



Developing English Lessons to Enhance Caddies' Communication Competency

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Abstract

This research aimed to (1) study and analyze the English language proficiency of caddies, (2) develop English lessons for caddies, (3) conduct English training workshops for caddies using the lessons developed by the researchers, and (4) enhance the communication skills of caddies with international golfers. The sample group for this research was 60 caddies from Suwan Golf & Country Club. Five research instruments were employed in this study, including a needs analysis of the caddies, a pretest, English lessons developed by the researchers, a posttest, and a training evaluation survey.

The results from the needs analysis were used to develop English lessons and a 12-hour workshop was conducted. After the workshop, posttest results showed that the learners' average score increased by 31.27% indicating that the lessons developed by the researchers and the instructional methods effectively improved the caddies' English communication skills. Results from the caddie evaluation survey showed that the caddies expressed high levels of satisfaction pertaining to knowledge acquisition with an average of 4.80 on the Likert Rating Scale, indicative of being *very satisfied*. As for the overall evaluation of the instructors and materials prepared, the participants gave an average rating of 4.83. The prepared material specifically garnered the highest rating of 4.88. Finally, the caddies rated the benefits accrued from the workshop at 4.82, equating to *very satisfied*. The overall satisfaction score was 4.82, indicating that the learners were *very satisfied* with the workshop. This study makes a major contribution to golf caddies in the region by developing their English communication skills at work, which could benefit the golf business and industry in terms of effective customer service.

Keywords: caddies, English lessons, English for Specific Purposes, communication competency

1. Introduction

Currently, sports tourism is experiencing a surge in popularity, fueled by a growing trend in tourism and an expanding array of sports options. Travelers now have the opportunity to indulge in their favorite sports while exploring new destinations. Furthermore, advancements in sports technology facilitate easier participation in sports while on the go. Consequently, government organizations are increasingly recognizing the significance of sports tourism. In Thailand, there is a noticeable and effective push towards promoting sports tourism, employing strategies aimed at organizing sports events to attract a larger influx of tourists (Phuwaborirak, 2020).

To boost sports tourism, the Tourism Authority of Thailand (TAT) and the Sports Authority of Thailand (SAT) collaborated with the Professional Golf Association of Thailand and the All Thailand Golf Tour to organize professional golf events. Furthermore, there are golf tourism activities available for expatriates residing in Thailand. They are recognized as tourists with significant potential to enhance Thailand's tourism through the STAY PLAY SAFE campaign.

1.1 Statements and significance of the problems

It is obvious that caddies play a crucial role in the golf industry. They must be well-versed in all aspects of golf, including equipment, rules, and on-course etiquette. They must be able to advise golfers on lines, wind directions, course layouts, landscapes, etc. Furthermore, effective communication is essential, particularly with international golfers. Therefore, the ability to communicate well in English is critical for caddies when providing their services.

Developing English lessons for caddies and training them to use English proficiently is an effective approach to boost their potential, as caddies are the personnel who interact most frequently with golfers. In this study, Suwan Golf and Country Club in Nakhon Pathom was selected as a case study because this golf course employs over 200 caddies and serves international golfers. The large number of caddies offered a diverse group of participants with varying levels of English skills, work experience, and ages.

1.2 Objectives of the research

This research aimed to 1) study and analyze caddies' English ability; 2) develop English lessons for caddies; 3) train caddies with the lessons developed by the researchers; and 4) enhance caddies' skills in communicating with international golfers.

2. Literature Review

2.1 English for Specific Purposes (ESP)

Unlike general English instruction, which typically covers broader language skills necessary in everyday communication, English for Specific Purposes (ESP) takes a more targeted and practical approach. ESP is designed to meet the particular needs of learners operating within specific professions or academic fields such as business, medicine, engineering, or tourism. This approach goes beyond basic grammar and conversation, focusing instead on industry-specific vocabulary, communication skills, and real-world situations that learners encounter in their work environments. By improving these specific areas, ESP enables learners to use English more confidently and effectively in their contexts. As a result, they are more likely to perform their roles with greater competence and professionalism. According to Normurodovna (2025), this customized method not only improves learners' language proficiency but also significantly strengthens their confidence and functional ability in professional settings.

Teaching English for Specific Purposes is an integral part of Teaching English as a Foreign Language. Its primary aim is to empower learners to apply English effectively in their professional and daily contexts. This approach originates from a thorough analysis of the English requirements specific to diverse learner groups. As individuals pursue different professions or academic disciplines, their English language needs vary accordingly (Hutchinson and Waters, 1996). Teaching English for Specific Purposes should be customized to suit the particular needs of learners across various disciplines. Coffey (1985) emphasized that English for Specific Purposes is an approach for quick communication, leading to effective and economical learning and work practices.

There are various contexts where ESP can be taught, for example, business English, medical English, or hospitality English. Whatever context learners are dealing with, they require specific language needs and skills to be able to proceed in their specific profession. In order to meet the specific language goal, it is crucial to tailor and design ESP methods that are relevant to each learner's profession. O'Sullivan (2023) proposes five effective ESP teaching strategies which are 1) need analysis to identify learners' goals and needs through surveys, interviews, or assessments, 2) authentic materials such as articles, videos, and podcasts, relevant to the learners' profession, which will help them develop the language skills they need to succeed in real-world situations, 3) task-based learning to use activities that simulate real-world situations and require learners to use the language skills they are learning, 4) role-playing to help learners practice using the language in a realistic context, and 5) vocabulary building to focus on vocabulary relevant to the learners' profession and create activities to help learners memorize and use new language.

One profession that clearly benefits from such a targeted ESP approach is that of golf caddies, particularly those who work with international tourists. According to Susanti's (2019) research, there are some problems caddies encounter, which are a) the frequent use of body language and hand gestures in explaining or communicating with foreign tourists (visitors), b) inadequate human resources, especially in terms of foreign language skills, in this case, English, and c) the number of increasing foreign tourists visiting golf clubs during peak season, which puts the number of caddies in demand. Therefore, caddies who are skillful in foreign languages are needed to support sustainable tourism. These are reasons why caddies' communicative skills need to be improved. The process of learning English involves not only the General English learning model but also the English for Specific Purposes model, which is tailored to meet the specific needs of learners in their respective fields (Susana & Iswara, 2019). It is commonly accepted that English for Specific Purposes emphasizes the process of teaching and learning English to the learners' communicative needs; therefore, the content of the language course could be tailored accordingly and the teaching process should focus on these specific needs. Consequently, designing curriculum content and developing teaching materials must be done appropriately according to the learners' specific needs in their occupation (Susanti, 2019).

2.2 Needs Analysis

Wagner (2021) stated that conducting a needs analysis is fundamental to the development of ESP courses, as it involves identifying the specific linguistic and communicative requirements of a target group. This process can be considered as an examination of language use within a particular professional or academic field. A variety of research methodologies may be employed to carry out this analysis effectively i.e. qualitative, quantitative, or a combination of both. With reference to the fundamentals of the professional requirements, learners need specific course design to practice or improve English language skills; therefore, the materials for teaching ESP should also be relevant to learners in their area of interest or profession. The

process of needs analysis usually involves collecting enough and proper information to develop a course which will meet the needs of learners. Hence, the information gathered is about what the learners need and how they can learn. There are different types of needs that the ESP course teacher should focus on when designing a course. Hutchinson and Waters cited in Sharmin (2013) proposed two types of needs as 1) Target Needs which is defined as what the learner needs to do in the target situation in terms of necessities (what the learner has to know in order to function effectively in the target situation), lacks (what the learners know and what they still need to improve and in terms of language proficiency, what is required for the ESP course), and wants (what learners' personal expectations and hopes towards learning the ESP course are); and 2) Learning Needs which refers to the process of how learners learn what includes learners' motivation, their knowledge, skills, and strategies in learning a language.

Needs analysis is the cornerstone of ESP and leads to a very focused course. In order to design an ESP course effectively and efficiently, a needs analysis needs to be conducted appropriately to ensure that courses are designed to meet learners' needs. The main phases of ESP include identifying needs, designing the course, choosing materials, teaching and learning, and evaluation. These phases are not isolated steps but rather interconnected stages that overlap. Identifying needs determines the course's content and approach while evaluation measures its success (Dorda, 2005).

Bensafa et al. (2022) mentioned that needs analysis is conducted with the purposes to 1) find out what language skills a learner needs, 2) help determine if an existing course adequately addresses the needs of potential learners, 3) identify which learners are most in need for training in particular language skills, 4) figure out what learners lack, 5) understand what learners want and expect, and 6) collect information about particular problems learners are experiencing. Dorda (2005) previously stated that needs analysis in ESP at present consists of: 1) professional information about the learners: the tasks and activities learners are/will be using English for, 2) personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English, 3) English language information about the learners: what their current skills and language use are, 4) the learners' lacks, 5) language learning information: effective ways of learning the skills and language learning needs, 6) professional communication information: knowledge of how language and skills are used in the target situation, 7) what is wanted from the course, and 8) information about the environment in which the course will be run.

Needs analysis becomes a very vital stage when designing or planning an ESP course. This can facilitate the teacher to gain success in the management of ESP classes. According to Rattanaphumma's (2009) research, a need analysis of caddies at Thai Country Club is done and the results show that caddies are required to 1) pronounce basic vocabulary used at work correctly, 2) use proper expressions and language patterns when dealing with clients, 3) use proper language to solve problems, 4) give advice to clients and 5) use and understand appropriate gestures. In order to achieve the real needs of caddies in terms of enhancing their English-speaking skill, lessons should be designed appropriately and accordingly. The research group, therefore, conducted a needs analysis to ascertain the needs of the caddies with the aim of developing materials that are precisely tailored to their needs.

2.3 Effectiveness of Pretest and Posttest

Testing is commonly linked solely with summative evaluation, conducted after instruction to assess whether students have reached the intended learning objectives. However, research

showed tests can be much more beneficial if used throughout the learning process (Gikandi et al, 2011).

Stratton (2019) mentioned that pretest and posttest research methods have been commonly used in many fields of research and studies due to their convenience in assessing a target group to which an intervention has been applied. Additionally, pretest and posttest models facilitate the statistical analysis of data using established statistical methods. Gouldthorpe and Israel (2019) also stated that because the pretest-posttest model provides a measure of participant knowledge or behavior before the start of programming efforts, it can be beneficial in refocusing the information to be presented while providing a point of comparison from beginning to end.

Kuehn (2024) suggested that employing pretests and posttests can serve as an advantageous diagnostic instrument for enhancing teaching efficacy. The approach of assessing student learning both before and after instruction provides valuable insights into students' initial understanding of a subject as well as the impact of instruction on their knowledge acquisition. Pretests offer instructors a baseline assessment of students' prior knowledge and understanding of the subject matter. By understanding students' starting points, educators can tailor their instruction to meet the diverse needs of their learners. Pretests help identify students' strengths and weaknesses, allowing instructors to focus their efforts on areas where students may need additional support or challenge. On the other hand, posttests serve as a measure of learning outcomes and the effectiveness of teaching strategies. By comparing pretest and posttest results, instructors can assess the extent to which students have progressed in their understanding of the subject matter. This information is invaluable for evaluating the efficacy of instructional methods and curriculum design. Therefore, in addition to the previously mentioned needs analysis, pretests should be conducted to ascertain the weaknesses and strengths of the learners, which will aid in the design of the learning materials.

2.4 Related Research

Effective communication skills are essential for golf caddies, who play a vital role in facilitating communication between golf clubs and foreign visitors. Acknowledging the specific linguistic and professional needs of caddies, recent research has increasingly focused on developing tailored English for Specific Purposes (ESP) programs that address their unique communicative challenges and professional requirements. Various studies have explored factors influencing caddie performance, from language proficiency and knowledge of golf etiquette to organizational support and motivation. These investigations consistently emphasize the importance of customized ESP courses designed through comprehensive needs analyses, which aim to enhance caddies' ability to interact confidently and professionally with golfers. Moreover, such research highlights the practical benefits of these targeted training programs, including improved communication skills, increased self-confidence, and greater job satisfaction among caddies. The following collections of research underscores the vital role that specialized language education plays in enhancing service quality and promoting golf tourism.

Narin Supsil's study employed a well-structured research approach using Structural Equation Modeling (SEM) together with in-depth interviews and surveys to identify the key factors that most significantly influence the performance of caddies. Through this comprehensive analysis, Supsil developed a detailed model that highlights the critical components influencing how effectively caddies perform their roles. This model focuses on the importance of language training, which equips caddies with the communication skills necessary to interact confidently with international golfers. In addition to language skills, caddies also need to understand golf

etiquette and the course layout to give clear guidance, stay professional, and improve the golfer's experience. Moreover, the study underscored the role of organizational support—such as access to relevant technology and motivational factors—in using an environment where caddies can develop. This integrated approach suggests that investing in these interconnected elements not only improves caddies' performance but also the quality of service and communication within golf clubs.

Susanti (2019) carried out the needs analysis of the caddies in order to develop their communicative competence to have meaningful communication with the guests in New Kuta Golf, Pecatu, Bali in Indonesia. She mentioned that English for Caddies was a form of English for Specific Purposes (ESP), in which the results of her research can be used as a reference for subsequent research, namely syllabus planning and the development of teaching materials for ESP. There were 20 caddies as the informants involved. The data collection was done through observations, questionnaires, and interviews. The result shows that caddies realized that learning English was advantageous and beneficial. All of their responses tended to be positive which showed that they believed that learning English would positively affect their performance, especially in communicating with foreigners. However, all of them found it difficult to communicate both in spoken and written form. Their biggest problem was understanding and responding to the guests' utterances verbally. It happened because of a number of reasons: a) limited vocabulary; therefore, they failed to understand the guests' words, b) difficulties in expressing the ideas, c) feeling afraid that what was being conveyed was not what they intended to mean, and d) inability to construct grammatically correct sentences.

Rattanaphumma (2009) conducted research based on an ESP program created for 230 caddies who work at Thai Country Club in a suburban area in Bangkok. The purpose of this program was to improve caddies' English-speaking skills. The materials were customized to meet the company's training needs and the caddies' learning needs. Her paper proposed needs analysis, course design, instructional methodologies, and evaluation. The findings from the program were effective. Data gained from the caddies' reflection and the managers' views showed a positive attitude towards the teachers and motivation towards the course. The course was tailored to meet the specific needs of both the company and caddies; therefore, most caddies find their sense of self-esteem raised, and they become very proud to serve the clients in one of the most prestigious golf clubs in Thailand.

Jeenpracha (2022) carried out the research to study the opinions of caddies in Chiang Mai towards English for specific purpose lessons, to develop specific English communication skills for caddies, and to assess the English communication ability. Pretest and posttest were used for 30 caddies in Chiang Mai sampled by using a purposive sampling method. The results showed that 1) most caddies attending the training in English for specific lessons were satisfied with the duration and place of training and the suitability of the media used, the content's ordering, the instructor's competency and materials used in the training and 2) the participants' posttest scores were higher than pretest scores. This indicated that the participants improved their communicative skills in terms of content, expressions, and vocabulary.

Chanthatira and Suwannarak (2017) investigated the English language proficiency requisites for Thai caddies employed at a golf course in Rayong Province. Their exploration centered on identifying the primary obstacles encountered by these caddies in English communication and pinpointed the essential elements for a successful English training program. Their analysis underscored the significance of both general and job-specific English proficiency for caddies, with particular emphasis placed on the prioritization of listening and speaking skills over writing and reading abilities. Following this research, Jitwarin and Jitwarin (2022) embarked

on a study designed to develop a specialized training curriculum targeted at enhancing caddies' English language skills. Their research employed a sample of 44 randomly selected trainees and utilized various statistical methodologies for data analysis. The study's findings emphatically demonstrated that the training curriculum not only achieved efficiency standards but also yielded statistically significant improvements in the trainees' English proficiency and overall satisfaction levels.

However, Korn's (2012) research on golf tourism in Thailand offers a nuanced perspective on the communication dynamics between Thai caddies and international golfers. Despite potential limitations in English language proficiency, Thai caddies exhibited demonstrably sincere efforts to communicate effectively with golfers during games. Nevertheless, it is crucial to acknowledge that their communication, involving both gestures and spoken words, may not always perfectly convey the intended message. This discrepancy can potentially arise not only from language barriers but also from the influence of unique cultural constructs embedded within Thai society. According to the data collected, a crucial aspect of caddies' communication skills is their sense of humor, which can effectively compensate for any shortcomings in English language proficiency.

In summary, the review demonstrates that effective communication is vital for caddies in the tourism sector, especially in Thailand where their duties extend beyond golf assistance to serving as crucial communicators with international golfers. The difficulties they encounter, including limited English proficiency and dependence on non-verbal cues, underscore the need for customized English for Specific Purposes (ESP) programs. These programs should focus on industry-related vocabulary and real-life communication scenarios as emphasized by Susanti (2019) and other researchers. Needs analysis is, therefore, vital in creating these programs, ensuring they address the specific linguistic and communicative needs of caddies, thereby enhancing their ability to interact effectively with foreign clients. The Communicative Language Teaching (CLT) approach further supports this by promoting practical language use and active participation which are crucial for real-world application. Evidence from various studies, including those by Rattanaphumma (2009), Jeenpracha (2022) and many others, demonstrates the importance of designing ESP programs that address the specific needs and challenges of caddies, ensuring they can effectively communicate with international clients and contribute to the sustainability of the tourism sector.

3. Research Methodology

3.1 Research subjects

The subjects of this study were 60 caddies selected by employing a convenience sampling method. They had to use English while working at Suwan Golf and Country Club. Due to their varying personal and educational backgrounds, most caddies lacked confidence in speaking English. The lessons developed by the researchers were designed to address their needs and increase their confidence.

3.2 Ethical considerations

Caddies were formally briefed on the study's objectives and were requested to provide consent for their participation. Their involvement in the research was entirely voluntary, and they could withdraw from the project at any time, without obligation. Throughout the research process,

participants were assured of their safety and well-being, both physically and psychologically. Additionally, they were informed that their pretest and posttest results would remain confidential and would not influence their job performance evaluations.

3.3 Research Instrument Design

There were five instruments used in this study.

1. Needs analysis: The questionnaire is divided into two sections. The first section gathers information on caddies' backgrounds, including their age, level of education, years of experience as caddies, frequency of English usage, their self-assessed English proficiency, and the specific English skills they use most often. The second section presents a list of topics that caddies can choose from to indicate what they would like to learn and improve. They can select as many topics as they like. The results from the questionnaire were analyzed and used to develop lessons for caddies.

2. Pretest

The test consists of 12 questions that explore personal topics related to the caddies' daily lives and work. Caddies were interviewed with these questions, with the following grading criteria:

- 4 points for answering spontaneously
- 3 points for answering with hesitation
- 2 points for asking the interviewer to repeat the question
- 1 point for asking for a translation
- 0 point for being unable to answer

The researchers used the pretest results to create lessons tailored to the English proficiency of the caddies, ensuring the content was both appropriate and suitable for their skill level.

3. Lessons for training caddies

From the needs analysis, nine lessons were created by the researchers as follows:

Lesson 1: Welcoming guests /Introducing yourself / Farewell

Lesson 2: Giving advice

Lesson 3: Small Talk 1

Lesson 4: Suggesting a golf club and talking about hazards

Lesson 5: Asking for and giving directions/Telling time

Lesson 6: Giving encouragement and compliments

Lesson 7: Giving advice and helping golfers with health problems

Lesson 8: Talking about a golf cart and a golf course

Lesson 9: Small Talk 2

The researchers used these lessons to conduct a 12-hour training program for the caddies.

4. Posttest

The five questions in the posttest are based on the material covered in the lessons. The grading criteria used are the same as those applied to the pretest.

5. Training evaluation survey

The questionnaire consisted of two sections. The first section gathered data on caddies' backgrounds, including age, education level, and caddying experience in years. The second section focused on their satisfaction with the training they received. The Likert Rating Scale was used to analyze the data from the survey as follows:

<i>Very dissatisfied</i>	1.00-1.80
<i>Dissatisfied</i>	1.81-2.60
<i>Neither satisfied nor dissatisfied</i>	2.61-3.40
<i>Satisfied</i>	3.41-4.20
<i>Very satisfied</i>	4.21-5.00

3.4 Data collection and analysis

Caddies participated in a needs analysis questionnaire and a pretest. The researchers examined the outcomes from both the questionnaire and the pretest, using these findings to create nine lessons for caddies. A 12-hour training course was then held at Suwan Golf and Country Club. After the training, caddies completed a posttest and a training evaluation survey. The researchers analyzed the posttest results, compared them with the pretest, and assessed the training evaluation survey to determine if the caddies were satisfied with the training, had improved their English skills, and gained more confidence.

This research compared the efficacy of multiple-choice and essay writing exams in assessing students' competency in writing essays. The results are presented here in three parts as follows:

3.5 Needs Analysis

The needs analysis questionnaire comprised two sections: 1. general information of the caddies and 2. topics caddies deemed to be of essence in their everyday communication needs on the golf course.

A significant proportion of the caddies, nearly half (48.33%), belonged to the 31-40 year-old demographic, with the majority having an education level below bachelor's degree level (88.33%). Two-thirds of the caddies have been working for at least 6 years (66.7%) and all of the caddies used English at least once a week. Analysis of the caddies' English proficiency revealed that the caddies' level of English is in the *fair* (46.67%) and *needs improvement* levels (53.33%). In the context of the caddies' workplace and duties, the following topics were identified as necessary:

1. Everyday Communication: Greeting, Welcoming, and Thanking Golfers
2. Equipment Inquiry: Properly Requesting Golf Equipment
3. Rules and Techniques: Explaining Rules and Playing Techniques to Golfers
4. Playing Tips: Offering Various Suggestions for Playing Golf
5. Problem-Solving: Addressing Problems or Obstacles on the Course to Golfers
6. Compliments and Encouragement: Providing Positive Feedback
7. Health Assistance: Providing Support for Injured or Ill Golfers
8. Weather Conversations: Discussing Weather Conditions
9. Thai Insights: General Knowledge about Thailand

From the results of the questionnaire, the researchers then created 9 lessons to cater to the needs of the caddies, which were taught to them in a 12-hour workshop. The lessons created are as follows:

Lesson 1: Welcoming guests /Introducing yourself / Farewell

Lesson 2: Giving advice

Lesson 3: Small Talk 1

Lesson 4: Suggesting a golf club and talking about hazards

Lesson 5: Asking for and giving directions/Telling time

Lesson 6: Giving encouragement and compliments

Lesson 7: Giving advice and helping golfers with health problems

Lesson 8: Talking about a golf cart and a golf course

Lesson 9: Small Talk 2

These lessons were used to teach and improve the caddies' conversational skills through a workshop organized by the researchers.

3.6 Pretest and Posttest Comparison

Based on the research question and hypothesis stated in Chapter 1, Tables 1 and 2 show the results obtained from the statistical analysis of the sample's pretest and posttest mean scores.

Table 1 Paired Sample Statistics

	n	Ave	%	S.D.	Max.	Max. (%)	Min.	Min. (%)
Pretest	60	18.9/48	39.38%	7.62	38/48	79.17%	8/48	16.67%
Posttest	60	33.91/48	70.65%	8.48	48/48	100%	12/48	25%

Table 2 Paired Sample Difference

	Pretest Ave. (%)	Posttest Ave (%)	Percentage Diff. (%)
Paired Pretest/posttest	39.38	70.65	31.27%

As per Table 1, the cohort of caddies achieved an average of 18.9 out of 48 points, representing 39.38% of the total score, with the highest achieving 38 points, accounting for 79.17% of the total and the lowest scoring 8 points, constituting 16.67% of the total. In comparison, there was a notable increase in the average score in the posttest with the participants achieving an average score of 33.91 out of 48 points, corresponding to 70.65% of the total score. The highest score attained was 48 points (100%), while the lowest score recorded was 12 points (25%). This signified a noteworthy increase of 31.27% in the average score as shown in Table 2. The results suggest that the instructional materials and lessons prepared were effective in developing the caddies' conversational skills in English.

Workshop Evaluation Form

Table 3 Workshop Evaluation Form Results

	Mean
1. Knowledge acquisition	
1.1 Greeting and welcoming golfers	4.88
1.2 Conversations with golfers to create a friendly atmosphere	4.72
1.3 Assisting golfers when they have problems	4.77
1.4 Giving advice to golfers on the course	4.75
1.5 Giving encouragement and compliments	4.87
1.6 Topics to discuss or avoid when they work	4.82
Average	4.80
2. Instructors and prepared materials	
2.1 Teaching skills	4.80
2.2 Skills in answering questions	4.82
2.3 Overall suitability of the instructors	4.82
2.4 Prepared materials	4.88
Average	4.83
3. Overall satisfaction with the workshop	
3.1 Confidence in utilizing English after the workshop	4.57
3.2 Benefits accrued from the workshop	4.82
Average	4.70

Table 3 presents the caddies' evaluation of three key dimensions of the workshop: 1) acquisition of knowledge 2) the instructors and prepared materials and 3) overall satisfaction with the workshop. Participants expressed high levels of satisfaction across all six items pertaining to knowledge acquisition with an average of 4.80 on the Likert Rating Scale, indicative of *very satisfied*. As for the evaluation of the instructors and materials prepared, the participants gave an average rating of 4.83, with item 2.4, pertaining to the prepared material, garnering the highest rating of 4.88. Finally, the caddies rated the benefits accrued from the workshop (item 3.2) at 4.82, equating to *very satisfied* on the Likert scale. The lowest rated item is the caddies' confidence in utilizing English after the workshop with a score of 4.57. Nevertheless, this still fell within the *very satisfied* range.

4. Conclusion

4.1 Acknowledgment

Our deepest appreciation and gratitude extend to the following people who have contributed to this research. We would like to first and foremost extend our gratitude to the Faculty of Arts, Silpakorn University whose funding made this research possible. Secondly, we would like to thank the caddies from Suwan Golf and Country Club who have participated in this research. The data collected from them has been pivotal in our research. Lastly, we would like to thank our family and friends, whose constant and unwavering support motivated us throughout the process of this research.

4.2 Conclusion and Discussion

The aim of this research was to develop functional English lesson plans tailored for caddies to utilize efficiently during their work shifts. The participants of this study were 60 caddies working at Suwan Golf and Country Club. The research had been conducted in three main parts. Pretest and needs analysis had been primarily carried out in order to find out the caddies' conversational English competency and their needs in terms of improving their conversational English. From the results of the questionnaire, the research group then created 9 lessons to cater to the needs of the caddies. The second part of this research was a 12-hour workshop created for caddies at Suwan Golf and Country Club by integrating those 9 lessons designed. At the end of the workshop, the caddies had to do the posttest in order to find out if the lessons created and used in the workshop could effectively help them improve their conversational skills in English. The results show that there is a significant increase of 31.27% in the average score, which suggests that the instructional materials and lessons prepared were effective in developing the caddies' conversational skills in English. The findings suggest that the hypothesis was accepted. The possible explanation for this might be that the lesson plan was created in alignment with the learners' needs and this is consistent with the studies of Susanti (2019) and Rattanaphumma (2009), in which a needs analysis was important to be conducted before developing the lessons. The workshop evaluation was conducted as the last part in order to find out the caddies' points of view and assessment towards this workshop. The evaluation form covers three key dimensions of the workshop, which are knowledge acquisition, the instructors and prepared materials, and overall satisfaction with the workshop. The findings reveal that the caddies expressed high levels of satisfaction across all six items pertaining to knowledge acquisition with an average of 4.80 on the Likert Rating Scale, indicative of *very satisfied*. As for the evaluation of the instructors and materials prepared, the participants gave an average rating of 4.83, pertaining to the prepared material, garnering the highest rating of 4.88. Finally, the caddies rated the benefits accrued from the workshop at 4.82, equating to *very satisfied*. According to the findings of the caddies' evaluation, it can be concluded that the caddies at Suwan Golf and Country Club's points of view towards the materials and the workshop created by the research team are positive. They think that both the workshop and the materials used can successfully help enhance their conversational skills in English.

4.3 Limitations and Recommendations for Further Research

Limitations

One notable limitation of the research is the restricted time frame allotted for the caddies to learn and practice the instructional materials. Another limitation is the varying levels of

English proficiency of the caddies, which led to some relying on rote memorization without a comprehensive understanding of the content.

Recommendations

The caddies could be grouped according to their English proficiency so that the research team can design materials and workshops more effectively. The caddies could benefit from supplementary knowledge in intercultural communication, especially as they often interact with golfers from diverse cultural backgrounds.

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