visitors decrease in number
1976	1,098,442	-6.9	TOT elevated to TAT
1977	1,220,672	+11.1	2nd oil crisis worldwide
1978	1,453,839	+19.1	
1979	1,591,455	+9.4	
1980	1,858,801	+16.8	
1981	2,015,615	+8.4	First time visitors reach 2 million
1982	2,218,429	+10.0	Income from tourism surpasses all other exports
			Worldwide recession, second time visitors
1983	2,191,003	-1.2	decrease in number
1984	2,346,709	+7.1	
1985	2,438270	+3.9	
1986	2,818,092	+15.5	Visit Thailand Year, First time visitors reach
1987	3,482,952	+23.5	3 million
1988	4,230,737	+21.4	
1989	4,809,508	+13.6	First time visitors reach 4 million
1990	5,298,860	+10.1	First time visitors reach 5 million
1991	5,086,899	-4.0	Persian Gulf War, third time visitors
			decrease in numbers
1992	5,136,443	+0.9	Political Unrest (May 1992)

Table 1 (continued)

Year	Number	Change (%)	Important Events
1993	5,760,533	+12.2	First time visitors reach 6 million (January-June 1995)
1994	6,166,496	+7.1	
1995	3,385,385	+15.3	

(TAT, 187-188)

Background, Basic Roles and Responsibility of the Tourist Police

The tourist police division is a governmental organization under the Central Investigation Bureau of The Royal Thai Police in the Ministry of Interior. It was established in order to support the growth of the tourism industry. It was set up initially in 1976 under the name of Tourist Safety and Convenience Center (TSCC) with a staff of 60 policemen. Then it was changed to the Tourist Assistance Center (TAC) in 1990. Finally, it was elevated to the Tourist Police Division in 1994   (Tourist Police Division 5).

The Tourist Police Division stated that at present, there are a little over 900 on the Tourist Police Division staff to take care of tourists around the tourist attractions all over the country (32).

TAT (195) stated that at present, the Tourist Police Division is located at the temporary headquarters at Unico House Building, Soi Langsuan, Lumpini, Patumwan District, Bangkok. It is divided into 3 direction divisions; the first and second divisions both operate from this office and oversee operations in Bangkok and vicinity. The third division is responsible for the area covering the entire kingdom except Bangkok. It is separated into 15 sections as follows:

- Section 1 is responsible for general clerical work.

- Section 2 is responsible for the provinces of Ayutthaya, Lop Buri,

Sing Buri,Patum Thani, Nonthaburi, Ang Thong, Chai Nat and Saraburi.

- Section 3 is responsible for the provinces of Chon Buri, Rayong, Smut Prakan,Chanthaburi, Chachoengsao, Prachin Buri, Nakhon Nayok and Trat.

- Section 4 is responsible for the provinces of Nakhon Pathom, Smut Sakhon, Prachuap Khirikhan, Kanchanaburi, Suphan Buri, Smut Songkhram, Petchaburi and Ratchaburi. The tourist police in section 4 will be considered for this research.

- Section 5 is responsible for the provinces of Nakhon Ratchasima, Chaiyaphum, Buri Ram, Surin and Si Sa ket.

- Section 6 is responsible for the provinces of Ubon Ratchathani, Yasothon, Maha Sarakham, Kalasin and Roi Et.

- Section 7 is responsible for the provinces of Khon Kaen, Loei, Nakhon Phanom, Udon Thani, Nong Khai, Mukdahan and Sakon Nakon.

- Section 8 is responsible for the provinces of Chiang Mai, Lampang and Lamphun.

- Section 9 is responsible for the provinces of Chiang Rai, Nan, Phayao and Phrae.

- Section 10 is responsible for the province of Mae Hong Son.

- Section 11 is responsible for the provinces of Phitsanulok, Phetchabun, Sukhothai, Phichit and Uttaradit.

- Section 12 is responsible for the provinces of Nakhon Sawan, Tak, Kam Phaeng Phet and Uthai Thani.

- Section 13 is responsible for the provinces of Surat Thani, Nakhon Si Thammarat, Phattalung and Chumphon.

- Section 14 is responsible for the provinces of Phuket, Ranong, Phangnga, Trang and Krabi.

- Section 15 is responsible for the provinces of Songkhla, Yala, Pattani, Satun, and Narathiwat.

(TAT 195)

The organizational structure of the Tourist Police Division can been seen in Appendix D.

The functions and responsibility of the Tourist Police Division are divided into four parts as follows:

1. To suppress and to prevent criminal problems from happening to the international tourists.
2. To facilitate and to provide both Thai and international tourists with security and to protect their interests.
3. To promote the Thai tourism industry.
4. To join with or to support any activities of the authorities concerned.

(Tourist Police Division 9)

Tourist Police Division 3 Section 4

As described earlier, the Tourist Police Division 3 Section 4 is responsible for the areas of Nakon Pathom, Smut Sakhon, Prachuap Khiri Khan, Kanchanaburi, Suphan Buiri, Smut Songkhram, Petchaburi and Ratchaburi provinces. The office is situated at the Tourism Authority of Thailand office, Songchootoe Rd., Muang District, Kanchanaburi province. The Tourist Police Division 3 Section 4 said that it was set up in 1992. At first, its manpower was only 24 policemen. At present, there are 52 policemen on its staff to take care of tourists both Thai and Foreigners around the tourist attractions all over the areas which it covers (2).

English for Specific Purposes (ESP)

The history of ESP started after the Second World War in 1945 which was an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. The expansion created a world unified and dominated by two

forces: technology and commerce. Hutchison and Water remarked that the progress generated the demand for an international language and this role fell to English by the economic power of the United States of America at that time (6). They further stated that a new mass of people learned English in order to use it as the key to the international currencies of technology and commerce that generated the global trends toward learner-centered education which shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication (7).

Strevens said that later the growth of international trade led to a strong demand or business courses. It generated the global trends towards learner-centered education which has made the present trend to focus upon the learner and upon ways of optimizing his learning to help the learner to learn what he wishes to (192).

It could be pointed out that ESP at that time meant the English needed by a particular group of learners which could be identified by analyzing the linguistics of their specialized area of work or study. However, the growth of ESP continued as a result of three factors: the expansion of demand for English to suit particular needs, the developments in the fields of linguistics and educational psychology and the transmission of science and technology (Mackay & Mountford vi). They go further to characterize ESP as follows:

> Over the last ten years or so the term languages for special purposes has appeared frequently in the literature relating to English language teaching. It is generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirement, e.g. for international telephone operators, civil airline pilots etc.,or vocational training programmes, e.g. for hotel and catering staff, technical trades etc., or some academic or professional study e.g. engineering, medicine, law, etc. This 'field' or English language teaching possesses two important

characteristics which influence profoundly the methodology not only of materials production but of classroom activity: firstly, the close association of   special purpose language teaching with adult learners or, at least, learners at the   post-secondary level of general education; and secondly, the important auxiliary role that the English language is called upon to play in such cases. Language learners require English as a means of furthering their specialist education or as a means of performing a social or working role, that is, a working role as a scientist, technologist, technician, etc. efficiently(2).

ESP should focus on the learner and the purpose for which he requires the target language and the whole language programme (Munby 2). Graham, however, agrees that ESP was the area of English language teaching which focused on preparing learners for language as actually used in real communication (227).

Most linguists would agree with Strevens' definition of an ESP course:

ESP courses are those in which the aims and the content are determined, principally or wholly, not by criteria of general   education as when 'English' as a foreign language subject in   school but by functional and practical English language requirements of the learners. English courses for medical doctors, for meteorologists, for secretaries, for businessmen, for diplomats, for welders, for air traffic controllers, for nurses, for chemical engineers, for students of physics or English literature, for teachers or teacher trainers, all these, and many more, are examples of ESP (90).

Mackay and Mountford stated that the teaching of ESP is not an end in itself but an essential means to a clearly identifiable goal (2). Arthur and Arthur focus on ESP as the English language taught for professional and vocational purposes, especially courses of business English for foreign learners (379).

In summary, ESP means, as Robinson has stated, courses purposefully aimed at the successful performance of occupational or educational roles. It is based on a rigorous analysis of students' needs and should be 'tailor-made' (13).

Strevens (90) and Rivers (472) stated that ESP can be divided into two main types: occupational ESP and educational ESP.

Occupational ESP involves courses related to a job, occupation or profession. They can come before, while or after students do their jobs and this can be called pre-experience, simultaneous and post-experience occupational ESP.
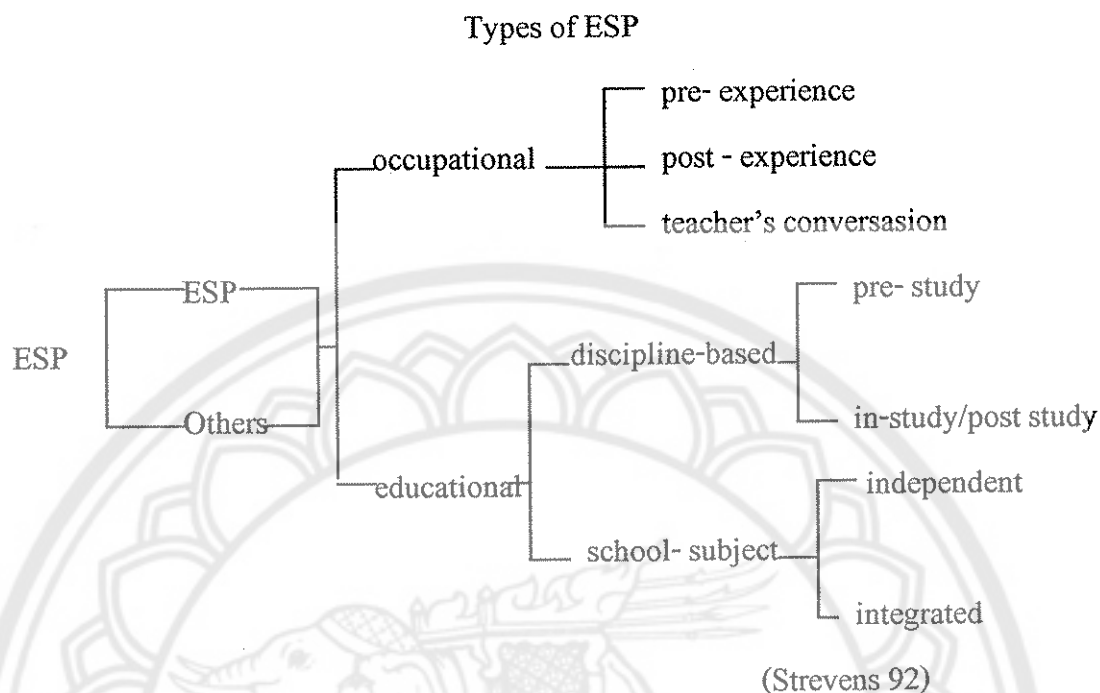
The second main type is called educational ESP. It includes academic ESP for the students at higher levels of education who want to learn English in their studies. However, the language taught may be based on particular disciplines such as medicine or engineering when the students is specializing in their study. (Kennedy and Bolitho 4). Robinson remarks:

> Discipline-based educational ESP goes beyond language study to training in study skills: listening to lectures and taking notes on these and on reading in the field, writing reports and papers (and learning the bibliographic convention these required); answering questions on specialized material orally: taking part in group discussions; maintaining a point of view: interpreting graphs, diagrams and tables and so on (7).

Generally, ESP is taught as a school subject at lower levels of education. It is divided into the situations in the curriculum where English is a separate subject but its content relates to other subjects which are called independent ESP and integrated ESP as English is the medium for other subjects.

The types of ESP can be illustrated as follows:

Types of ESP

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                                              ┌── pre- experience
                            occupational ─────┼── post - experience
                            │                 └── teacher's conversasion
              ┌── ESP ──────┤
              │             │                            ┌── pre- study
ESP ──────────┤             │         discipline-based ──┤
              │             │         │                  └── in-study/post study
              └── Others ───┤         │
                            └─ educational ─┤             ┌── independent
                                      │                   │
                                      └── school- subject─┤
                                                          └── integrated
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(Strevens 92)

Fitz John pointed out the pressure of time:

> The very concept for "special purposes" implies that foreign language
> study is a subsidiary contribution to another, main interest, and that there
> will normally be pressure to achieve the required level of linguistic
> competence in the minimum of time.

(qtd. in Robinson 8-9).

Furthermore, Strevens described the content of an ESP course as in some way limited. He made his criteria to define ESP as an instruction which is devised to meet the learner's particular needs, related in theme and topics to specific occupations or areas of study, selective in the language content and restricted in the language skills.

It could be said that the learner's needs should be considered as an important factor in determining the purpose of the ESP course. Mackay and Mountford, however, suggested three kinds of purposes:

    1. Occupational requirements, e.g. for international telephone operators, civil airline pilots, etc.

    2. Vocational training programs, e.g. for hotel and catering staff,

technical trades, etc.

3. Academic or professional study, e.g. engineering, medicine,law, etc.

(59).

In conclusion, adults should be generally highly conscious of the value of knowing English which is associated with an occupational, vocational, academic or professional requirement, because without a knowledge of English, the development in their chosen sphere of work could be restricted.

The fact is that an English course namely, "English for Tourist Police" was designed for Tourist Police. It was set up by needs analysis in a functional and communicative approach. It comprises: vocabulary, pronunciation, patterns and activities which are necessary for the Tourist Police's occupation. In other words, it could be stated that "English for Tourist Police" depended on the construction of ESP.

Definitions and Significance of Vocabulary

Most linguists would agree to define the term 'vocabulary' as follows:

' Vocabulary' (n)   1) the stock of words used by or known to a particular person or group. 2) a list of words and phrases, arranged in alphabetical order and defined (Stemimetz and Braham 737).

Similarly, Grolier remarks that:

'Vocabulary' (n) a list of words, usually arranged alphabetically and defined, explained or translated, the range of language, the stock of words at a person's command, or use in particular work, branch of subject, language etc. (483).

Vocabulary is obviously important in language acquisition . O'Rourke stated that success with words means success in many areas, particularly in academic achievement (1). It could be said that semantics is the basis of language proficiency. How a student succeeds in acquiring language is strongly related to his knowledge of words. Krashen and Terrel, likewise, remarked as follows:

> Vocabulary is basic to communication. If acquirers do not recognize the meanings of the key words used by those who address them, they will be unable to participate in conversation. And if they wish to express some idea or ask for information, they must be able to produce lexical items to convey their meanings (155).

It has also been suggested by O'Rourke that words are basic to the learning process. Words as mediating symbols that enable the student to move from concrete to abstract thought (19). Moreover, the idea that vocabulary is the key to language acquisition is stated by Krashen and Terrel:

> Vocabulary is also very important for the acquisition process. The popular belief is that one uses form and grammar to understand meaning. The truth is probably closer to the opposite; we acquire morphology and syntax because we understand the meaning of utterances. Acquisition depends crucially on the input being comprehensible. And comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance. Thus, acquisition will not take place without comprehension of vocabulary (155).

Vocabulary is a key to concept development (Dale 89). The idea is supported by Gray that it is an essential means of interchanging ideas and acquiring new experiences. Man's growth in ideas has always been accompanied by a corresponding expansion of his vocabulary (1). Likewise Harris indicates that words which children can use and understand indicate the development of their concepts and ideas (25).

" Word power is reading power", this idea was presented by James Brown. He further described that if a man's word supply is inadequate, his communication is of necessity inadequate too (qtd. in O'Rourke 14). Moreover, Nila Basnton Smith considers word perception (word recognition) as the most fundamental of the reading skills (qtd. in O'Rourke 14). Similarly, Kruse states that the importance in reading is vocabulary skill (312). Nation and Cody in the same line of thought offer several studies

as evidence for their conclusion that vocabulary knowledge would seem to be the most clearly identifiable sub-component of the ability to read (98).

In summary, vocabulary is very important in human activities. The educators we've mentioned agreed that vocabulary competency is significant in many fields: reading, academic and social achievement. O'Rourke found that the results of vocabulary tests correlate highly with those of mental development and reading ability. The size of a student's vocabulary is highly correlated with scores on mental tests (25).

As described earlier vocabulary is a key for communication; it is an essential part in learning a foreign language.

For the Tourist Police's roles in the tourism industry, it is necessary to establish a number of specialized Tourist Police whose task is always involved with foreign Tourist. Certainly, English is needed especially in the field of oral skills as well as reading. For example, a criminal investigation officer will need a fairly wide scope of language when foreign tourists are involved. His need for English should comprise the competency to understand the spoken message from the tourist reporting crimes; the competency to ask questions to elicit information and tackle situations at the depth required for investigation, etc. As a result, the knowledge of vocabulary and language patterns is necessary for the Tourist Police. Their vocabulary should be adequate for their occupational needs. Although sometime they are not involved in criminal investigations, they must manage similarly complex operations when using spoken English in other functions.

Related Research

The related research is comprised of two topics: studies of vocabulary knowledge of Thai students and research about the need for the use of English for occupational purposes.

In Thailand

In 1984 Prawanpath did a study of "General Vocabulary Knowledge of the Pre-medical Science Students at Mahidol University". The instruments used were the two

multiple-choice test forms which had the vocabulary randomly sampled from O'Shea's General Consolidated List. All of the vocabulary taken had already been learned by the students upon graduation from the upper secondary school level. The two tests were four multiple-choice of tests of 95 and 60 questions each, used in daily-life context and scientific English textbook. The result of the study was that among the 95 vocabulary words in Test Form I, 51 of them, or 53.68 percent, were recognized by more than 50 percent of the population, whereas among the 60 vocabulary words in Test Form II, 13 of them, or 21.67 percent, were recognized by more than 50 percent of the population. The mean score obtained from Test Form I indicated that the pre-medical science students of Mahidol University of the academic year 1983 recognized more than one-half of the vocabulary of the test form, that from Test Form II showed less. In conclusion, the two groups of the population differed from each other in the knowledge of general English vocabulary at the .05 level of significance (VI-VII).

In 1990, Phanphai surveyed a study of "Technical English Courses taught at Universities to the Needs for English in the Thai Construction Industry". The study aimed to investigate the needs, necessity and problems of English for an occupational setting. Moreover, the study aimed to study technical English courses in terms of content and objectives taught at Thai universities which were relevant to the needs for English in the Thai construction industry. The subjects of this study were 198 top executives, 198 managers of departments, and 198 support office personnel working under the departmental managers. The instruments used were 549 questionnaires administered at 198 sampled construction companies in Bangkok. The result of the study showed that all the five language skills (listening, speaking, reading, writing and translation) were moderately needed in the Thai construction industry. Translation was almost ignored. The needs of English for their occupational situation were reading English in drawings with specifications to apply the acquired information to the job, completing occupational forms of all sorts in order to carry out the job, listening to conversation about occupational issues to seek job-related knowledge, and listening to

customers, spoken English for occupational information, and talking about job-related issues for information about work to be done. Technical English courses in terms of content and objectives offered at universities were not relevant to the needs for English in the Thai construction industry. The personnel of the Thai construction industry have problems in their common working situation especially when they want to listen and speak. Lesser degrees of preference were put on reading, writing and translation respectively. The researcher suggested that the existing technical English program/syllabus/courses should be improved in order to meet the actual demands of society (III - V).

In 1989, Narusartsenie studied the real situation of English use in the professional and social lives of the immigration police officers in particular; the practicality of English courses and social uses. The instruments used were the questionnaires to seek the data from the 150 working police officers at the immigration head office and the airport who graduated form the Police Cadet Academy. The result indicated that English was widely used in their occupational lives. Speaking is the skill used most, listening and reading skills were second while the writing skill was used the least. Listening and speaking were considered their greatest problems and the police wanted to learn more (II - III).

Akkakoson did a study of the role and importance of English in Thai business communication in 1993. The purpose of the study was to reveal the actual usage of English in job-related activities of those companies. The result of the study was to serve as useful information for course designers, business-oriented English teachers or English language education to use in producing, revising or developing effective and efficient business English courses and materials. The populations of the study were 17 personnel resource management representatives of 15 sampled companies which were selected from the directory of 1,000 top companies. The instrument used was a closed interview schedule. The findings indicated that the personnel resource management representatives viewed English as an important tool for business communication, and all

four skills of English (listening, speaking, reading and writing) are very useful for most of the employees of the sampled business companies. They engaged some of the time to most of the time in a number of language-related activities which can be categories according to listening, speaking, reading, writing and translation. Human resource management representatives pointed out that their clerical or junior staff lack English proficiency. For the management level, they seem to require English most of the time and most of the managers have the required level of proficiency. For the middle and lower level employees they should develop their skills in the usage of English because of its role as an additional factor in doing the job well and in the advancement of their careers. The training programms in English for supervisory and clerical staff were arranged for only the personnel of the sampled companies. A member of companies used to provide the English training programmes for their employees but it did not succeed because of the employees non-attendance and lack of time. For the companies where there are no training facilities, available their employees who have a strong interest for English have to depend on outside commercial courses for their training. The researcher further suggested that English syllabuses of the undergraduate programme should be upon all skills form macro skills with the language learning activities that are similar to those actually conducted in the business community (III - IV).

Foreign countries

In 1992, Tsui at National Chiao Tang University did a survey of English business communicative skills training needs of non-native English speaking managers. The instruments used were 800 sets of questionnaires to ask the managers in various departments of all companies in the Science-Based Industrial Park in Hsinchu, Taiwan. The findings pointed out that those non-native English-speaking managers had a serious need to improve their English business communication skills in English as a language for Wider Communication (ELWC) . It was found that the use of English in conversation and telephoning were required most . It was found that the managers urgently required English conversation and English telephoning training courses. The

other needed courses were English for oral presentation, letter-writing, visitor-reception communication; office communication, and report writing. The findings also found that managers still saw the need for the general English courses. The researcher further suggested that clustered courses with various communication skills should be available simultaneously to allow managers more choices for strengthening English business communication skills (40 - 41).

In 1984, Essayed Bo Moslem surveyed 150 officers in 10 departments of the national police force in Egypt in order to assess their needs when they used English on their jobs. The result indicated that, to some extent, the need for English was determined by the specialized departments in which the officers work. The researcher also suggested that the following aspects of the language: vocabulary, grammatical items and text, and discourse should be put in syllabus for the common core course so all of the four skills: listening, speaking, reading and writing should be emphasized. (qtd. in Narunartsenie: 26)

As can be seen in the related research mentioned, the English language is necessary in the time of globalization. It is needed by most people who wish to advance in their profession. In the field of education, it is a crucial tool for study because a lot of knowledge is published in English. In the field of business, it is urgently needed by relevant people: the secretary, the receptionist, the waiter, the manager and any personnel in various departments.

In the case of the Thai tourist police, no previous research about English competency was found. It is, therefore, hoped that this study will provide background for further research about their English competency and the problems faced by the tourist police in Thailand.