

การพัฒนาชุดสื่อการเรียนรู้ด้วยตนเองเพื่อเพิ่มพูนทักษะการฟัง
และการพูดภาษาอังกฤษเพื่อการสื่อสารของทหารไทย
DEVELOPMENT OF SELF-LEARNING PACKAGE TO ENHANCE COMMUNICATIVE
ENGLISH LISTENING AND SPEAKING SKILLS FOR THAI SOLDIERS

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บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อ 1) วิเคราะห์ความต้องการทักษะการสื่อสารภาษาอังกฤษของทหารไทย 2) พัฒนาชุดสื่อการเรียนรู้ภาษาอังกฤษด้วยตนเอง และ 3) ศึกษาความพึงพอใจของทหารไทยที่มีต่อชุดสื่อการเรียนรู้ด้วยตนเอง กลุ่มตัวอย่างคือ ทหารใน 8 จังหวัด เขตภาคเหนือตอนบนที่อาสาสมัครเข้าร่วมวิจัย จำนวน 100 นาย เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แบบประเมินความต้องการทักษะการสื่อสารภาษาอังกฤษของทหาร ชุดสื่อการเรียนรู้ด้วยตนเองเพื่อเพิ่มพูนทักษะการฟังและการพูดภาษาอังกฤษของทหาร และแบบสอบถามความพึงพอใจของทหารไทยต่อชุดสื่อการเรียนรู้ด้วยตนเอง วิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการศึกษา 1) ทหารต้องการเรียนรู้และมีความท้าทายในการสื่อสารภาษาอังกฤษเป็นหัวข้อเกี่ยวกับสายงานและภาษาอังกฤษที่ต้องใช้ในชีวิตประจำวัน 2) ชุดสื่อการเรียนรู้ภาษาอังกฤษด้วยตนเองประกอบด้วยหนังสือเล่มเล็กและโปรแกรมคอมพิวเตอร์สำเร็จรูป (CAI) มีเนื้อหา จำนวน 5 บท คือ การแนะนำตนเอง คำสั่งเบื้องต้น การบอกทิศทางในค่ายทหาร การขออนุญาตและการอนุญาต และบทสนทนาทั่วไปของทหาร และ 3) ทหารไทยที่เรียนด้วยชุดสื่อการเรียนรู้ด้วยตนเอง มีความพึงพอใจต่อชุดสื่อการเรียนรู้ในภาพรวมอยู่ในระดับมาก

คำสำคัญ: ชุดสื่อการเรียนรู้ด้วยตนเอง, การฟังและการพูดภาษาอังกฤษ, ภาษาอังกฤษเพื่อการสื่อสาร, ทหารไทย

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ABSTRACT

The main objectives of this research were to: 1) investigate Thai soldiers' challenges and needs in terms of their communicative English skills; 2) develop a self-learning package to enhance English listening and speaking skills of Thai soldiers; and 3) evaluate the level of the soldiers' satisfaction as it pertained to this self-learning package. The sample group in this research comprised of 100 soldiers from eight provinces in the upper northern Thailand, who voluntarily contributed to this study. The research instruments consisted of questionnaires relating to the Thai soldiers' needs as it pertained to their communicative English skills, a self-learning package designed to develop the soldiers' listening and speaking skills, and a survey on the soldiers' satisfaction with the learning package itself. The quantitative data from the questionnaire and the satisfaction form were then analyzed to find the mean and standard deviation (S.D.).

The results revealed that 1) the topics the soldiers wanted to learn and what they found to be challenging when communicating in English were relevant to their job and daily use of English. 2) The learning package of this study, consisting of a booklet and a Computer Assisted Instruction (CAI), was developed effectively and successfully. The booklet and the CAI comprised five units to include; Introducing oneself, Handling basic commands, Giving directions around the military installation facilities, Asking for and giving permission, and Carrying on daily military conversations. 3) The satisfaction of the Thai soldiers with the package was indeed positive at a high level.

KEYWORDS: Self-learning Package, English Listening and Speaking, Communicative English, Thai Soldiers

Introduction

English is widely used as an important means for communication by people around the world. Therefore, developing and training proficient English users has become an urgent matter for many countries across the globe. In Thailand, this has been the case since the establishment of the ASEAN Community in 2015, at which point, English became a lingua franca for communication and the language for business and work for ASEAN (ASEAN Secretariat, 2015). Thailand, one of the ASEAN Community members, is gearing up to participate in various types of cooperation, including military missions among others. Consequently, the military has placed a significant effort in enhancing the English competency of its army officers. In the past, English classes were offered to military officers; however, these types of training did not lead to any success. Riansiri (2013) conducted a research to study the challenges military officers faced in order to find alternative solutions to overcome this issue, especially as Thailand was to become a part of the ASEAN community. The results revealed that the courses were not successful as military officers were required to use technical terms in English, which were specifically used in their fields, and which needed more specific content. Moreover, there were also challenges regarding frequent transfer of personnel to other areas which prevented continuity.

In general, the military officers utilize the English language to fulfill specific tasks and as such, it is imperative to find effective ways to tackle their specific communicative challenges. Thus, two important concepts must be considered when developing a suitable tool for this type of language users, namely: English for specific purposes (ESP) and adult learning. According to Anthony (2018), English for specific purposes (ESP) is an approach, which focuses on the current or future occupational needs of a particular group of learners,

and which focuses on language, genres and skills in order to address the learners' needs and to help them meet those needs using specific teaching materials and methods. In addition, Rahman (2020) views ESP as a teaching approach that aims to fulfill specific purposes by responding to the learners' needs and goals. The fundamental step to designing an ESP course is to do a 'needs analysis' as it provides guidance in terms of materials development and a process to systematically analyze the needs of learners for communicating in the target language (Woodrow, 2018). Hence, ESP courses usually start by surveying the learners' needs and designing appropriate English learning materials to use for study or work-related needs. There have been several ESP studies in Thailand, however, to the best of the author's knowledge, no such studies have been conducted on Thai military officers.

As for the adult learning theory, it was advisable to start by looking into what Malcolm Knowles, arguably the most influential theorist in the field, had to say. For Knowles (cited in Ho and Lim, 2020), the adult learning theory suggests that appropriate learning strategies should appeal to various senses and life experiences. Additionally, Tennant (2019), the fundamental concept in adult learning theory is self-directed learning, which enables individuals to take initiative and responsibility for their own learning. For adult learners, a meaningful process and goal is pivotal in learning. As a consequence, appropriate learning strategies should appeal to various senses and life experiences (Murtonen and Lehtinen, 2020). Thus, the learning must be interactive as adults are capable of self-motivating and directing. To help support this study's particular group of adult learners in the process of self-learning, the researcher consulted the materials on Computer-Assisted Instruction (CAI) and found that CAI could have a positive effect on adult learners. Additionally, CAI provides learners with

individualized and flexible instruction that enables learners to understand and concentrate on the lessons and encourages active and effective learning in knowledge and practical skills (Porntheerapat, Promchot, Sudprasert, and Yaungyim, 2021). Moreover, Promton, Wangsrikhun, and Sukonthasarn (2019) conducted a study to develop nurses' triage skills. The result showed that the nurses' triage accuracy, after using the CAI, was statistically and significantly higher. Based on these studies, it is sensible to assume that CAI is an appropriate method to enable adults to learn by themselves and to progress in learning at their own pace.

From the above statements, the researcher became convinced about the positive impact of designing a self-learning package for Thai soldiers. The package would be suitable for the uncertainty of policy and the

flexible working schedule. It would also fit the needs of the soldiers, as it would be designed as such to include topics and appropriate elements that are aligned with the soldiers' needs and interests. The expected impact of this study was to remedy the challenges regarding English communication that Thai soldiers often face. To fulfill this expectation, a survey was conducted to determine the soldiers' sentiments as it pertained to their English competencies and challenges. After that, a self-learning package was constructed to specifically respond to the soldiers' needs and challenges. Hence, the impact of the study was not only to support the soldiers to achieve their own goals of communicating in English more efficiently, but also to facilitate the communication of involved units in their place of work and on the international stage.

Research Framework

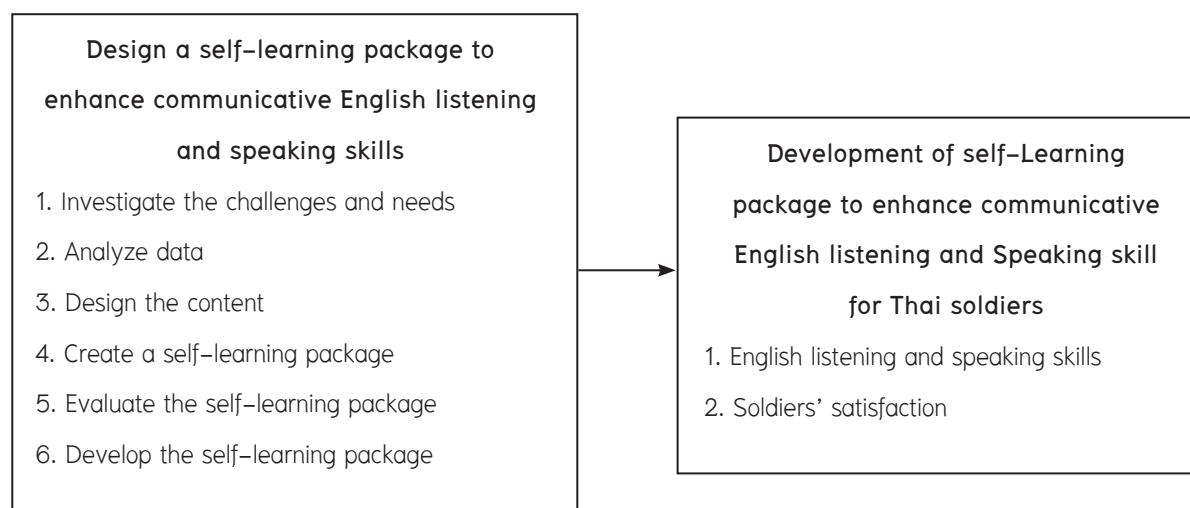


Figure 1 The Research Conceptual Framework

Objectives

This study aims to:

1. investigate Thai soldiers' challenges and needs in terms of their communicative English skills.
2. develop a self-learning package to enhance English listening and speaking skills of Thai soldiers
3. evaluate the level of the soldiers' satisfaction as it pertained to this self-learning package.

Research Methodology

This research employed a 'Research and Development' (R&D) method using a computer assisted language learning approach. The study was conducted in 3 phases.

Population

The population of the study consisted of 589 non-commissioned officers at 33rd Military Circle in Chiang Mai.

Sample group

The sample group in this R&D research was comprised of 100 soldiers who voluntarily participated in the study by purposive sampling. The criteria for selecting the sample group were as follows:

1. They had to be non-commissioned officers who lived in northern Thailand.
2. They were willing to improve their English communication skills.
3. They had an appropriate device needed to operate the learning package.
4. They were able to complete the self-learning package within a week.

Phase 1 of the research was the information gathering process. The required information concerned the soldiers' challenges and needs as it pertained to communicative English. The methodology for this phase is as follows.

Research instrument

In this phase, the researcher employed a 'needs analysis' questionnaire to obtain the needed information. In order to develop and verify the validity of the questionnaire, the research instrument went through the following steps:

1. Analysis of theories and related studies was done to create a draft of the questionnaire as it pertained to challenges and needs in communicative English. The questionnaire was presented with a 5-rating scale checklist, consisting of four parts: Part 1 – The general information of the respondents, Part 2 – The respondents' opportunities to be exposed to English, Part 3 – The respondents' English listening and speaking challenges during communication, and finally Part 4 – The topics that required consideration and improvement.

2. The validity of the needs analysis questionnaire was then evaluated using the 'Index of the Item Objective Congruence (IOC)' by three experienced materials developers, who are also experts in English language teaching and educational technology. For each item, the experts were asked to determine the content validity score. The qualified items should have an IOC equal to or greater than 0.50

3. The researcher developed the needs analysis questionnaire after obtaining the experts' IOC scores. Then, the researcher piloted the questionnaire with the soldiers at 33rd Military Circle in Chiang Mai. The aims were to test the reliability and to improve the language appropriateness of the questionnaire. Thus, Alpha Coefficient was used to calculate the reliability of the questionnaire. The value of Cronbach's Alpha Coefficient was .89

4. The final draft of the needs analysis questionnaire was subsequently revised and distributed to the sample group. The questionnaire set was employed to gather information regarding the military officers' challenges and needs in communicative English.

5. The responses gathered from the questionnaire were then analyzed to assess the soldiers' basic information as well as their challenges and needs. The information obtained was used as an outline to design the contents for English listening and speaking in the self-learning package.

Data Collection

The data collection procedure of this phase was as follows:

1. The researcher collected the required information relating to the soldiers' challenges and needs in communicative English through a needs analysis questionnaire.
2. The collective data was analyzed based on the needs analysis.

Data analysis

The quantitative data relating to the soldiers' needs analysis were then statistically analyzed to find percentages, mean and standard deviation.

Phase 2 of the research was the development of a self-learning package for English listening and speaking skills of Thai soldiers.

Research instruments

The research instrument in this phase was the self-learning package itself.

In order to create a self-learning package for English listening and speaking skills for Thai soldiers, the researcher followed these steps:

1. Analyzing the soldiers' needs, where a 5-unit package was specifically designed: Unit 1 Introducing oneself, Unit 2 Handling basic commands, Unit 3 Giving directions around military installation facilities, Unit 4 Asking for and giving permission, and Unit 5 Carrying daily military conversations. The booklet and the CAI tool had the same outline of contents. The CAI provided audio recording of all words in the units.

2. The self-learning package, comprising a booklet and a Computer-Assisted Instruction (CAI) tool, was subsequently developed. The package aimed to enhance the English listening and speaking skills of the soldiers. The package was then evaluated by an English native teacher, an expert English teacher, and a military officer to further validate its effectiveness. The mean score of the item-objective congruence (IOC) index rating of the self-learning package was 0.83, which is at an acceptable level. After that, the researcher developed the package following the experts' recommendations.

Data Collection

The data collection procedure of this phase was as follows:

1. The researcher had three experts evaluate the IOC score of the self-learning package.

2. The self-learning package was created based on the needs analysis and the experts' recommendations.

3. The self-learning package was then administered to the soldiers. The soldiers used the package during a one-day combined-practice workshop, directed by the researcher and a one-week self-practice at home.

Data analysis

The data in the phase were statistically analyzed for mean and percentage.

Phase 3 of the research was to study the level of satisfaction of the soldiers towards the learning package.

Research instruments

A satisfaction form regarding the self-learning package was used as the research instrument, which included the following steps:

1. The researcher administered a satisfaction form with a 5-rating scales. The questionnaire was divided into two main parts: the booklet and the CAI. The satisfaction questions relating the booklet asked the respondents to rate their level of satisfaction towards the content of the booklet, the use of language and the design. The questions concerning the CAI aimed to collect the respondents' satisfaction towards the CAI's content, the learning system, the media design and the sound quality. The processes to develop the satisfaction form are outlined below.

2. The validity of the satisfaction form was evaluated using the Index of the Item Objective Congruence (IOC) by three experienced materials developers. Two of them were experts in English language teaching and one was an educational technology lecturer. For each item, the experts were asked to determine the content validity score. The qualified items should have an IOC equal to or greater than 0.50

3. The researcher developed the satisfaction form after the experts' IOC scores. The form was then piloted on the sample to test its validity and to improve the language appropriateness of the form. Alpha Coefficient was used to calculate the reliability of the questionnaire. The value of Cronbach's Alpha Coefficient was .93 which was greater than .07, respectively.

Data Collection

In this last phase, the satisfaction form of the learning package was administered. After the soldiers had used the self-learning package for one week, they were required to rate the items in the form.

Data analysis

The satisfaction form towards the self-learning package was analyzed to find the mean and standard deviation.

Results

1. The investigation of the soldiers' challenges and needs in communicative English

To investigate the challenges and needs of the soldiers in communicative English, a 4-part questionnaire was administered. Tables 1 to 4 illustrate the result of each part.

Table 1 General information of the soldiers (n=100)

Education level	Percent	Age	Percent
High school education	45	20–29	56
Vocational education	28	30–39	34
Bachelor's degree	27	40–44	10
Rank	Percent	Hometown	Percent
Private First Class	14	Chiang Mai	45
Corporal	34	Chiang Rai	10
Sergeant	25	Lampang	11
Sergeant Major Third Class	13	Lamphun	4
Sergeant Major Second Class	6	Mae Hong Son	13
Sergeant Major First Class	8	Nan	4
		Phayao	3
		Phrae	4
		Tak	6

Table 1 illustrates general information pertaining to the diversity of the 100 soldiers. The majority of the sample had high school education (45%) and were aged between 20–29 years old (56%). Besides their level of education and age, most of their rankings were Corporal (34%) and Sergeant (25%). The respondents of this study were soldiers who lived in northern Thailand;

Chiang Mai (45%), Mae Hong Son (13), Lampang (11%), Chiang Rai (10), Tak (6%), Lamphun (4%), Phrae (4%), Nan (4%), and Phayao (3%), respectively.

Additionally, in the second part of the questionnaire, the soldiers identified their opportunities to be exposed to the English language with results presented in table 2.

Table 2 The soldiers' opportunities to be exposed to English (n=100)

English Exposure	Percent	English Exposure	Percent
Frequency of English listening/reading		English listening proficiency level	
Everyday	2	Excellent	0
5–6 times a week	20	Good	26
3–4 times a week	63	Fair	36
1–2 times a week	15	Poor	38
English courses enrollment		English speaking proficiency level	
Yes	8	Excellent	0
No	92	Good	12
		Fair	43
		Poor	45
Preferable media to learn English		English communication proficiency level	
Book	35	Excellent	0
Radio	0	Good	0
Television	10	Fair	28
Internet	55	Poor	72

The results show that 63% of the soldiers were sometimes (1–2 times a week) exposed to English, including watching movies, listening to English songs, and reading, though 92% of them did not attend English courses. 55% of them preferred learning English through the Internet. Also, most of them thought that their English listening and speaking skills were poor, 38% and 45% respectively. Lastly, the table showed

that 72% of them thought their English communication skills were not good enough.

The soldiers also identified the cause of their poor English listening and speaking in communication, using 5– scale questionnaire ranging from the highest to the lowest. The data obtained were analyzed as shown in table 3.

Table 3 The soldiers' English listening and speaking challenges during communication (n=100)

Questionnaire Items	Mean	S. D
Problems in listening		
Knowledge of vocabulary	3.59	0.75
Accent of speakers	3.73	0.73
Speed of conversation	4.14	0.62
Structure knowledge	3.74	0.65
Problems in speaking		
Pronunciation	3.91	0.84
Knowledge of vocabulary	3.81	0.81
Structure knowledge	3.62	0.72

Table 3 indicates the challenges of the soldiers when using their English listening and speaking skills. The result revealed that the speed of the conversation was the main challenge in listening (Mean = 4.14, S.D. = 0.62), followed by the lack of structural knowledge (Mean = 3.74, S.D. = 0.65). Moreover, pronunciation (Mean = 3.91, S.D. = 0.84) and knowledge of vocabulary

(Mean = 3.81, S.D. = 0.81) were also the two other main challenges in speaking.

The last part of the questionnaire focused on specific English topics that the soldiers wanted to improve. The topics were created as close-ended questions focusing on career use. In addition, there were suggested topics and comments at the end of the questionnaire. Table 4 illustrates the responses.

Table 4 The topics that required consideration and improvement (n=100)

English for military topics	Mean	S.D
Greeting and saying goodbye	3.72	0.77
General conversation	3.81	0.71
Asking for permission	3.93	0.68
Military ranks and units	4.08	0.67
Badges and uniforms	3.74	0.75
Facilities in the military unit	4.06	0.76
Military Commanding	4.09	0.62
Talking about weapons	3.63	0.84

Table 4 displays the English topics that the soldiers wanted to learn about. The result shows that 'Military commands' was the most popular topic (Mean = 4.09, S.D. = 0.62), followed by 'Military ranks and units' (Mean = 4.08, S.D. = 0.67). The last three topics were 'Facility in the military units' (Mean = 4.06, S.D. = 0.76), 'Asking for permission' (Mean = 3.93, S.D. = 0.68), and 'General conversation' (Mean = 3.81, S.D. = 0.71), respectively.

2. The development of the self-learning package of English listening and speaking for Thai soldiers

From the results of the above questionnaire, the researcher analyzed and synthesized the data to

develop a self-learning package that consisted of a booklet and a CD ROM of CAI.

The contents in the booklet and the CAI consist of contextual conversations, specific terms and vocabulary, language in use, exercises and answer keys. Each unit was developed to serve the needs and to enhance the English communicative skills of the soldiers. Moreover, the 52- page book was specially designed to be attractive to learners. With the booklet, learners were able to learn independently. Figure 2 illustrates examples from the booklet's units.



Figure 2 Examples of the booklet in the self-learning package for soldiers

Figure 3 shows the CAI in the self-learning package, which provides the same content as the booklet. However, there are differences in the audio of the situational dialogues demonstrated by soldier characters and the native voice to practice pronunciation of specific

vocabulary. Furthermore, the CAI is devised to solve the problem of inability to attend English classes, the accents, and the speed of spoken English to facilitate communication.



Figure 3 Examples of the CAI in the self-learning package for soldiers

3. The study of Thai soldiers' satisfaction towards the self-learning package

After the soldiers had used the learning package, the questionnaire was administered to measure their

satisfaction towards the self-learning package. Table 4 shows the results of the study.

Table 4 The satisfaction of Thai soldiers towards the self-learning package (n=100)

Lists of Evaluation		Mean	S.D.	Level of Satisfaction
Booklet	1. Content	4.43	0.69	High
	2. Language use	4.58	0.61	Highest
	3. Layout	4.40	0.73	High
	4. Usefulness	4.50	0.61	Highest
Total Booklet		4.47	0.66	High
CAI	1. Content	4.35	0.68	High
	2. System	4.29	0.69	High
	3. Screen display	4.49	0.63	High
	4. Sound quality	4.33	0.77	High
Total CAI		4.37	0.69	High
Total Satisfaction		4.42	0.67	High

Table 4 shows that the level of the soldiers' satisfaction for both the booklet and the CAI was at a high level (Mean = 4.42, S.D. = 0.67). The satisfaction level with the book was at a high level (Mean = 4.47, S.D. = 0.66). The 'language use' in the booklet gained the highest score with the highest level (Mean = 4.58, S.D. = 0.61); as well, the 'booklet's usefulness' showed the highest level of satisfaction (Mean = 4.50, S.D. = 0.61). In addition, the satisfaction with the CAI was at a high level (Mean = 4.37, S.D. = 0.69). The screen display of the CAI gained a high level of satisfaction (Mean = 4.49, S.D. = 0.63). Furthermore, the satisfaction with the content of the CAI was at a high level as well (Mean = 4.35, S.D. = 0.68).

Conclusion

1. The needs analysis revealed that the topics the soldiers chose and their challenges in communicative English were relevant to their job and the daily use of English.

2. The self-learning package, consisting of a booklet and a CAI, was successfully developed. The booklet and the CAI were comprised of five units: Introducing oneself, Handling basic commands, Giving directions around military installation facilities, Asking for and giving permission, and Carrying on daily military conversations.

3. The satisfaction of the soldiers towards the self-learning package was at a high level.

Discussion

The following points based on the research results are discussed:

1. The investigation of the soldiers' challenges and needs in communicative English:

The result showed that the needs of the participants were directly related to their duties and careers, namely : military commands, military ranks, facility in the military units, asking for permission, and

general conversation. Furthermore, the result of the questionnaire showed that the ‘speed of the conversation’ and the ‘knowledge of grammatical structure’ were challenging factors to listening comprehension for the participants. From the researcher’s point of view, adult learners and mature professionals wish to express their ideas in a more sophisticated form; however, in this research, the participants’ knowledge of vocabulary and grammar were insufficient to fulfill their needs at their professional level. This was also reflected in the result of the needs’ survey, where the participants’ demanded specific topics that were relevant to their career path. The finding also corresponded to Thinrat (2020) who studied the needs analysis in ESP courses of the airport staff, the results of which revealed that the staff wished to practice their speaking and listening with contents that were relevant to their jobs and for daily use. In addition, the result of Thinrat’s study is similar to the finding of Sari, Kuncoro, and Erlangga (2019), who conducted the need analysis of English for specific purposes of informatics students and found that the students’ main aim to learn English was to help them with their job search.

2. The development of the self-learning package for English listening and speaking for Thai soldiers:

The self-learning package consisting of a booklet and a CAI to enhance the soldiers’ communicative English listening and speaking skills, was successfully and specifically designed to serve their learning needs. The researcher found that the needs analysis was the fundamental principle of the ESP approach to provide specific content and for the purpose of designing and arranging the materials. This is in line with Anthony (2018), stating that the starting point of any ESP course is understanding the learners’ needs, language, genres, and the skills the learners expect to use in a target situation. Additionally, Ramdha and Fionasari (2019) confirm that the basis of ESP is a needs analysis, including: reasons

for learning, targeting particular language skills, designing contents, and using appropriate teaching methods. So, the main focus of ESP is to determine specific English skills and components relating to the learners’ needs and the field of study. With the above perspectives in mind, in the materials development process, the researcher considered both the required content from the needs analysis results, and other additional factors that were likely to influence the design of the package, for example, illustrations, layouts, as well as the screen displays and quality of sound. The booklet and the CAI of the learning package comprised five units, namely: Introducing oneself, Handling basic commands, Giving directions around military installation facilities, Asking for and giving permission, and Carrying on daily military conversations. Moreover, in developing the listening tasks, the researcher carefully selected the audio resources in terms of the speech rate, intelligibility and language complexity to accommodate the learners’ abilities. Selecting appropriate audio and pictures is necessary in order to develop an effective language learning media. As Chaichompoo (2019) confirm that learning English from audiovisual media is effective for EFL learners, as media could create good learning conditions. Also, for Krungkraipetch (2019), using colorful cartoon images along with a clear voice, and dividing them into small lessons in a learning package can encourage students to continue learning with interest. To confirm this, Yoswarissakul (2020) found that computer-assisted instruction (CAI) with screen pictures, colors, background, sound and other graphic designs to help to raise motivation levels and attention of the students during the lesson. Also, CAI could respond to the differences among the learners as it allowed them to direct their learning. Thus, the above findings prove that considering the additional factors, for instance, illustration, sound, graphics, and layout is essential when designing a learning package.

3. The study of Thai soldiers' satisfaction with the self-learning package:

The soldiers' satisfaction with the self-learning package was at the highest and high levels. This was due to the fact that the content in the package was in accordance with the soldiers' needs and interests. They were interested in learning the elements that had immediate relevance to their job or personal lives. The result of this research corresponded with the findings of Promwatcharanon and Chatreepinyo (2018). They found that learning package can make learner satisfaction at the highest level because of the learning package fitted the needs of the users, as the unit topics were designed following the users' needs and interests. Promwatcharanon and Chatreepinyo's learning package was relevant to everyday life issues, real-life situations and provisions, and also included important language and cultural uses (Suyaa, 2018; Oludeyi, Erinsakin, & Omatayo, 2018)

Additionally, there were studies that suggested the use of the CAI in academic improvement. Abba, Mustapha, and Ali (2019) stated that CAI could enhance learners' English language skills since it provided individualized and flexible instruction with self-paced learning in a student-friendly environment. This result is consistent with several studies (Asrifan, Zita, Vargheese & Amir, 2020; LeJeune & Lemons, 2021). They maintained that CAI not only made the lesson more engaging but also had an impact on the students' academic achievement as it helped them to have higher scores on academic performance.

This self-package learning was developed following a basic model of ESP materials design, which started by determining the soldiers' purposes or by asking questions about what objectives the materials should fulfill. The materials were then dedicatedly designed to serve the soldiers' needs and interests. When a course is designed based on the learners' jobs and daily English use, it serves as a source of language that attracts the interests and attention of the learners' (Nuemaihom, 2019). From the result of the study, the researcher has not

only gained an understanding of the process of material designing, but also the guidelines to develop learning materials that directly respond to the learners' needs.

Suggestions

Suggestions for implications

1. The self-learning package provides learners, especially soldiers, with a learning tool that facilitates and improves their English communication skills. The booklet and the CAI are well equipped with user-friendly content and attractive illustrations. Moreover, the pictures and the sound in the instructional programs of the CAI are interactive, and learners will enjoy them. As some low-skill learners might find it challenging to learn by themselves, the package was designed to make it easy to repeat the lessons.

2. Implication and recommendations for researchers and teachers

According to adult learning theory, adults learn well when they can direct their learning. So, the use of a learning package will be most effective when the learners are motivated and ready to plan their learning. Hence, to maximize the effectiveness of the package, researchers need to ensure that the sample group participates voluntarily in the project. Before creating a learning package, researchers always need to survey to determine whether there is a real demand for the package among people in the sample group and ask them to confirm that they want it and can find enough time to use it.

Suggestions for Further Study

This study has exclusively focused on the needs of Thai soldiers. Hence, there might be some differences between the needs of this specific group and the organization. Further studies should take the organization's needs into account. A self-learning package that responds to the needs of both individuals and organizations is undoubtedly desirable.

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