

CHAPTER V

SUMMARY, DISCUSSION AND INTERPRETATION OF THE FINDINGS

This chapter presents a summary of the study with a discussion of the findings from the previous chapter as well as an interpretation of them. In addition, recommendations for further studies are also presented.

Summary of the Study

The purpose of this study was to investigate English vocabulary competency and problems with using English in the special situations faced by the tourist police in the lower central region of Thailand. Relevant factors and data found in this study were analyzed to provide suggestions on ways to improve the in-service English language programs for the tourist police and the development of the tourism industry in Thailand.

The subjects of this study were 39 tourist police in the Tourist Police Division 3 Section 4 whose tasks cover the areas of Nakhon Pathom, Samut Sakhon, Prachuap Kirikhan, Kanchanaburi, Suphan Buri, Samut Songkhram and Ratchaburi provinces.

The instruments used to find the answer to the research questions included a vocabulary test designed by applying a simple random sampling method in which twenty-five percent from the total number of vocabulary words deemed relevant to the work of the tourist police were classified into 14 vocabulary categories, yielding 254 vocabulary items and an open ended questionnaire which let the respondents express their opinions freely regarding the problems they faced in using English to carry out their duties.

Both the vocabulary test and the questionnaire which had been field tested were presented to the 39 tourist police of the Tourist Police Division 3 Section 4 to gather the needed data. Finally, the tests and the questionnaires were administered for a duration of two and a half hours. Then the obtained data were analyzed using the Statistical Package for Social Science (SPSS). The results of the data analysis were

presented in tables with statistical procedures and explanation of the findings in Chapter IV.

Discussion on the Findings

From the statistical data obtained on the two research questions, there were some interesting points to be discussed as follows:

1. The overall English vocabulary competency of the tourist police in Division 3 Section 4 was at a level of 70.22 percent. The highest level of competency was for vocabulary in the category of 'Answering Phone Calls', 'Tourist Attractions' and 'Giving Advice and Instructions'. They had the least competency for vocabulary in the categories of 'Describing People', 'Precious Stones' and 'Legal Terms'.
2. The tourist police indicated that they had some language problems while they were carrying out their duties.

Finding One

According to the findings, the overall English vocabulary competency of the tourist police in the Tourist Police Division 3 Section 4 was at a level of 70.22 percent. The obtained percentage indicated that on average the tourist police's English vocabulary competency was rather good. It could be pointed out that most of them have the ability to communicate with the foreign tourists moderately well.

From the 14 vocabulary categories, the highest level of competency was for vocabulary regarding 'Answering Phone Calls', 'Tourist Attractions' and 'Giving Advice and Instruction'. The tourist police are quite familiar with the vocabulary in these three categories since they often get an opportunity to use them when they carried out their duties. In addition, these words are quite basic and easy to recognize, for example, the vocabulary items 'wrong number', 'leave a message', 'sorry' and 'hold on' in the category of 'Answering Phone Calls' which recorded the highest level competency, the vocabulary items 'the Bridge of the River Kwai', 'Democracy Monument' and 'Bang-Pa-In Summer Palace' in the category of 'Tourist Attractions' and the vocabulary items 'the General Post Office', 'public office', 'deserted area' and

'spent a night' in the category of 'Giving Advice and Instructions'. Details of them will be described later.

The lowest competency level was for vocabulary in the categories of 'Describing People', 'Precious Stones' and 'Legal Terms' for which the percentages obtained were 56.42, 55.15 and 54.50 percent respectively. This shows that the tourist police's ability to use these vocabulary categories was poor. However, the vocabulary in these categories is very important and necessary for their duties and responsibilities, for example, in the case of criminal activities and robbery, they should know the words for describing the murderer, the valuable things like precious stones or ornaments and legal terms really well. This is very important when they are faced with the real situation, for example, filing a report and making inquiries. Lack of competency in these areas may be related to the use of special interpreters in the case of legal actions with foreign tourists. Relying on these outside interpreters may contribute to the tourist police's lack of competency in the vocabulary in these areas dealing with criminal investigations and legal terms.

A closer look at the tourist police's competency for specific vocabulary items under the various categories revealed a number of interesting points. In the first category namely, 'Greeting and Offering Help' the tourist police had greatest competency for the vocabulary item 'phone number'. This is most likely because it might be used often while the tourist police did their duties. They might be familiar with this word. Especially, it can be seen in the first try out that the words related to 'number' in the vocabulary category of 'Number /Days/Months/Years were very easy for them. This led the researcher to eliminate this category from the final vocabulary test. The least competency was shown for the vocabulary item 'briefcase'. Basically dealing with tourists rather than businessmen, most of the tourist police might be unfamiliar with this word.

In the vocabulary category of 'Answering Phone Calls' which is the highest level of vocabulary competency for the tourist police, the greatest competency was for the vocabulary items 'wrong number' and 'leave a message'. As mentioned in the previous

paragraph the word 'number' is recognized by most of the tourist police. For the item 'leave a message', it can be said that it was usually used when they communicated by telephone. This category showed the least competency for the vocabulary item 'calls'. This is most likely because the word 'calls' has many meanings : 'to speak loudly', 'to make a visit', 'the act of calling on the telephone', etc. (Champathong: 63). The multiplicity of meanings may have caused the respondents to answer this item incorrectly.

In the vocabulary category of 'Checking/Confirming/Denying', the tourist police had greatest competency for the vocabulary item 'embassy'. This word may have high frequency because when problems arise the tourists will ask that their embassy be contacted. The least competency of this category was for the vocabulary item 'filed a report'. The use of the word 'filed' rather than a more basic word like 'make' may have made this item difficult for the respondents.

In the vocabulary category of 'Giving Directions', the tourist police had greatest competency for the vocabulary item 'go straight and turn left'. Indeed, the category 'Giving Directions' received scores from 60 - 90 percent for each vocabulary item with the exception of 'got on'. This vocabulary item was an 'idiom' or 'phrasal verb' which is difficult to recognize. The data showed that only 5.10 percent of the respondents could answer correctly.

In the vocabulary category of 'Giving Advice and Instructions', the tourist police had greatest competency for the vocabulary item 'The general post office'. Here again, the frequency for this word would be high when dealing with tourists. The least competency was shown for the vocabulary item 'bus conductor'. It can be stated that the tourist police might be unfamiliar with this word because it was a 'compound word'.

In the vocabulary category of 'Complaining and Showing Sympathy', the tourist police had greatest competency for the vocabulary item 'restaurant'. This word is often borrowed into Thai and appears on most signs in English as well as the native Thai word. The least competency was for the vocabulary item 'terrible'. For this word, some

tourist police might not know it or they couldn't remember it because they might usually rely on other words with a similar meaning such as 'not good' or 'very bad'.

In the vocabulary category of 'Explaining the Situation/Apoloizing', the greatest competency was for the vocabulary item 'mid-night'. It can be seen that this word is generally used by most people, therefore this is most likely to be the highest level in this category. The least competency of this category was for the vocabulary item 'budget'. The tourist police might be unfamiliar with this word because it is not a general word but would be encountered in a more formal discussion of the economy.

In the vocabulary category of 'Describing People', the highest level competency was for the vocabulary items 'skirt' and 'jacket' which we often see in general, so they were easy to remember. The least competency in this category was for the vocabulary item 'slanted eyes'. This word is not very common and the description of European or Asian is usually sufficient for the police.

In the vocabulary category of 'Asking Information', the highest level competency was for the vocabulary item 'gem', 'at what time' and 'stolen'. This is most likely because the three vocabulary words are directly involved with the tourist police's tasks, for example, in the case of robbery. They should be used for their inquiries very often. The lowest level competency in this category was for the vocabulary item 'fell asleep'. This is possible because most tourist police might not know this word, but they might know the word 'sleep' instead.

The next vocabulary category is for 'Translation' for which the highest vocabulary competency was for the vocabulary items 'went swimming' and 'breakfast', both of which are high frequency words. The least vocabulary competency in this category was for the vocabulary item 'disappear'. This might be difficult because it is a complex word with a prefix and the tourist police might be familiar with the word 'lost' which has similar meaning to the word 'disappear'.

For the vocabulary category of 'Occupations', the tourist police's highest level competency was for the vocabulary items 'foreman', 'secretary' and 'engineer'. These

words would be encountered at secondary school level. The least vocabulary competency was for the vocabulary item 'instructor' and 'agriculturist'. This might be because they might be unfamiliar with those words though they would recognize the more common terms 'teacher' and 'farmer'.

For the 'Tourist Attractions' category, it can be seen that the vocabulary items 'The Bridge on the River Kwai', 'The National Museum', 'Bang-Pa-In Summer Palace', 'The Golden Mountain', 'The Crocodile Farm', 'The Night Bazaar' and 'Pra Pathom Chedi' received the highest scores. This was most likely because those tourist attractions are well known and most of them are in the central region which was the area of responsibility for the Tourist Police Division 3 Section 4. As a result, the tourist police might be familiar with them. The least competency was for the vocabulary item 'War Cemetery' which the tourist police should know because the War Cemetery is well known and it is in Kanchanaburi which is the area of the Tourist Police Division 3 Section 4's responsibility. It can be seen that although it was the word with the lowest score, the percentage was still at 66.70 percent.

The next category was for 'Legal Terms'. The greatest vocabulary competency was for the vocabulary items 'receipt', 'description' and 'inquiry'. It might be that these words are often used by the tourist police while they were carrying out their duties. The least competency was for the words 'victim', 'defense' and 'interpreter'. Indeed their overall competency in this area was only 54.50 percent. Lack of competency in this area often requires the police to use interpreters in their investigations.

The last vocabulary category was for 'Precious Stones/Ornaments'. The greatest competency was for the vocabulary items 'black onyx', 'blue sapphire' and 'ruby'. This is most likely because Kanchanaburi, in which the Tourist Police Division 3 Section 4 is located, is wellknown as a precious stone province, especially for the vocabulary items 'blue sapphire' and 'ruby' which are very famous precious stones located in Kanchanaburi. As a result, the tourist police in the Division 3 Section 4 are familiar with them. The least competency was for the vocabulary item 'moonstone' and 'engagement

ring'. The tradition of an 'engagement ring' is not engrained in Thai culture and the tourist police might not often use this term.

In summary, it can be seen that experience and frequency of use are two very important variables for the tourist police's competency with vocabulary items.

Finding Two

Finding two of the study presents the opinions of the the tourist police of the Tourist Police Division 3 Section 4 regarding problems in using English vocabulary and the English language in their duties. The data obtained is comprised of two items: problems and suggestions. In the case of the problems it can be seen that their greatest problems were about trouble in listening because of the different accents of various tourists who came from different countries. Moreover, most of the tourists spoke rapidly making it more difficult for the police to understand them.

Some tourist police stated that their English vocabulary knowledge was limited, they couldn't recognize vocabulary for describing people and the law. One of the factors could be the lack of specific training in English for the tourist police. Some tourist police told the researcher during a personal interview that there isn't any budget for the English training courses this year.

From the tourist police's opinions, it can be seen that the tourist police expressed a need for an intensive English training course one or two times per year to improve their English language skills. They especially needed to have some opportunities to have English conversation practice with foreigners using situation simulations for example, in the case of inquiry and filing a complaint form. Moreover, they also needed language training courses for other languages: Chinese, Japanese and German.

Recommendation for the Course Design

Concerning the tourist police's English vocabulary competency and problems, the results of the study were divided into two parts: the results of the vocabulary test and the results of the questionnaire. Both can be used as a basis of an English course designed for the tourist police. Focusing on the vocabulary test, it can be seen that the tourist

police's vocabulary competency for words about 'Describing People', 'Precious Stones/Ornaments' and 'Legal Terms' was poor. The three vocabulary categories are essential for the tourist police because the basic function of the tourist police is to elicit information required for investigating. Sometimes they must ask about the murderer's identity. It is necessary for the tourist police to use the language comprehensively and accurately enough to get complete information. Their work mainly deals with facts. Therefore, their ability to communicate and discuss a wide range of events, occurrences and details is very important for the success of their investigations. The tourist police's opinions pointed to a variety of problems regarding their use of English in carrying out their duties. The most serious problem was about the various accents of the tourists who came from different countries, the second was about the tourists' rapid rate of speaking. From the tourist police's suggestions, the greatest need was to practice speaking with the foreigners directly.

To insure quality in the performance of the tourist police's duties, the tourist police should be provided with language training on a regular basis. The results of this study indicate that the training should emphasize strongly on the three categories : 'Describing People', 'Precious Stones', and 'Legal Terms'. Moreover, the data obtained from the tourist police stated that the most serious problems for them were listening and speaking. Therefore, an English training course should focus on conversation and idioms. Speaking, listening and role playing activities with native speakers from a variety of countries should be included in their training.

It is recommended that a special training program be offered for Tourist Police focusing on vocabulary needed and practiced in situational dialogues with special practice in listening to British, American and Australian speakers.

**Lesson Plan of English Training Course
for Tourist Police**

Table 20

Lesson Plan of English Training Course for Tourist Police.

Week	Period	Content	Activity	Teaching Aid
1	1-2	Greeting and Offering Help - Asking for help - Making polite requests - Introducing yourself and offering help -Introducing other people to each other.	1. Introduce the vocabulary by the tape. - Meaning - Pronunciation 2. Listen to the tape (British, American, and Australian speakers in conversation) 3. Divide class into groups of four. 4. Groups write the dialogues. 5. Groups demonstrate	Tape

Table 20 (continued)

Week	Period	Content	Activity	Teaching Aid
			their dialogues.	
	3-4	Answering Phone Call - The person you are calling is speaking. - The person you want to talk to is not in or the line is busy. - Leaving a message - Calling a wrong number. - Asking the caller to hold the line.	1. Introduce the vocabulary by tape. - Meaning - Pronunciation 2. Listen to British, American and Australian speakers in conversation . 3. Divide class into pairs. 4. Pairs prepare the information from the content and make dialogues. 5. Pairs demonstrate their dialogues.	- Tape - Pictures
2	5-6	Checking/Confirming/ Denying - Checking	1. Introduce the vocabulary by tape.	-Pictures - Tape

Table 20 (continued)

Week	Period	Content	Activity	Teaching Aid
		<ul style="list-style-type: none"> - Confirming - Denying 	<ul style="list-style-type: none"> - Meaning - Pronunciation <ol style="list-style-type: none"> 2. Listen to British, American and Australian speakers in conversation from the content. 3. Divide class into three groups. 4. Groups prepare the information from the content and make dialogues. 5. Groups demonstrate their dialogues. 	
	7-8	Giving Directions <ul style="list-style-type: none"> - Asking for directions - Giving directions - Taking a bus - Landmarks 	<ol style="list-style-type: none"> 1. Introduce the vocabulary by tape, pictures and map. - Meaning - Pronunciation 2. Listen to British, American and 	-Pictures -Map -Tape

Table 20 (continued)

Week	Period	Content	Activity	Teaching Aid
			<p>Australian speakers in conversation from the content.</p> <p>4. Groups prepare the information for the role playing.</p> <p>5. Groups demonstrate the role playing.</p>	
3	9-10	<p>Giving Advice and Instructions</p> <ul style="list-style-type: none"> - Giving Advice - Giving Instruction 	<p>1. Introduce the vocabulary by tape.</p> <ul style="list-style-type: none"> - Meaning - Pronunciation <p>2. Listen to British, American and Australian speakers in conversation from the content.</p>	-Tape

Table 20 (continued)

Week	Period	Content	Activity	Teaching Aid
			3. Divide class into two groups. 4. Groups prepare the information based on the content and make dialogues. 5. Groups demonstrate the role playing.	
	11-12	- Complaining - Showing sympathy	1. Introduce the vocabulary by tape. - Meaning - Pronunciation 2. Listen to British, American and Australian speakers in conversation. 3. Divide class into pairs. 4. Pairs prepare the information based on the content	- Tape

Table 20 (continued)

Week	Period	Content	Activity	Teaching Aid
			and make the dialogues. 5. Groups demonstrate their dialogues.	
4	13-14	Explaining the Situation/Apoloizing - Explaining the situation. - Apoloizing - Accepting/not accepting apologies	1. Introduce the vocabulary by tape and pictures - Meaning - Pronunciation 2. Listen to British, American and Australian speakers in conversation. 3. Divide class into pairs. 4. Pairs write dialogues based on the content. 5. Pairs demonstrate their dialogues.	- Tape - Picture

Table 20 (continued)

Week	Period	Content	Activity	Teaching Aid
	15-16	Describing People <ul style="list-style-type: none"> - General questions - Specific questions and answers. - Age - Height - Weight - Skin complexion - Face - Hair - Clothing 	<ol style="list-style-type: none"> 1. Introducing the vocabulary by tape and pictures - Meaning - Pronunciation 2. Listen to British, American and Australian speakers in conversation. 3. Divide class into groups of four. 4. Groups prepare the dialogues. 5. Groups demonstrate their dialogues. 6. Choose one to demonstrate in front of the class 	<ul style="list-style-type: none"> - Tape - Pictures
5	17-18	Asking for Information <ul style="list-style-type: none"> - Loss 	<ol style="list-style-type: none"> 1. Introduce the vocabulary by tape and pictures. 	<ul style="list-style-type: none"> - Tape - Pictures

Table 20 (continued)

Week	Period	Content	Activity	Teaching Aid
		- Robbery - Getting a Refund.	- Meaning - Pronunciation 2. Divide class into three groups (Loss, Robbery, Getting a Refund) 3. Groups listen to British, American and Australian speakers in conversation. 4. Groups prepare the dialogues 5. Groups demonstrate their dialogues	
	19-20	Translation	1. Divide class into groups of four. 2. Groups study study the	The tourist police's complaint forms.

Table 20 (continued)

Week	Period	Content	Activity	Teaching Aid
			tourist's complaint forms. 3. Groups translate the complaint forms. 4. Groups present their work.	
6	21-22	Occupations	1. Introduce the vocabulary by tape and pictures. - Meaning - Pronunciation 2. Divide class into groups of six 3. Groups prepare the dialogues for the role playing based on the content.	- Tape - Pictures

Table 20 (continued)

Week	Period	Content	Activity	Teaching Aid
			4. Groups demonstrate the role playing.	
	23-24	Tourist Attractions	1. Introduce the name of "Tourist Attractions" by tape and pictures. - Meaning - Pronunciation 2. Divide class into pairs. 3. Pairs prepare their dialogues 4. Pairs demonstrate their dialogues	- Tape - Pictures
7	25-26	Legal Terms	1. Introduce the Vocabulary by tape. -Meaning -Pronunciation	- Tape

Table 20 (continued)

Week	Period	Content	Activity	Teaching Aid
			2. Divide class into groups of four 3. Groups write the dialogues for the role playing 4. Groups demonstrate the role playing	
	27-28	Precious Stones/ Ornaments	1. Introduce the vocabulary by the tape and pictures. 2. Divide class into groups of 6. 3. Groups write the dialogues for the role playing. 4. Groups demonstrate the role playing	- Tape - Pictures
8	29-32	Examination	1. Divide class into 12 groups to	

Table 20 (continued)

Week	Period	Content	Activity	Teaching Aid
			have field trip. 2. Report the Field Study in front of the class.	

Recommendation for Further Study

On the basis of this study, future research is needed as follows:

1. Further research on the same topic should be undertaken to determine English vocabulary competency and the nature of English language needs and problems. It should be replicated using other sampling groups in the other tourist police divisions using additional English vocabulary lists.
2. It is worthwhile to conduct further research on the topic of English listening ability of the tourist police.
3. Further research should be undertaken on the topic of the English speaking ability of the tourist police.
4. Lastly, further research should be undertaken on problems of tourist police communicative English using control interview and questionnaire with reading scale.