



**A STUDY OF NEEDS AND BARRIERS IN ENGLISH
COMMUNICATION SKILLS OF THAI SECRETARIES
AT THE WOMEN SECRETARIES AND
ADMINISTRATIVE PROFESSIONALS ASSOCIATION
OF THAILAND (WSAT)**

BY

MS. ATHITAWAN EAMJOY

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015**

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THESIS

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ENTITLED

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ADMINISTRATIVE PROFESSIONALS ASSOCIATION OF THAILAND (WSAT)

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ABSTRACT

English is the international language for business communication in today's business world and secretaries play a crucial role as the main coordinators in organizations. Therefore, English communication has become a needed skill for secretaries and other career fields. The major objective of this study was to investigate the needs and barriers of Thai secretaries in using English communication skills in the workplace and identify the relationship between English communication ability and career opportunities.

This study employed a mixed-method design. The participants were 50 secretaries at the Women Secretaries and Administrative Professionals Association of Thailand (WSAT) and 10 executives. Data was obtained through questionnaires and interviews. SPSS and T-test were used to analyze the collected data in this study.

The findings of the study revealed that English listening and writing skills were rated as the most needed skills for secretaries from the perspective of both groups of respondents and listening skill was the biggest problem for them due to the accents of speakers.

However, it was concluded that English communication skills are necessary for secretaries' career advancement. Accordingly, the findings should make Thais and other nationalities realize the importance of English communication and prepare for the competition ahead.

Keywords: English communication, English skills, secretary, executive, needs analysis, language barriers, WSAT



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Ms. Athitawan Eamjoy

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Nowadays, in most large multinational companies, secretaries and administrative assistants play a crucial role in organizations' human resources (Stevens, 1993). Tutar (2002) defines a secretary as an important person who provides communication support and acts as a communication link between people. Currently, secretaries have become much more important than receptionists or typists like in the past. They are a person who works as an executive administrative assistant, help their executive with many routine jobs and some particularized tasks. According to Stevens (1993), secretary, in the present role of administrative assistant, serves not only as a link between management and staff but also as a key support person for the executive. Recruiters have to consider many dimensions such as characteristics, knowledge, experiences, how get along with other people, and the most important skill for effective secretaries is "communication ability". In working life, people need to communicate with each other in order to achieve their goals and the goals cannot be achieved without communications (Alessandra & Hunsaker, 1993).

Communication is the process of people sharing thoughts, ideas, feelings, and opinions with other people in understandable ways. Communication skills are composed of listening, speaking, reading, and writing. Hurst (1991) points out that the communication is a two-way process between senders and receivers that send, receive, interpret and understand messages. Humans are social animals. They usually live in a group. Additionally, communication has become to be the most important component in human life. They learn and gain the new things through communication. In other words, communication is an essential part of families, education, business, etc. People in different countries have their own languages such as Thai, English, and Chinese. Due to trade liberalization, the central business language that people in different countries use to communicate is English language. English is accepted as the language for international communication or even the

universal language, and it has also become the most universally learned, read, and spoken language (Kirkpatrick, 2007; Nickerson, 2005).

The ASEAN Economic Community (AEC) is comprised of Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, The Philippines, Singapore, Thailand and Vietnam. The regional cooperation will result in the free movement of goods, investment, services, labor skills, and free flow of capital. Therefore, it is a good opportunity for Thai people and those who are looking for a bigger business market for investment. Hence, in order to be more competitive in the AEC, the Thai workforce must be improve their job skills to respond to employers' needs.

The World Bank (2014) lists a group of job-relevant skills, which include the job-specific skills of the workers as well as other skills to improve their productivity. These other skills are as follows:

- Ability to think critically and analyze;
- Problem-solving skills;
- Capacity to learn new knowledge or skills;
- Adaptation ability to apply knowledge and experiences for dealing with real situations;
- Personal skills such as self-improvement, self-management, decision making;
- Social skills, resolving conflicts, managing client relations, and strengthening social networks; and
- Communication skills, consisting of listening, speaking, reading, and witting to communicate with other people, and using information, communication technologies (ICTs), and foreign language as a communication tool.

According to the World Bank in 2014, foreign language communication skills have become an important skill for workers seeking a chance to get a job in multinational companies or start their own business. According to Marilyn (2006), people who have higher English communication skills will get a better job and a better position in today's world of business. English is an important factor preventing Thai people from taking advantage of opportunities in international business markets.

Therefore, effective secretaries are not only required to communicate in their mother tongue, but also in English language.

This study focused on the needs and barriers regarding the English communication skills of Thai secretaries in the workplace. The participants in this study were members of The Women Secretaries and Administrative Professionals Association of Thailand (WSAT). WSAT was established by Lady Vichandra Bunnag, along with Mrs. Bamphen Pollakorn, Mrs. Songsri Niyamabha, Mrs. Sumporn Sarasin, and Mrs. Sukanya Nimmanheminda and other distinguished senior secretaries. WSAT was registered as an association on April 11, 1968. The objectives of this association are:

- To promote the value of secretarial professionals and support them to be acceptable in business markets, governments, and other parts;
- To increase the standards of secretaries to the international level and support cooperation between secretary and executive teams through training courses to improve secretaries' skills about technology and communication systems;
- To be an exchange central of information, opinions, and experiences;
- To build professional secretarial networks;
- To publish news and knowledge bulletins for members and other people;
- To maintain ethical standards and integrity of the secretarial profession;
- To cooperate with associations of this type in other countries; and
- To contribute to public charities.

A special activity in this association is “Professional Secretaries’ Week” that is held in the last week of April every year, the same as secretarial associations in other countries around the world. The symbol of this activity is the prize announcement for the best employer and the best secretary of the association.

The members will benefit by improving their necessary skills, exchange good knowledges and experiences from real situations, and have a chance to connect with the people who have the same career field in other countries.

The results of this study will show Thai secretaries' needs in English communication skills, the barriers that affect Thai secretaries' English communication, and the most important qualification in order to be effective secretaries from the perspectives of executives and secretaries. Additionally, the needs and barriers in English communication can provide useful information to improve Thai secretaries' English skills and enable other Thai people to get more opportunities in their working life and more opportunities to do business in the international markets. Furthermore, the results of this study can be beneficial for English teachers, course designers, and English institutes to set out effective English training courses for improving Thai secretaries' English communication.

1.2 RESEARCH QUESTIONS

1.2.1 What are the needed skills of Thai secretaries when using English communication?

1.2.2 What are the barriers of Thai secretaries when using English communication skills?

1.2.3 What are the needed skills of Thai secretaries when using English communication skills from executives' perspective?

1.2.4 Are there any differences between secretaries' and executives' perspectives regarding the needs for English communication skills?

1.3 OBJECTIVES OF THE STUDY

1.3.1 To investigate the needed skills of Thai secretaries when using English communication.

1.3.2 To identify the barriers of Thai secretaries when using English communication skills.

1.3.3 To explore the most needed English communication skills for secretarial work from executives' perspective.

1.3.4 To find out the differences between the secretaries' and executives' perspectives regarding the needs for English communication skills.

1.4 DEFINITION OF TERMS

The definition of terms in this study is as follows:

1.4.1 **Thai secretaries** refer to the people who are the members of The Women Secretaries and Administrative Professionals Association of Thailand (WSAT) with Thai nationality and have been working in the secretarial or administrative fields more than two years and use English language in their workplaces.

1.4.2 **WSAT** is The Women Secretaries and Administrative Professionals Association of Thailand

1.4.3 **Needs in English communication skills** are the necessary skills for Thai secretaries when using English communication in their workplaces in order to be effective communicators.

1.4.4 **Barriers in English communication skills** are the obstacles that Thai secretaries face when using English communication in their workplaces.

1.5 SCOPE OF THE STUDY

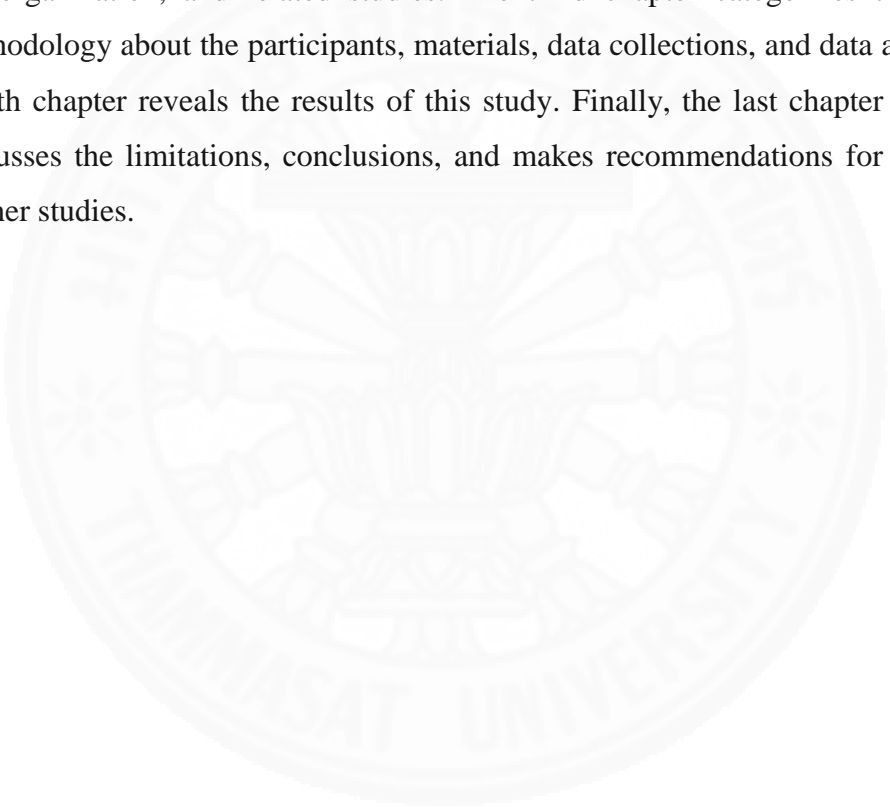
The scope of this study is focused on the needs and barriers of Thai secretaries in English communication skills, which are listening, speaking, reading and writing that they use daily in their workplaces and to investigate the different views between executives and secretaries on the subject of “What is the most needed English communication skill for effective secretaries?” The questionnaire was distributed to respondents who are the members of WSAT and who had been working as executives and secretaries in organizations for not less than two years.

1.6 SIGNIFICANCE OF THE STUDY

The findings of this study will benefit companies with regard to designing appropriate courses to improve their secretaries' English skills. Moreover, this study will benefit teachers or trainers with respect to developing their teaching materials for effective training courses for secretaries. Furthermore, the research results will be useful for Thai people and other nationalities, enabling them to realize the importance of English communication skills and to prepare the national workforce for the competition ahead.

1.7 ORGANIZATION OF THE STUDY

The study of “Needs and Barriers in English Communication Skills of Thai Secretaries at the Women Secretaries and Administrative Professionals Association of Thailand (WSAT)” is divided into five chapters. The first chapter is an introduction that consists of the background, research questions, objectives of the study, definition of terms, scope of the study, and significance of the study. The second chapter shows the theoretical hypothesis, the importance of English communication skills, needs analysis, effective communication barriers, secretary in the organization, and related studies. The third chapter categorizes the empirical methodology about the participants, materials, data collections, and data analysis. The fourth chapter reveals the results of this study. Finally, the last chapter draws some discusses the limitations, conclusions, and makes recommendations for the possible further studies.



CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the related literature in five major points with a summary:

- (2.1) English Communication
- (2.2) Needs Analysis
- (2.3) Effective Communication Barriers
- (2.4) Secretaries in the Organization
- (2.5) Relevant Research

In today's business, the secretary is expected to have the ability to handle plenty of jobs on behalf of executive. Moreover, the secretary has always been a vital link between management levels, staff, and other people outside as a key support for executives (Stevens, 1993). Thus, communication is the most important skill for secretarial professionals. In addition, in the business market of the AEC, English has become the most used language around the world. Therefore, this chapter will describe English communication, needs analysis, effective communication barriers, secretaries in the organization, and relevant research to gain a better understanding of how they are related.

2.1 ENGLISH COMMUNICATION

This section discusses the definition of communication, how English communication became so important in today's business and increased opportunities in working life.

Guo and Sanchez (2005) define communication as the creation or transfer of ideas, thoughts, and feelings, between senders and receivers. In addition, there are strong relationships between effective, efficient performance, and the communication in the organizations.

Another meaning of communication which accords with Guo and Sanchez is presented by Scott (2005), who defines communication as the fundamental interaction between people because people are social animals. The communication process consists of sending, receiving, and understanding the meaning of the message. Successful communications can be evaluated by the feedback of the receiver. Communication in the workplace can be classified into two types: the effective and the efficient communication. Furthermore, successful business communication in the workplace depends on the ability to transfer information to both clients and employees to build relationships and trustworthiness (Charles, 1998). According to Friedrich (1994, as cited in Lane, 2000), the communication proficiency as a situational ability to set pragmatic and proper goals to reach the targets by using self-knowledge, circumstances, and communication theories in order to achieve adaptable communication. From a technological perspective, Bollag (2000) summarizes four essential factors supporting the statement that English has become the most widely used language in the world of education and science: 1) the growing economic unification of the world, 2) United States as the world's most powerful nation and the leader of the world economy, 3) most technological information written in English language, and 4) the explosion of the Internet.

In the AEC, English communication has become the most important skill of all workers and enterprises. It is not use to communicate only with native speakers (NSs), but also between non-native English speakers (NNSs). People who have higher English communication skills will get more opportunities in today's world of business (Marilyn, 2006).

2.2 NEEDS ANALYSIS

This section describes the definition of needs and needs analysis, language needs analysis, and Target Situation Analysis (TSA).

2.2.1 Needs and Needs Analysis

“Needs” are necessary for human survival, growth, and an individual's integrity (Ryan, Sheldon, Kasser, & Deci, 1996). It is a fundamental human requirement. Needs and wants are different. Needs are things that people have to have and cannot survive without but wants are things that people would like to have. Needs can be

divided into two types. The first type is target needs, referring to things that the people want to do in order to achieve their targets. Another type is learning needs, which are things that learners need to do for learning (Hutchinson & Waters, 1987).

“Needs Analysis” was initiated by Michael West in 1920s when he was attempting to create a better way for English learners. Needs analysis is the beginning step for language curriculum development in order to meet the needs of the learners (Brown, 1995). It is useful for training programs or management system development (Michalak & Yager, 1979). The teachers and the planners have the responsibility to investigate learners’ needs in regard to what they need to improve in order to teach a productive course (Khamkaew, 2009). Ostler (1980) states that needs analysis starts with the questions of what learners think, and what they want to do or improve on. Moreover, needs analysis is used to identify specific problems by surveying target groups to find out the possible solution to those problems (Lawrence et al., 1991). Needs analysis plays an essential role in designing course syllabuses in accordance with learners’ needs by asking the question about their expectations and attitudes toward the learning process (Hutchinson & Walters, 1989).

Needs analysis has moved through various stages. In Communicative Syllabus Design by Munby in 1978, functions and situations were set within a needs analysis framework. In his book, Munby introduced “Communication Needs Processor (CNP)”, which is the basic process of needs analysis. Based on Munby’s study, Target Situation Analysis was introduced by Chambers in 1980. Afterward, various other terms have also been presented: learning needs analysis, language needs analysis, register analysis, mean analysis, present situation analysis.

The purpose of this study was to find out the needs and barriers in English language skills of Thai secretaries. Therefore, the most related analysis in this study relates to language needs analysis and target situation analysis, which will be presented in the next sections.

2.2.2 Language Needs Analysis

This section discusses the definitions and the benefits of language needs analysis.

Needs analysis is a very beneficial instrument for leaning systems in order to classify learners' needs and design appropriate course syllabuses for learners. The kinds of needs are necessary to know before starting to analyze. There are various ways to define needs. In this study, Language Needs Analysis is based on the study of Bachman and Palmer (1992) and Brown (1995), in which the language needs analysis is a procedure, technique, and instrument for designing the learning processes, language content, and systematically assembling specific information about the language needs in order to achieve the learning goals of the students.

The specific needs of learners must be met by appropriate teaching methods based on course of study and context. Needs analysis is a method to find out students' needs in order to adapt the course syllabus to improve students' English language skills.

2.2.3 Target Situation Analysis (TSA)

This section discusses the definition and process of target situation analysis.

According to Munby's *Communicative Syllabus Design* (1978), needs analysis has moved to the learner's intentions within the central needs analysis framework. Hence, the concept of target needs became eminent and research proved that the functions and situations were also fundamental. In fact, the term of Target Situation Analysis (TSA) was used for the first time in Chamber's article in 1980. Chambers attempted to clarify the terminology, stating that Target Situation Analysis (TSA) means "communication in the target situation" (p.29). Hutchinson and Waters (1987) offered a framework for target situation needs analysis. Before getting the information on participants' needs, there should be a survey asking questions about the target of participants and their attitudes toward the learning process as follows:

1. Who are the persons you usually use English language to communicate with?
 - Executives/Their bosses
 - Colleagues
 - Customers
 - Suppliers

2. What is the target of language needed?
 - Learning
 - Self-improvement
 - Working
 - Doing business
3. What is the most used channel for English communication?
 - Face-to-face
 - E-mail
 - Telephone
 - Conference
4. What is the content area?
 - Meeting topics
 - Trading
 - Negotiating

In this study, the needs and barriers for English language skills occurring during the communication of Thai secretaries and administrators will be surveyed. Moreover, the participants will be asked for possible solutions to the problems in order to improve their English language skills.

2.3 EFFECTIVE COMMUNICATION BARRIERS

Communication plays an essential role in business for all workers and entrepreneurs. Communication is used by people in order to share messages, thoughts, ideas, and feelings. The face-to-face communication channel is still the best way to communicate and build relationships.

Communication barriers can be found at every level of the communication process. To become more efficient communicators and communicate without misunderstandings, people should attempt to remove the barriers at each level of the communication process. The impact of communication problems was discussed by Erreygers and Jacobs (2006). Communication errors often occur. English communication is required by all businesses in order to be more competitive in business markets. There are various things that might cause communication problems. Poor

grammar is a significant factor affecting communication followed by pronunciation, vocabulary, misinterpretation, and cultural differences.

Blundel (1998) argues that the cause of miscommunications might not be only technological failures but it also physiological, social, cultural, and political factors. The solutions in his study consisted of three parts: considering receivers' performance, thinking distinctly, and delivering proficiently. It can be summarized that every process of communications should be considered before sending the message in order to be an effective communicator. Communication barriers can be divided into four types: process barriers, physical barriers, semantic barriers, and psychosocial barriers (Eisenberg, 2010).

2.3.1 Process Barriers

Every communication process is essential for productive communications. The following processes should be considered to prevent communication barriers:

- Sender Barriers

The cause of this barrier usually comes from the senders' self. For instance, senders fail to speak out at a meeting because they fear to make a mistake or fear criticism.

- Encoding Barriers

Intercultural communication is the cause of this barrier because in different cultures people have their own mother tongue and they use English as their foreign language, for example, Chinese speakers cannot understand all of the working procedures because they are written in English language.

- Medium Barriers

Medium barriers or wrong mediums means the sender chooses an inappropriate channel for communicating a message; for instance, in advertisements, the appropriate message and channel must be short, concise, and attractive - it is not suitable for using a long essay.

- Decoding Barriers

This barrier comes from misinterpretation that might occur between different generations.

- **Receiver Barriers**

The cause of this barrier is from the receiver or listener, such as a lack of concentration from the sender or speaker. Another cause might be from outside like annoying noises.

- **Feedback Barriers**

This barrier is the problem about the reaction from the receiver. Some receivers don't provide any feedback to the sender. The cause of this problem might come from fear of mistakes or a lack of understanding of the receiver.

2.3.2 Physical Barriers

Physical barriers are things that cannot be controlled, but sometimes the communicators can remove them. The effectiveness of communication can be limited by physical distractions, including noisy office equipment, telephone calls, or a loud conversation.

2.3.3 Semantic Barriers

Semantic barriers are problems with word meanings. As people have different backgrounds and experiences, sometimes words can be interpreted in more than one way.

2.3.4 Psychosocial Barriers

According to Antos (2011), there are three significant concepts related to psychological or social barriers: fields of experiences, filtering, and psychological distance.

2.3.4.1 Fields of Experiences

This concept relates to an individual's perceptual and personal discomfort including people's backgrounds, perceptions, values, expectations, and needs.

2.3.4.2 Filtering (Emotion)

Filtering is the feeling of receivers while they are gaining the communication messages; their feelings will influence how they interpret a message.

2.3.4.3 Psychological Distance

The psychological distance between people that is like an actual physical distance.

Additionally, there are other common barriers that impede effective communication: cultural barriers, language barriers, gender barriers, and personal barriers. However, the easiest way to improve English communication skills is to remove the barriers from communication. Removing the barriers begins with understanding the communication models and communication barriers.

2.4 SECRETARIES IN ORGANIZATIONS

The word “secretary” originated from the Latin word “secretum”, which means something private or confidential (“Wikimedia,” 2015). The meaning of secretary from The Cambridge Dictionary Website is “An official who has responsibility for the general management of an organization” (The Cambridge Dictionaries Website, 2015).

A secretary is a person who has the responsibility to support other people inside and outside an organization to meet the company targets. Secretary has been defined in various ways. According to Onifade (2004), a secretary is an executives’ assistant with capability of office skills, with an ability to make decisions within the range of their authority. Moreover, in 1964 The National Secretaries Association (International) also noted that:

A secretary shall be defined as an assistant to an executive, possessing mastery of office skills and ability to assume responsibility without direct supervision, who displays initiative, exercises judgment, and makes decisions within the scope of her authority (The National Secretaries Association (International), 1964).

From this definition, it can be assumed that the secretary and executives’ assistant have the same scope regarding their job functions in an organization. Executive secretaries and administrative assistants play a crucial role in today’s business. They are the biggest helpers of the administrators. Their major duty is to support the executives in various ways. They help executives arrange the best use of their time. In addition, they serve as coordinators with other people inside and outside the organization (Tutar, 2002).

In today’s business, secretaries have become much more important than in the past. Executives expect their secretary or administrative assistant to be able to help them in a variety of ways. Secretaries have always been a vital link not only between

management and staff, but also as a key support for executives and other people to reach a company's goals (Stevens, 1993).

2.4.1 Types of Executive Secretaries / Assistants

Executive secretaries can be divided into three specific types. These types will help the secretary to better understand their professional style and motivation. In fact, the secretary may not find only one type that most matches with themselves as the roles of secretaries vary widely in various dimensions of work. The types of executive secretaries are climbers, lifers, and partners (Scivicque, 2008)

2.4.1.1 Climbers

Climber style refers to enthusiastic people who are highly motivated to succeed. This type is willing to go above, get promoted or improve themselves in order to be a new company leader.

2.4.1.2 Lifers

This type is completely different from climber style, as a lifer's motivation is stability. They don't seek a way to climb into the corporate ranks; they love their job and are determined to remain in the same position as long as possible.

2.4.1.3 Partners

Target achievement is the motivation of this type. They see their job as a long-term cooperation with the executive and are extremely loyal to the executive and organization that they assist.

2.4.2 Effective Communication for Secretaries

The ability to communicate efficiently is crucial for every secretary in order to keep up not only with her employer, but also with other people. The most important skill for a secretary is listening followed by speaking, reading, and writing. For the secretaries, listening is an essential skill. They should listen to their employer first before asking questions. Secretaries should spend more time listening than speaking to avoid misunderstanding and increase productivity at work. The techniques to improve listening ability are concentrating on what the speaker is saying, eliminating emotional reactions to the speaker, and cutting down on interruptions. Clarity of speech includes not only tone, pitch, and rate of speaking, but also clarity of thought and expression. Secretaries should learn the art of thinking logically as they are conversing to avoid missing important points, needlessly repeat

words, or get confused. Moreover, in order to be an effective speaker, a secretary should avoid slang, control their breathing and always remember that effective speech is short, simple, and polite. Another important skill for secretaries is reading. To be more professional, a secretary should read at least one daily newspaper, one weekly news review, and business books, articles, or magazines. A secretary can be a more interesting person by reading all of these publications. The last important skill is writing. A secretary should have the ability to write letters, memoranda, and other documents for their routine jobs and when their employer is away (Anderson, R. T., 1970).

2.4.3 Secretary's Duties

A secretary is an essential business partner omnipresent in almost every type of organization that helps employers or executives to complete their responsibilities. In the view of Jennings (1981), executives handle problems, develop policies, make decisions, plan and organize for future operations. Effective secretaries must be use their expertise to assist their executives. Therefore, there are a number of routine duties that secretaries must be able to perform. The duties of a secretary usually depend on the responsibility of their employers or executives and the nature of the organization. However, the routine duties and tasks for secretary are as follows (Careerplanner.com, 2015):

- Read, check spelling, and analyze incoming documents such as memoranda, letters, reports, contracts, minutes of meetings, and others;
- Open, categorize, and distribute correspondence, including posts, faxes, and emails;
- Prepare and reply to correspondences, including posts, faxes, and emails;
- Sort, file, and destroy corporate documents in the correct way;
- Greet and entertain customers or visitors;
- Perform basic of office duties such as answering phone calls, ordering supplies, sharing information, dealing with other people, etc.;
- Prepare, manage, and maintain schedules for executives;

- Make arrangements for appointments and meetings of management team, board, committee and others;
- Make travel arrangements and clear expenses for executives;
- Collect data, analyze, conduct research, and prepare documents and presentations for meetings;
- Attend meetings;
- Record, note, transcribe, and distribute minutes of meetings;
- Meet with individuals, special groups, and others on behalf of executives and board of directors;
- Prepare documents and presentations by using office programs or software; and
- Put up and oversee the policies and procedures of organizations.

One study on a secretary's duties surveyed 350 experienced secretaries and found that there are several hundred specific duties that secretaries perform; however, the following ten duties were most frequent:

- Take and transcribe dictation;
- File general and personal correspondences, and records;
- Read and sort mails;
- Place, receive, telephone calls;
- Make and keep records of appointments;
- Compose written communication;
- Receive customers and meet the public;
- Requisition supplies;
- Type from the employer's longhand notes; and
- Make hotel reservations.

Secretaries are expected to have a high level in various skills and accuracy is considered more important than speed.

2.4.4 The Qualifications of an Effective Secretary

This section will be useful for secretaries, executive assistants, or even other people in this field to know what are the expectations are for a perfect secretary from employer's views. Additionally, the information in this section can help

candidates to present themselves in job interviews. The most important qualifications of an effective secretary are as follows (Stroman, 2004):

- Punctuality;
- Dependability;
- Ability to learn;
- Willingness to follow instructions;
- Loyalty; and
- Confidentiality.

2.4.5 The Relationship between Secretaries and Executives

The first responsibility of a secretary is their employer. In addition, in order to be effective secretaries enough, they should know and understand the bosses as an individual with their real personality, be fully aware about business problems and goals, and can be the best helper to their boss to become a more productive member of the management team. A secretary is required to assume heavy responsibilities, help to formulate new company policies, and work under pressure. A good relationship between secretaries and their bosses is crucial to success, as every company depends on good relations between employees and the person who hired them. (Anderson, 1970).

To summarize, a secretary is one of the most important persons in successful organizations. An administrative assistant works as a vital link between management teams, staff, and even people outside the organization (Stevens, 1993). Therefore, communication is an essential skill for effective secretaries. Moreover, they should not only have the ability to communicate in their mother tongue, but also in English language, which was the most widely used language in business around the world (Bollag, 2000).

Accordingly, the researcher aimed to investigate the needs and barriers regarding the English communication skills of Thai secretaries. The results of this study will benefit secretarial professionals in terms of enabling them to realize the importance of English language and increasing opportunities in their working life.

In the next section, the related studies on needs, problems, and barriers in English communication skills are reviewed.

2.5 RELEVANT RESEARCH

This section is a review of five previous related studies that explored the needs and barriers of English language skills in the workplace.

Al-Tamimi and Shuib (2010) studied the English language needs of students who were studying petroleum engineering at Hadhramout University of Science and Technology. The study was conducted using a questionnaire distributed to 81 participants in their fourth and final year in 2006-2007. The findings showed that the students need more English language course because the current English courses are insufficient to meet their needs.

Khamkaew (2009) surveyed the needs and problems in English listening and speaking skills of the metropolitan police officers at counter service at Chana Songkram police station. The results indicated that the metropolitan police officers considered the English language skills important to their job and they need to use it in various ways. In particular, listening skills were the problem that often occurred for them with the foreigners and the major problem with speaking skills were using basic expressions, pronunciation, and speaking in complete sentences.

A study of problems and needs for English communication improvement of hotel front office staff at hotels in Bangkok conducted by Chantanont (2012) revealed that the participants have “moderate” proficiency in listening and a “high” level of proficiency in speaking English. Their major problem was listening skills, as most participants were unable to catch the words when native speakers speak. Lack of vocabulary was the main cause of English speaking problems. Therefore, course that the participants need to attend is a speaking and listening course in order to improve their communication proficiency.

Chenaksara (2005) conducted a needs analysis for English Communication Skills of Thai Airways International Cabin Crew. The study explored the problem of English communication skills and analyzed the needs of English communication training course to improve their English skills. The respondents were 330 cabin crew members. The findings showed that speaking and listening skills were their major problems. The cause of listening problems was accents of foreigner customers, particularly Australian and Indian accents. According to the results of this study, the

Thai cabin crewmembers need English communication training courses every six months and the class size should be no more than 7-12 persons.

Srisitanon (2009) investigated the intercultural communication problems of employees at Precious Public Company Limited. The purpose of the study was to identify the problems of Thai employees when using English communication in their workplace, to determine the cause of that problem, to find out employees' attitude toward their foreign colleagues, and to measure the level of effective communication in the company. The participants were 100 Thai employees. The findings showed that English communication skills were a major problem for Thai employees and the biggest problem in their minds were writing followed by reading, speaking, and listening. The causes of the problem were a lack of grammar, difficult words, idiomatic expressions, and slang.

Tatti (2007) surveyed the needs of Thai dance trainers at a college of dramatic arts in developing their course to be more international through using English language skills. The results of the study showed that the most important skill to improve their course was listening followed by speaking and reading skills while writing was considered as the least needed skill for improving their course.

A study by Krabuansaeng (2011) investigated the needs and problems of Thai Human Rights Defenders (HRDs) in using English language skills for their advocacy work. A questionnaire was distributed to 72 Thai HRDs. The results showed that listening was the most essential skill for their work followed by speaking, reading, and writing. The findings can be used as a guideline to design an effective English language training course for Thai HRDs.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to investigate needs and barriers in English communication skills of Thai secretaries, which will benefit persons interested to be secretaries in order to understand needed skills to be more effective and to get more opportunities in their working life (Alessandra & Hunsaker, 1993).

The data collection consisted of survey questionnaires, open-ended questions, and interviews. For analysis, the three processes were blended throughout the study: collection, coding, and analysis of data (Glaser & Strauss, 1967).

This chapter describes: (1) participants, (2) materials, (3) procedures used for data collection, and (4) data analysis.

3.1 PARTICIPANTS

The participants of this study were members of the Women Secretaries and Administrative Professionals Association of Thailand (WSAT) who had been working in this field and had experiences of not less than two years. The WSAT was founded on April 11, 1968 to support Thai secretaries. Nowadays, the WSAT has more than 2,000 members, but only some members are active or join the activities in this association.

The other group of participants in this study was executives working in high positions with secretaries or administrative assistants supporting their work. Convenience sampling was used in this study. The participants who agreed to be interviewed were asked about the qualifications in English communication that secretaries should have in order to be a professional in their opinions from both the executive and secretary sides.

3.2 MATERIALS

The research instruments in this study were questionnaires and interviews. The questionnaire was created in English language first before being translated to Thai. The Thai questionnaire was used as the main research instrument in the study.

There were two sets of questionnaires: 1) the questionnaire for secretaries, and 2) the questionnaire for executives.

The questionnaire for secretaries was designed and adapted to investigate the needs and barriers of Thai secretaries when they use English communication skills. The questionnaire for secretary was divided into three parts; 1) general background information, 2) level of needs in English communication skills for secretaries, and 3) level of barriers in English communication skills for secretaries. Meanwhile, the questionnaire for the executives was divided into two parts; 1) general background information and 2) level of needs in English communication skills for secretaries to investigate the differences in the perspectives between executives and secretaries.

The general background information section was designed to collect the personal information of the participants. The information consisted of gender, age, nationality, education level, working experience, needs of English language skills, and their ability level in English communication skills. The last question in this part asked the respondents to rate on a five-point Likert scale. The criteria used for scoring were:

5	means	Excellent
4	means	Good
3	means	Fair
2	means	Poor
1	means	Very poor

In the valuation process, equal interval classification was used to divide the weighted mean score, with each class composed of equal value (Slocum, 1999). The scores were extrapolated to indicate the level of English communication skill proficiency.

$$\begin{aligned}
 \text{Class Interval} &= \frac{\text{Highest Value} - \text{Lowest Value}}{\text{Number of Classes}} \\
 &= \frac{5 - 1}{5} \\
 &= 0.80
 \end{aligned}$$

The meaning of mean score:

Mean score	4.21 – 5.00	means	Excellent
	3.41 – 4.20	means	Good
	2.61 – 3.40	means	Fair
	1.81 – 2.60	means	Poor
	1.00 – 1.80	means	Very poor

The second part contained twenty-six questions that focused on the needs in English communication skills of Thai secretaries when they use English communication skills in their workplaces. The first twenty-four questions aimed to find out the degree of needs in the English communication skills of Thai secretaries. The participants were asked to rate these on a five-point Likert scale. The criteria used for scoring were:

5	means	Extremely high
4	means	High
3	means	Moderate
2	means	Low
1	means	Extremely low

For interpreting the mean score in this part, the weighted mean scores were measured and separated by equal value into each range using equal interval classification (Slocum, 1999) as follows:

$$\begin{aligned}
 \text{Class Interval} &= \frac{\text{Highest Value} - \text{Lowest Value}}{\text{Number of Classes}} \\
 &= \frac{5 - 1}{5} \\
 &= 0.80
 \end{aligned}$$

The meaning of the mean score:

Mean score	4.21 – 5.00	means	Extremely high
	3.41 – 4.20	means	High
	2.61 – 3.40	means	Moderate
	1.81 – 2.60	means	Low
	1.00 – 1.80	means	Extremely Low

In the last two questions, the participants were asked to give their opinions about English communication skills and their working life.

The final part of the questionnaire for secretaries contained twenty-seven questions; the first twenty-four questions focused on the level of barriers in English communication skills, and the participants were asked to rate these on a five-point Likert scale. The criteria used for scoring were:

5	means	Extremely high
4	means	High
3	means	Moderate
2	means	Low
1	means	Extremely low

The mean score in this part were used to present the level of barriers in using English communication skills of secretaries. To define the class interval and interpret the mean score, Slocum (1999) suggests the formula to classify equal value in each class as follows:

$$\begin{aligned}
 \text{Class Interval} &= \frac{\text{Highest Value} - \text{Lowest Value}}{\text{Number of Classes}} \\
 &= \frac{5 - 1}{5} \\
 &= 0.80
 \end{aligned}$$

The meaning of the mean score:

Mean score	4.21 – 5.00	means	Extremely high
	3.41 – 4.20	means	High
	2.61 – 3.40	means	Moderate
	1.81 – 2.60	means	Low
	1.00 – 1.80	means	Extremely Low

In the last three questions, the participants were asked to give their opinions about the causes and appropriate solutions to problems with English communication skills.

The questionnaire for executives was divided into two parts: 1) general background information and 2) level of needs in English communication skills for secretaries. The first part contained six questions: gender, age, education level, type of business, their own secretary, and their working experience. The last part contained twenty-seven questions that focused on the needs in English communication skills for secretaries. The first twenty-four questions sought to find out the degree of needs in English communication skills of Thai secretaries. The participants were asked to rate these on a five-point Likert scale. The criteria used for scoring were:

5	means	Extremely high
4	means	High
3	means	Moderate
2	means	Low
1	means	Extremely low

The weighted mean score were divided into ranges as follows using equal interval classification (Slocum, 1999).

$$\begin{aligned}
 \text{Class Interval} &= \frac{\text{Highest Value} - \text{Lowest Value}}{\text{Number of Classes}} \\
 &= \frac{5 - 1}{5} \\
 &= 0.80
 \end{aligned}$$

The meaning of the mean score:

Mean score	4.21 – 5.00	means	Extremely high
	3.41 – 4.20	means	High
	2.61 – 3.40	means	Moderate
	1.81 – 2.60	means	Low
	1.00 – 1.80	means	Extremely Low

In the last three questions, the participants were asked to give their opinions about English communication skills for secretaries' career.

All of questions in this study were developed from many theories to ensure validity as follows:

Framework

- People who have higher English skills will have more opportunities in today's world of business (Marilyn, 2006).
- The impact of communication problems was presented by Erreygers and Jacobs (2006), who maintains that communication errors often occur. English communication is one of the most important things required from all of businesses to deal with competition in business markets.

Questionnaire

- Are English language skills necessary for your career?
- What are the problems you face when using English communication skills in your workplace?

The other research instrument in this study was interviews to get more information from the secretaries and executives. The interviews were divided into two groups: 1). secretaries and 2). executives. The interview questions for the secretaries included 10 questions as follows:

1. What is your company's business?
2. What are the duties or responsibilities in your position?
(Give example)
3. How have you been working in this secretarial position?
4. How often do you use English communication skills in your job?
5. What kind of your tasks requires for using English communication skills? (Give examples)
6. In your opinions, what is the most significant in using English communication skills for your work? Why?
7. Do you have any problems when you use English communication skills in your workplace? What are they?

8. What are the methods or solutions to solve those problems? Please explain.
9. In your opinions, do your English communication skills need improvement? Why?
10. In your views, is there any related between English skills and career opportunities? How?

The interview questions for the executives included 10 questions as follows:

1. What is your company's business?
2. How long have you been working in executive position?
3. How many secretaries are under your responsibility?
4. What are your company's criteria for secretary recruitment?
5. In your opinions, how important are English communication skills for secretaries in your workplace?
6. In your opinions, what is the most important English communication skill for the secretarial position?
7. Does your secretary have any problems about English communication skills?
8. For your secretary, do they have any methods or solutions to solve those problems? How?
9. Do you think that your secretary should improve their English communication skills? Why?
10. In your opinions, is there a relationship between English communication skills and career opportunities? How?

3.3 PROCEDURES

Close-ended and open-ended questions were drafted based on a review of similar research from the direct experiences of persons who work as a secretaries and suggestions from the advisor. The questionnaires were piloted with five persons who had been working as secretaries and executives in order to get recommendations for revising the questionnaire. The final version of questionnaire

was distributed to the participants who were working as secretaries and executives, and members of The Women Secretaries and Administrative Professionals Association of Thailand (WSAT).

Data Collection

The questionnaire was distributed to Thai secretaries and executives at the 48th Annual General Meeting on February 18, 2016 at Dusit Thani Bangkok Hotel.

3.4 DATA ANALYSIS

As this research design was mixed methods including qualitative and quantitative, questionnaires and interviews were used to collect the data in this study. The results from the questionnaire were grouped and analyzed using the Statistical Package for the Social Sciences (SPSS) version 17.0, and compared the results by using T-test value. The data collected from the questionnaires is illustrated in frequency, percentage, mean, and standard deviation. Qualitative data was obtained from open-ended questions and interviews. The qualitative data was recorded and transcribed, grouped by theme, listed frequency, and rearranged by the number of agreements. The results were used to describe the needs and problems of Thai secretaries when using English communication skills and the most important qualifications for effective secretaries from the perspectives of both executives and secretaries. All of the results were itemized and briefly described in the next chapter.

CHAPTER 4

RESULTS

The previous chapter clarified the research methodology, the participants, materials, procedures, and data analysis of the study. This chapter reports the findings from the data analysis of the collected data through questionnaires obtained from 50 secretary members of the WSAT and 10 executives to find out the answers for the research questions proposed in chapter 1. The Statistical Package for the Social Sciences (SPSS) version 17.0 was used to analyze the collected data in terms of frequency, percentage, mean, and standard deviation. The findings in this study are divided into four parts according to the questionnaires and interviews.

The first part presents the general background information of the respondents from the secretaries and executives.

The second part shows the level of needs in English communication skills for the secretary career and comparative results between secretaries' and executives' perspectives regarding the needs for English communication skills.

The third part explains the level of barriers when using English communication skills of Thai secretaries.

The last part reveals the opinions of secretaries and executives from the interviews.

4.1 THE RESULTS FROM THE QUESTIONNAIRES

4.1.1 General Background Information of the Respondents

Secretary Group

Seventy-five questionnaires were distributed to secretary members of WSAT and only fifty completed questionnaires were returned. The first part of the secretaries' questionnaire sought general background information of the respondents including gender, age, education level, working experience, kind of business, English language skills needed, and the level of the English communication skills proficiency of respondents as shown in the following tables.

Table 4.1

Gender of Secretaries

Gender	Frequency	Percentage
Female	50	100.0
Total	50	100.0

Table 4.1 shows that all of the secretary respondents were female (100%)

Table 4.2

Age of Secretaries

Age	Frequency	Percentage
26 - 30	2	4.0
31 - 35	6	12.0
36 - 40	7	14.0
41 - 45	6	12.0
46 or above	29	58.0
Total	50	100.0

Table 4.2 presents that the most of the secretary members of WSAT were 46 years or above (58%), followed by 36 - 40 (14%), 31 - 35 and 41 - 45 (12%), and 26 - 30 (4%).

Table 4.3

Education Level of Secretaries

Education Level	Frequency	Percentage
Below Bachelor's Degree	8	16.0
Bachelor's Degree	35	70.0
Master's Degree	7	14.0
Total	50	100.0

Table 4.3 reveals that the majority of respondents (70%) held a bachelor's degree followed by below bachelor's degree (16%) and the rest of them (14%) had an education of the master's degree level.

Table 4.4

Working Experience in Secretarial Field

Working Experience	Frequency	Percentage
Less than 1 year	1	2.0
1 - 5 years	11	22.0
6 - 10 years	7	14.0
More than 10 years	31	62.0
Total	50	100.0

Table 4.4 indicates that the most of respondents had working experience in the secretarial field of more than 10 years (62%) and the rest of them (2%) had working experience of less than 1 year.

Table 4.5

Type of Business (Secretary)

Type of Business	Frequency	Percentage
Trading	2	4.0
Manufacturing	8	16.0
Transportation	1	2.0
Legal	2	4.0
Real Estate	5	10.0
Petroleum	14	28.0
Financial	1	2.0
Service	11	22.0
Advertisement	2	4.0
Auditor	2	4.0
Education	1	2.0
Construction	1	2.0
Total	50	100.0

Table 4.5 shows that the respondents came from different business backgrounds, with the majority working in the petroleum business (28%), followed by service (22%), and manufacturing business (16%); meanwhile, none of them came from agricultural and retailer businesses.

Table 4.6

The Needs of Using English Communication Skills for Secretaries

Needed	Frequency	Percentage
Yes	49	98.0
No	1	2.0
Total	50	100.0

Table 4.6 shows that 49 out of 50 respondents need to use English language skills in their work (98%).

Table 4.7

The Evaluation of English Communication Skills Proficiency

Skills	Excellent		Good		Fair		Poor		Very Poor		Mean	S.D.	Level of Proficiency
	F	%	F	%	F	%	F	%	F	%			
Listening	12	24.0	25	50.0	12	24.0	1	2.0	0	0.0	3.96	0.76	Good
Speaking	12	24.0	19	38.0	17	34.0	2	4.0	0	0.0	3.82	0.85	Good
Reading	13	26.0	23	46.0	13	26.0	1	2.0	0	0.0	3.96	0.78	Good
Writing	9	18.0	23	46.0	15	30.0	3	6.0	0	0.0	3.76	0.82	Good
											3.88	0.76	Good

As shown in Table 4.7, the respondents' evaluation of their English listening skill proficiency indicates that half of them (50%) rated themselves as 'good', 24% of them rated themselves as excellent and fair, while only 2% of them rated themselves at a poor level of English listening skill proficiency.

For speaking skill, the table above shows that the majority (38%) rated themselves as 'good', followed by 'fair' at 34%, and 4% of them rated themselves at a poor level of English speaking skill proficiency.

Regarding reading skill, almost 50% of respondents evaluated themselves as 'good', followed by 'excellent' and 'fair' at 26%; only 2% rated themselves at a poor level of proficiency in English reading skill.

In terms of writing skill, most of respondent (46%) assessed themselves as 'good', followed by 'fair' at 30%; the rest of them (6%) assessed themselves as having a 'poor' level of proficiency in English writing skill.

As can be clearly seen, all of the respondents' English communication skill proficiency was estimated at a good level with the average mean score of 3.88, SD = 0.76. Listening and reading skills were rated as the highest proficiency (3.96), whereas speaking and writing skills were rated with low mean scores of 3.82 and 3.76.

Executive Group

A total of 15 questionnaires were distributed to executives and only 10 completed questionnaires were returned. The first part of the executives' questionnaire sought general background information including gender, age, education level, secretary, and working experience of the executives as shown in the following tables.

Table 4.8

Gender of Executives

Gender	Frequency	Percentage
Male	6	60.0
Female	4	40.0
Total	10	100.0

Table 4.8, shows that more than half of executives (60%) were male, and the remainder (40%) were female.

Table 4.9

Age Range of Executives

Age	Frequency	Percentage
26 - 30	1	10.0
41 - 45	1	10.0
46 or above	8	80.0
Total	10	100.0

Table 4.9 presents that most of the executives in this study were 46 years or above (80%), whereas the rest of respondents were 26 - 30, and 41 - 45 years at only 10%.

Table 4.10

Education Level of Executives

Education Level	Frequency	Percentage
Bachelor's Degree	6	60.0
Master's Degree	3	30.0
Doctoral Degree	1	10.0
Total	10	100.0

The data shown in Table 4.10 indicates that the majority of respondents (60%) held a bachelor's degree, while 30% of them had earned master's degrees, and 10% had doctoral degrees.

Table 4.11

Having a Secretary or Assistant

Secretary / Assistant	Frequency	Percentage
Yes	9	90.0
No	1	10.0
Total	10	100.0

Table 4.11 shows that most of the executive respondents (90%) had their own secretary or assistant.

Table 4.12

Type of Business (Executives)

Type of Business	Frequency	Percentage
Trading	2	20.0
Transportation	1	10.0
Petroleum	6	60.0
Service	1	10.0
Total	10	100.0

Table 4.12 presents that more than half of the executive respondents (60%) were working in positions related to the petroleum business, 2% were in trading, and 1% worked in transportation, and service businesses.

Table 4.13

Working Experience of Executives

Working Experience	Frequency	Percentage
1 - 5 years	2	20.0
More than 10 years	8	80.0
Total	10	100.0

The results in Table 4.13 indicates that 80% of the executive respondents in this study had working experience in the executive field of more than 10 years, while 20% had only 1 - 5 years.

4.1.2 Level of Needs in Using English Skills for Secretaries

Secretary Group

The second part of the secretaries' questionnaire sought the level of needs in using English communication skills for their job duties to answer the first research question.

Table 4.14

Level of Needs in Using English Listening Skill (Secretaries' Perspective)

Listening Skill	Mean	S.D.
1. Listening and understanding assignments from executives	4.36	0.88
2. Listening to the information from foreigners	4.32	0.79
3. Listening to the information by telephone call	4.14	0.97
4. Listening to the notifications, suggestions, job descriptions, warning, notification, and other instruction from every projects.	4.06	0.91
5. Listening to the presentation and academic lecture	4.02	0.96
6. Listening to the other's opinion in the meeting, training, and seminar	3.80	0.97
	4.12	0.80

The results of needs' level in using English listening skill based on the duties of the respondents are presented in Table 4.14. The respondents strongly agreed with the needs of listening and understanding assignments from the executives with the highest mean score of 4.36 (SD = 0.88). Listening to the

information from foreigners (mean score = 4.32, SD = 0.79) and listening to the others' opinions in meetings, training, and seminars were the least needed English listening skill of respondents in this study (mean score = 3.80, SD = 0.97). The average mean score of listening skill was at the high level of needs.

Table 4.15

Level of Needs in Using English Speaking Skill (Secretaries' Perspective)

Speaking Skill	Mean	S.D.
7. Asking and confirming the executives' assignments	4.06	1.02
8. Communicating with foreigners colleagues	4.20	1.03
9. Communicating with other foreigners	4.08	1.01
10. Asking for more information and giving advice both in and out of organization	3.86	1.09
11. Informing work management detail and other information to the others	3.86	0.97
12. Expressing your opinion, feeling, and thought	3.90	1.02
	3.99	0.88

As can be seen in Table 4.15, the respondents strongly agreed that they need to use English speaking skill the most for communicating with foreign colleagues (mean score = 4.20, SD = 1.03) and communicating with other foreigners (mean score = 4.08, SD = 1.01). The least needed English speaking skill for respondents were asking for more information and giving work management details and other information to others with the same mean score of 3.86 (SD = 1.09, 0.97). This suggests that the speaking skill was at a high level of needs.

Table 4.16

Level of Needs in Using English Reading Skill (Secretaries' Perspective)

Reading Skill	Mean	S.D.
13. Reading email, letter, memorandum from coordinators	4.46	0.71
14. Reading magazine, newspaper, journal, and other academic article	3.94	1.00

Table 4.16 (Cont.)

Level of Needs in using English Reading Skill (Secretaries' Perspective)

Reading Skill	Mean	S.D.
15. Reading a document of the meeting, training, and seminar	4.06	0.89
16. Reading official letter, memorandum of understanding, and other contract.	4.06	0.96
17. Reading overall operation report	3.76	1.08
18. Reading introduction, instruction of application form, and notification document	4.08	0.97
	4.06	0.78

As clearly be seen from the level of needs in using English reading skill of respondents in Table 4.16, reading emails, letters, and memoranda from coordinators had the highest mean score of 4.46 (SD = 0.71), followed by reading introductions, instructions of application forms, and notification documents (mean score = 4.08, SD = 0.97). The lowest mean score of English needed reading skill was reading overall operation reports with the mean score of 3.76, SD = 0.97). This suggests that the reading skill was at a high level of needs.

Table 4.17

Level of Needs in Using English Writing Skill (Secretaries' Perspective)

Writing Skill	Mean	S.D.
19. Writing or respond email	4.36	0.85
20. Writing the letter or memorandum	4.10	0.95
21. Making a meeting document, agenda, and minutes of meeting	3.76	1.04
22. Making a short note in the meeting, training, or seminar	3.72	1.07
23. Making a progress or monthly report to the executives	3.68	1.11
24. Filling in a form	3.98	0.98
	3.93	0.82

Table 4.17 presents the respondents' level of needs in using English writing skill. The results in the table above indicate that writing or responding email was the most

needed English writing skill with the highest mean score of 4.36, SD = 0.85. Writing letters or memoranda had the second highest mean score of 4.10, SD = 0.95 was the second most needed activity of English writing skill in respondents' opinions. The least needed skill was doing progress or monthly reports with the lowest mean score of 3.68, SD = 1.11). This suggests that the writing skill was at a high level of needs.

Table 4.18

The Level of Needs in Using English Communication Skills for Secretaries from Secretaries' Perspective (4 skills).

English Communication Skills	Mean	S.D.	Level of Needs
Listening	4.12	0.80	High
Speaking	3.99	0.88	High
Reading	4.06	0.78	High
Writing	3.93	0.82	High

According to the results from Table 4.14 to 4.17, the level of need in using English communication skills of the respondents who were working as secretaries or assistants of executive shows that listening skill was the most needed English skill with the highest mean score of 4.12 (SD = 0.80). The second highest mean score was reading (mean score = 4.06, SD = 0.78), followed by speaking skill (mean score = 3.99, SD = 0.88) and writing was the least needed English skills for respondents with the lowest mean score of 3.93 (SD = 0.82). To sum up the level of needs in using English communication skills of secretaries from respondents who were secretaries, all skills were at a high level of needs in using English communication skills for secretarial jobs based on interpreting the mean score range.

Table 4.19

The Need of English Skills Improvement

Need to Improve	Frequency	Percentage
Yes	40	80.0
No	10	20.0
Total	50	100.0

As shown in Table 4.19, the need of English skill improvement, the majority of respondents (80%) need more English training courses or other methods to improve their English communication skills.

The last question in the secretaries' questionnaire in Part 2 was an opened-ended question. It was used to obtain the respondents' opinions and suggestions about English training courses or other methods that they need to improve their English communication skills.

The question was:

“Please give more suggestions on what type of English training course or other methods that you need the most to improve your English communication skills?”

Table 4.20

Suggestions from the Respondents

Suggestion from the respondents in order to improve secretary's English communication skills	Agreed (Number of respondents)
Practice more English writing skill	7
Practice more English speaking skill	7
Practice more English communication skill (listening, speaking, reading, writing)	6
Practice more English listening skill	4
Do activities in English language (game, movie, meeting, etc)	3
Join the English communication training course for secretary	2
Make a presentation in English language	1
Learn more grammar	1
No suggestion	19

As can be seen from Table 4.20, seven respondents suggested that secretaries should practice more English writing. One respondent said, “Writing concisely with easy business word can help secretary to improve their English skills and other people will understand more quickly”; likewise, with speaking skill, seven respondents agreed that practicing speaking can help them to be familiar with English language and have more self-confidence to communicate with native speakers.

On the other hand, six respondents suggested that “All skills of English communication; listening, speaking, reading, and writing are also have the same important level”; therefore, those who want to be more efficient in English language should practice all skills.

The other group of respondents suggested that listening skill improvement was the most important; they thought that “The first step of communication was listening and comprehension”, while nineteen respondents didn’t have any suggestions for this question.

Executive Group

This section sought the level of English communication skills needed in workplace for the secretarial career from the executives’ perspective in order to compare the opinions between the secretaries and executives and to answer the fourth research question. “Is there any differences between secretaries’ and executives’ perspective regarding the needs for English communication skills?”. The collected data from executive respondents is shown in the following tables.

Table 4.21

Level of Needs in Using English Listening Skill for Secretaries (Executives’ Perspective)

Listening Skill	Mean	S.D.
1. Listening and understanding assignments from executives	4.60	0.70
2. Listening to the information from foreigners	4.30	0.82
3. Listening to the information by telephone call	4.30	1.06
4. Listening to the notifications, suggestions, job descriptions, warning notification, and other instruction from every project.	4.20	0.63
5. Listening to the presentation and academic lecture	4.10	0.57
6. Listening to the other's opinion in the meeting, training, and seminar	3.90	0.74
	4.23	0.55

As the results shown in Table 4.21 reveals, the majority of executive respondents stated that listening to and understanding assignments from executives was the most needed listening skill for secretaries with the highest mean score of 4.60 (SD = 0.70). The second highest proportion with a mean score of 4.30 was listening to

information from foreigners and through telephone calls (SD = 0.82, 1.06). The lowest need in listening skill was listening to others' opinions in meetings, trainings, and seminars (mean score = 3.90, SD = 0.74). This indicates that listening skill was at an extremely high level of needs.

Table 4.22

*Level of Needs in Using English Speaking Skill for Secretaries
(Executives' Perspective)*

Speaking Skill	Mean	S.D.
7. Asking and confirming the executives' assignments	4.30	0.82
8. Communicating with foreigners colleagues	4.30	0.48
9. Communicating with other foreigners	4.10	0.88
10. Asking for more information and giving advice both in and out of organization	4.20	0.79
11. Informing work management detail and other information to the others	3.90	0.99
12. Expressing your opinion, feeling, and thought	3.90	0.88
	4.12	0.62

As can be seen from the results in Table 4.22, asking about and confirming executives' assignments and communicating with foreigner colleagues were the most needed speaking skills for secretaries from executives' perspective with the highest mean score of 4.30 (SD = 0.82, 0.48); this was followed by asking for more information and giving advice both inside and outside of the organization (mean score = 4.20, SD = 0.79); the least needed speaking skill was informing about work details and other information to others and expressing opinions, feelings, and thoughts with the same mean score of 3.90 (SD = 0.99, 0.88). This indicates that speaking skill was at a high level of needs.

Table 4.23

*Level of Needs in Using English Reading Skill for Secretaries
(Executives' Perspective)*

Reading Skill	Mean	S.D.
13. Reading email, letter, memorandum from coordinators	4.60	0.70
14. Reading magazine, newspaper, journal, and other academic article	3.80	0.79

Table 4.23 (Cont.)

*Level of Needs in Using English Reading Skill for Secretaries
(Executives' Perspective)*

Reading Skill	Mean	S.D.
15. Reading a document of the meeting, training, and seminar	4.00	0.47
16. Reading official letter, memorandum of understanding, and other contract.	4.30	0.82
17. Reading overall operation report	3.90	0.74
18. Reading introduction, instruction of application form, and notification document	3.90	0.74
	4.08	0.56

Table 4.23 shows that the most needed reading skill for secretaries was reading emails, letters, memoranda from coordinators (mean score = 4.60, SD = 0.70) and reading official letters, memoranda of understanding, and other contracts had the second highest mean score of 4.30, SD = 0.82. The lowest mean score 3.80, SD = 0.79 was reading magazines, newspapers, journals, and other academic articles (mean score = 3.80, SD = 0.79), which was the least needed reading skill for English communication of secretaries in executives' opinions. This indicates that reading skill was at a high level of needs.

Table 4.24

*Level of Needs in Using English Writing Skill for Secretaries
(Executives' Perspective)*

Writing Skill	Mean	S.D.
19. Writing or responding email	4.80	0.42
20. Writing the letter or memorandum	4.50	0.53
21. Making a meeting document, agenda, and minutes of meeting	4.20	0.79
22. Making a short note in the meeting, training, or seminar	4.10	0.74
23. Making a progress or monthly report to the executives	4.10	0.88
24. Filling in a form	4.00	0.67
	4.28	0.49

The most needed English writing activity for secretary was writing or responding to emails (mean score = 4.80, SD = 0.42) as shown in Table 4.24 and the secondary activity was writing a letter or memoranda (mean score of 4.50, SD = 0.53); filling in a form was the least needed activity with the lowest mean score of 4.00, SD = 0.67). This suggests that the writing skill was an extremely high level of needs.

Table 4.25

The Level of Needs in Using English Communication Skills for Secretaries from Executives' perspective (4 skills).

English Communication Skills	Mean	S.D.	Level of Needs
Listening	4.23	0.55	Extremely High
Speaking	4.12	0.62	High
Reading	4.08	0.56	High
Writing	4.28	0.49	Extremely High

Table 4.25 presents the level of needs in using English communication skills for secretaries or administrative assistants from executives' perspective. The results showed that writing skill was the most needed skill for secretaries to use in the workplace (mean score = 4.28, SD = 0.49); listening skill was the second needed English skill with a mean score of 4.23 (SD = 0.55), followed by speaking skill (mean score = 4.12, SD = 0.62) and reading skill (mean score = 4.08, SD = 0.56) was the least needed skill. To recap, the level of needs in using English communication skill of secretaries form executives' perspective, writing and listening skills were at an extremely high level of needs, while reading and speaking were at a high level of needs with respect to using English communication skill for secretaries' jobs based on interpreting the mean score range.

Table 4.26

Career Opportunities and English Communication Skill Abilities

Receive More Opportunities	Frequency	Percentage
Yes	10	100.0
Total	10	100.0

According to the results shown in the table above, everyone in the executive group agreed that the English communication skill abilities of secretaries were related to their career opportunities (100%).

The last section of the executives' questionnaire (Part 2) was an open-ended question used to obtain the respondents' opinions and suggestions about training courses or other methods to support improvement of their secretarial English skills.

Question number 26 was;

“In your opinions, do you agree that it is important to support secretaries' English skills improvement by creating training courses? How?”

Table 4.27

Executives' Opinions in Creating English Training Courses for Secretaries' English Skills Improvement.

Opinion from the respondents in order to support secretary English skills improvement	Number of respondents
Agreed (to support secretary)	8
No suggestion	2

According to Table 4.27, two respondents didn't have any suggestions, while eight respondents agreed that English skills improvement is important for secretaries' careers because an secretary is representative of executive in today's business world; in addition, they are coordinators between their bosses and other people. Therefore, in order to be an efficient coordinator, they must improve their communication not only in Thai but also in English language skills. Executives should receive clear information from their secretary or administrative assistant for effective decision making.

One respondent said, “Absolutely agreed that secretary should keep learning and practicing more English communication skills, because secretary is the first step for other people before contact to the executive.”

“Completely agreed, because secretary is the person who should have enough efficiency to communicate with other people and executive, in order to pass on the important information or coordinate to the executives before they make a decision.”

Question number 27, asked for other suggestions.

Regarding the opinions for this question, the majority of respondents suggested that secretaries should keep learning and improving their English language; in addition, organizations or executives should support them to practice more English skills also, for example, creating a training course or pushing them to use English language in their workplaces.

One respondent said, “Create English training course from the lecturer who have real experiences to advise some good trick in order to improve secretary’s English skills.”

“Efficient secretary with good communication skills in English have opportunity in working and growing in their working more than other people who have not.”

To sum up, the executive respondents agreed that secretaries should improve their English skills because English skill abilities were related to their career opportunities in today’s business world.

4.1.3 Comparative Results between Secretaries’ and Executives’ Perspectives Regarding the Needs for English Communication Skills.

The results in this part were used to answer the fourth research question “Is there any differences between secretaries’ and executives’ perspectives regarding the needs for English communication skills?” by using Independent T-test at reliability of 95% to find out the results.

Table 4.28

Comparative Mean, Standard Deviation and T-test Scores on Listening English Skill.

Listening Skill	Secretary		Executive		t-value	Sig. (2-tailed)
	Mean	SD.	Mean	SD.		
1. Listening and understanding assignments from executives	4.36	0.88	4.60	0.70	0.81	0.42
2. Listening to the information from foreigners	4.32	0.79	4.30	0.82	-0.07	0.94
3. Listening to the information by telephone call	4.14	0.97	4.30	1.06	0.47	0.64
4. Listening to the notifications, suggestions, job descriptions, warning notification, and other instruction from every projects.	4.06	0.91	4.20	0.63	0.46	0.65

Table 4.28 (Cont.)

Comparative Mean, Standard Deviation and T-test Scores on Listening English Skill.

Listening Skill	Secretary		Executive		t-value	Sig. (2-tailed)
	Mean	SD.	Mean	SD.		
5. Listening to the presentation and academic lecture	4.02	0.96	4.10	0.57	0.25	0.80
6. Listening to the other's opinion in the meeting, training, and seminar	3.80	0.97	3.90	0.74	0.31	0.76
	4.12	0.80	4.23	0.55	0.44	0.66

Overall, the T-test scores showed no significant differences between the perspectives of secretaries and executives ($t = 0.44$, $\text{Sig} = 0.66 > 0.05$) regarding the needs of English listening skill for Thai secretaries.

Table 4.29

Comparative Mean, Standard Deviation and T-test Scores on Speaking English Skill.

Speaking Skill	Secretary		Executive		t-value	Sig. (2-tailed)
	Mean	SD.	Mean	SD.		
7. Asking and confirming the executives' assignments	4.06	1.02	4.30	0.82	0.70	0.49
8. Communicating with foreigners colleagues	4.20	1.03	4.30	0.48	0.30	0.77
9. Communicating with other foreigners	4.08	1.01	4.10	0.88	0.06	0.95
10. Asking for more information and giving advice both in and out of organization	3.86	1.09	4.20	0.79	0.94	0.35
11. Informing work management detail and other information to the others	3.86	0.97	3.90	0.99	0.12	0.91
12. Expressing your opinion, feeling, and thought	3.90	1.02	3.90	0.88	0.00	1.00
	3.99	0.88	4.12	0.62	0.42	0.67

The T-test scores for speaking skill in Table 4.29 show no significant differences between the perspectives of executives and secretaries regarding the speaking skill needed for Thai secretaries ($t = 0.42$, $\text{Sig} = 0.67 > 0.05$).

Table 4.30

Comparative Mean, Standard Deviation and T-test Scores on Reading English Skill.

Reading Skill	Secretary		Executive		t-value	Sig. (2-tailed)
	Mean	SD.	Mean	SD.		
13. Reading email, letter, memorandum from coordinators	4.46	0.71	4.60	0.70	0.57	0.57
14. Reading magazine, newspaper, journal, and other academic article	3.94	1.00	3.80	0.79	-0.42	0.68

Table 4.30 (Cont.)

Comparative Mean, Standard Deviation and T-test Scores on Reading English Skill.

Reading Skill	Secretary		Executive		t-value	Sig. (2-tailed)
	Mean	SD.	Mean	SD.		
15. Reading a document of the meeting, training, and	4.06	0.89	4.00	0.47	-0.31	0.76
16. Reading official letter, memorandum of understanding, and other contract.	4.06	0.96	4.30	0.82	0.74	0.46
17. Reading overall operation report	3.76	1.08	3.90	0.74	0.50	0.62
18. Reading introduction, instruction of application form, and notification document	4.08	0.97	3.90	0.74	-0.56	0.58
	4.06	0.78	4.08	0.56	0.09	0.93

Executives' and secretaries' perspectives regarding needs in using English reading skills were not significantly different ($t = 0.09$, $\text{Sig} = 0.93 > 0.05$).

Table 4.31

Comparative Mean, Standard Deviation and T-test Scores on Writing English Skill.

Writing Skill	Secretary		Executive		t-value	Sig. (2-tailed)
	Mean	SD.	Mean	SD.		
19. Writing or respond email	4.36	0.85	4.80	0.42	2.45	0.02
20. Writing the letter or memorandum	4.10	0.95	4.50	0.53	1.28	0.20
21. Making a meeting document, agenda, and minutes of meeting	3.76	1.04	4.20	0.79	1.26	0.21
22. Making a short note in the meeting, training, or seminar	3.72	1.07	4.10	0.74	1.07	0.29
23. Making a progress or monthly report to the executives	3.68	1.11	4.10	0.88	1.12	0.27
24. Filling in a form	3.98	0.98	4.00	0.67	0.06	0.95
	3.93	0.82	4.28	0.49	1.31	0.20

The total results of the t-value and Sig-value from all activities of English writing skill did not show significant differences ($t = 1.31$, $\text{Sig} = 0.20 > 0.05$), except writing or responding to e-mail ($t = 2.45$, $\text{Sig} = 0.02 < 0.05$).

4.1.4 Level of Barriers in Using English Skills of Secretaries

This is the last part of secretary's questionnaire. Arithmetic mean, standard deviation, and percentage were used in this part. The purpose of this part was to find out the level of problems the secretaries had when using English communication skills in their workplaces.

Table 4.32

Level of Barriers when Using English Listening Skill.

Listening Skill	Mean	S.D.
1. Listening and understanding assignments from executives	2.66	1.33
2. Listening to the information from foreigners	2.80	1.31
3. Listening to the information by telephone call	2.84	1.36
4. Listening to the notifications, suggestions, job descriptions, warning notification, and other instruction from every projects.	2.52	1.18
5. Listening to the presentation and academic lecture	2.82	1.21
6. Listening to the other's opinion in the meeting, training, and seminar	2.72	1.13
	2.73	1.16

As shown in Table 4.32, listening to the information in telephone calls was the biggest problem for the secretaries when were using English skills for their job in their workplaces with the highest mean score of 2.84 (SD = 1.36); the second biggest problem was listening to presentations and academic lectures (mean score = 2.82, SD = 1.21) and the least problem for them was listening to the notifications, suggestions, and job description from every project with the lowest mean score of 2.52 (SD = 1.18). This indicates that the listening skill was at a moderate level of barriers.

Table 4.33

Level of Barriers when Using Speaking Skill.

Speaking Skill	Mean	S.D.
7. Asking and confirming the executives' assignments	2.58	1.23
8. Communicating with foreigners colleagues	2.58	1.20
9. Communicating with other foreigners	2.62	1.18
10. Asking for more information and giving advice both in and out of organization	2.48	1.11
11. Informing work management detail and other information to the others	2.38	1.12
12. Expressing your opinion, feeling, and thought	2.48	1.20
	2.52	1.10

For secretaries' English speaking skill, communicating with other foreigners was the biggest barrier for secretaries in their workplaces with the highest mean score of 2.62, SD = 1.18. Asking and confirming executives' assignments and communicating with foreign colleagues followed this with a mean score of 2.58 (SD = 1.23, 1.20). The lowest barrier for them was informing work management details and other information to the others (mean score = 2.38, SD = 1.12). This suggests that the speaking skill was at a moderate level of barriers.

Table 4.34

Level of Barriers when Using Reading Skill.

Reading Skill	Mean	S.D.
13. Reading email, letter, memorandum from coordinators	2.34	1.12
14. Reading magazine, newspaper, journal, and other academic article	2.54	1.09
15. Reading a document of the meeting, training, and seminar	2.50	1.05
16. Reading official letter, memorandum of understanding, and other contract.	2.58	1.03
17. Reading overall operation report	2.56	1.03
18. Reading introduction, instruction of application form, and notification document	2.14	1.05
	2.44	0.98

As can be seen in Table 4.34, the biggest barrier skill for secretaries when using English reading skill was reading official letters, memoranda of understanding, and other contracts with the highest mean score of 2.58, SD = 1.03, followed by reading overall operation reports (mean 2.64, SD = 1.16). The least problem for them was reading introductions instruction of application forms, and notification documents (mean score = 2.14, SD = 1.05). This showed that the reading skill was at a low level of barriers.

Table 4.35

Level of Barriers when Using Writing Skill

Writing Skill	Mean	S.D.
19. Writing or respond email	2.58	1.18
20. Writing the letter or memorandum	2.62	1.16

Table 4.35 (Cont.)

Level of Barriers When Using Writing Skill

Writing Skill	Mean	S.D.
21. Making a meeting document, agenda, and minutes of meeting	2.64	1.16
22. Making a short note in the meeting, training, or seminar	2.74	1.17
23. Making a progress or monthly report to the executives	2.66	1.22
24. Filling in a form	2.40	1.18
	2.61	1.10

The average mean score from Table 4.35 shows that making a short note in meetings, trainings, or seminars was the biggest problem for secretaries when using English writing skill with the highest mean score of 2.74, SD = 1.17. The second biggest problem was making a progress or monthly report to the executives (mean score = 2.66, SD = 1.22). For the lowest mean score, the filling in a form was the smallest problem in English writing skill (mean score = 2.40, SD = 1.18). This indicates that the writing skill was at a moderate level of barriers.

Table 4.36

Level of Barriers in Using English Communication Skills

English Communication Skills	Mean	S.D.	Level of Barriers
Listening	2.73	1.16	Moderate
Speaking	2.52	1.10	Low
Reading	2.44	0.98	Low
Writing	2.61	1.10	Moderate

Table 4.36 shows that listening skill was the biggest problem for the secretaries when using English communication skills with the highest mean score of 2.73, SD = 1.16, followed by writing (mean score = 2.61, SD = 1.10) and speaking (mean score = 2.52, SD = 1.10). Reading was the smallest problem for them with the lowest mean score of 2.44, SD = 0.98. To recap, the level of barriers in using English communication skill of secretaries, listening and writing skills were moderate level barriers in this study, while speaking and reading were low level barriers when using English communication based on interpreting the mean score range.

The last section of the secretaries' questionnaire (Part 3) was an opened-ended question, which was used to obtain the respondents' opinions and suggestions about the problems they faced when using English communication skills for their jobs and the appropriate methods to solve the problems.

Question number 25 was:

“What are the problems you face when using English communication skills in your workplace?”

Table 4.37

Problem in Using English Communication for Secretaries

The problem for secretary when they are using English communication skills	Number of respondents (Agreed)
No problem	5
Lack of vocabulary	5
The problem from English writing	4
English basic weaken	3
Grammatical mistake	2
Lack of English communication skill (Rarely used)	2
No suggestion	29

The respondents' opinions for this question were as follows:

As can be clearly seen on Table 4.37, five respondents didn't face any problems with their jobs when using English communication skills, while another five respondents faced the problem of a lack of vocabulary. On the other hand, four agreed that writing skill was a problem for them, like some respondents said, “Writing the progress report or long letter in English language made a biggest trouble to me.”

Another three respondents reported that they have a problem using English communication because their English basic was weak. Two respondents said, “My colleagues are Thai, then I communicate with them in only Thai language.”, meanwhile twenty-nine respondents in this study didn't have any opinions in this question.

The question number 26 was as follows:

“What are the appropriate methods to solve the problems?”

Table 4.38

Methods to Solve English Problems from Respondents' Opinions

The appropriate methods to solve the problem	Number of respondents (Agreed)
Practice more English communication skill (listening, speaking, reading, writing)	9
Read English books	3
Pratice to writing	3
Use English communication skill in daily life	2
Pratice to speak	2
Learn more English structure	2
Practice to think in English way	1
Try to use gesture instead of speak	1
Learn more English language skill	1
Practice to speak and listen more	1
No suggestion	25

The respondent' opinions for this question were as follows:

As can be seen in the Table 4.38, the secretaries who had a problem in English communication could keep practicing themselves such as applying for English training courses, reading a book in English, thinking like a native speaker, using gestures instead of speaking, and having more confidence (not being shy or fear of making mistakes).

One respondent said, "Everybody should open their minds and agree to the important of English language, they have to join English training course, practice themselves through read much more English books, don't be shy to find the opportunity to communicate in English language with native-speaker."

"Should improve more English listening, speaking, reading, and writing, speak and read in English language in daily work, keep practicing and improve this skill more"

"Practice more and use in daily life"

"Use body gestures"

“Do not use Thai in English training course, everybody communicate in only English language. The crucial thing is thinking in English style not Thai style.”

Meanwhile, some respondents said the educational system should be reformed in order to set higher standards for English skills.

“Should start with education system, teaching incorrect had an effect to the graduator, they cannot interpret and communicate in English language event they had been graduated from bachelor degree.”

Question number 27 asked for suggestions from the respondents:

Table 4.39

Suggestions from Secretaries

Other suggestions from secretary	Number of respondents (Agreed)
Company should support to create English training course	2
Self-learning	2
Join the seminar in English language	2
Push on to use English language in daily life	2
Join the Asean Secretary Association	1
Reform education system	1
Learn from lecturer	1
No suggestion	39

According to the suggestions from respondents as shown in Table 4.39, in the respondents' opinions, the company should support secretaries by creating English training courses, while some respondents agreed that secretaries should keep learning, practicing, and learning new vocabulary for their daily life, joining English training courses, etc. in order to be more efficient in English communication skills. One respondent said that the “Ministry of education has to reconsider in English teaching policy that is not moderately successful.”

4.2 THE RESULTS FROM THE INTERVIEWS

In this study, there were two instruments used to collect data. The first results from the questionnaire were presented in the previous section. This section will present the results from the interviews of both the secretaries and the executives in order to gain in-depth information.

4.2.1 Secretaries Group

For the secretaries' interviews, the researcher was allowed interview fifteen secretaries with the results shown as follows:

Table 4.40

Business Type and Working Experience

	Information	Number of Interviewee
Business Type	Petro Chemical	7
	Trading	5
	Airline	1
	Voluntaries	1
	Property	1
Working Experience	More than 10 years	6
	6 - 10 years	5
	1 - 5 years	4

Table 4.40 shows the business type and working experience of the fifteen interviewees; seven interviewees were working in the petro chemical business, followed by the trading business. For working experience, six of them had more than ten years, five of them had six to ten years, and four of them had only one to five years of working experience.

Table 4.41

Use and Importance of English Communication Skills

Question	Answer	Number of Interviewee
How often do you use English communication skills in your jobs?	Rarely used	5
	How?	All kind of works

Table 4.41 (Cont.)

Use and Importance of English Communication Skills

Question	Answer	Number of Interviewee
How often do you use English communication skills in your jobs? How?	Writing e-mail	2
	Writing memorandum	2
	Confirm appointment	1
	Writing a minutes of meeting	1
In your opinion, what is the most important English communication skill for your working? How?	All skills	6
	Listening & speaking	4
	Writing	2
	Global communication	2
	Not much necessary	1

As can be seen in the table above, the results from the first question “How often do you use English communication skills in your job?, How?”, showed that five of them rarely used English communication skills in their workplaces. One of interviewees said, “I use English communication skills in moderate level for my jobs, because the majority of our colleagues in this company are Thai and there are numerous level of position that I have to communicate with, such as operation level, I have to use only Thai language to communicate with them.” On the other hand, some interviewees said that they usually use English language for their jobs when they had to communicate with foreigners, write e-mails, memoranda, confirm appointments, and write minutes of meetings in English language.

Another question was “In your opinion, what is the most important English communication skills for your work? How?”. The table above reveals that six interviewees said that all of the English communication skills, i.e., listening, speaking, reading, and writing, were important for them. One interviewee said “All kinds of English communication skills are important in the same level, if people cannot interpret the meaning from listening, then they also cannot speak or give any feedback to the speaker, in the same way, if people cannot read the message, then they also cannot write or reply an e-mail back to the sender. Therefore, all skills are the most important to communicate.” On the contrary, one

of interviewees thought that English communication skills were not very necessary to her based on her responsibility in the workplace, but in her daily life, she said that English language was much more important to her.

Table 4.42

Problems of Interviewees in Using English Communication Skills

Question	Answer	Number of Interviewee
Do you have any problems when you are using English communication skills in your workplace?, How?	Accent of speaker	5
	Lack of grammar	3
	Problem from speaking	2
	Problem from writing	1
	Fear of mistake	1
	Misunderstanding (interpreting)	1
	No answer	2

One interviewee said, “I got the problems from English listening when I was communicating with foreigners, especially with German people, because their English accent is too difficult to listen and interpret.” Another four interviewees agreed that they had the problems with speakers’ accents when using English communication. Meanwhile, three of them faced the same problems with grammar and other problems as can be seen in the table above.

Table 4.43

Relationship between English Communication Skills and Career Opportunities

Question	Answer	Number of Interviewee
In your opinion, there are any related between English communication skills abilities and working chance? , How?	Most related	12
	Not much related	1
	No answer	2

The results in Table 4.43 indicated that almost all of the interviewees agreed that English communication skills were related to career opportunities.

One interviewee said, “The person who has much more abilities in English communication skills will always get the more opportunities than the other who has not, as can be seen from the recruitment website, almost qualification

were required a good level in using English communication or required the high score of English testing such as TOEIC and who have the high testing score will earn more money.”

“English communication skill abilities are the most important for working life, event graduated directly from secretary field with zero working experience, but if they have abilities in using English communication skills well, those persons are interesting to almost company to employ them. Generally, company preferred the person with good ability in English language more than working experience.”

4.2.2 Executives Group

For the executives’ interviews, the researcher was only allowed to interview four executives and the results are shown as follows:

Table 4.44

The Results from Executives’ Interviews

Data	Executives' Respondent			
	1	2	3	4
Business Type	Petro chemical	Petro chemical	Petro chemical	Land development
Working Experience (year)	20	27	22	30
Number of Secretary under control	2	2	1	2
Secretary Requirement	Good characteristic	Good characteristic	Fast learning	Experience
	High responsibility	Able to work under pressure	Good relation	Ability to work
	Good command of English	Good command of English	Good command of English	Good relation
	Good memory	Has an experience in secretary field.	Carefully	-
Important of English language for working	Plentifully	Plentifully	Plentifully	Plentifully
The most important skill	All	All	All	All

Table 4.44 shows the results from the interviews. Three respondents came from the petro chemical business and one respondent came from the land development business. All of them had working experience between twenty to thirty years. Most of them had two secretaries under their control. The company criteria for secretary recruitment can be clearly seen in the table; three of them required good ability in English communication, and all of them agreed that all the English language communication skills are important, i.e., listening, speaking, reading, and writing, which all have the same level of needs in regard to their use in secretaries’ jobs.

The last question was “In your opinions, is there any relationship between English communication skills and career opportunities? How?”

Some of the respondents’ opinions are as follows:

“English communication skills are important not only for secretary career, but also for every position, moreover, in order to grow up in working line, adjusting to go along with your boss is important also.”

“English communication skills related a lot to the opportunities in working, have much more efficiency in English, will be required much more from the labor market”

“In today’s business has much more competitions, including increasing of international companies in this country, therefore, the person who have ability in using English communication skills will have more opportunities than the others and able to advance in international company in the future.”

“English communication skills can create a good relationship to other people and it can support your work.”

The results regarding the perspectives of both the executives and the secretaries will be summarized and discussed in Chapter 5.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter put forwards the discussion, conclusion, and recommendations of this study divided into five major points as follows: summary of the study, summary of the findings, discussion of the needs and barriers in using English communication skills of Thai secretaries from the perspectives of the secretaries and executives, the conclusions, and recommendations for further research.

5.1 SUMMARY OF THE STUDY

In today's business world, secretaries have become much more important than before, as they play a critical role in organizations' human resources (Stevens, 1993). They work as representatives of executives in organizations; help them from plenty of work and some particularized tasks. In addition, they are key support persons who are the coordinators between the executives, staff, and people outside. Therefore, communication ability is the most important skill for secretaries in order to achieve their targets and be more effective. As Alessandra and Humsaker said in 1993, goals cannot be reached without communication.

5.1.1 Objectives of the Study

There were four objectives for this research study. Firstly, to investigate the needs in using English communication skills for secretaries career. Second, identify the barriers of Thai secretaries when using English communication skills. The third objective of this study was to explore the most needed English communication skills for secretarial work from executives' perspective and the last objective was to find out the differences between the secretaries' and executives' perspectives regarding the needs for English communication skills.

5.1.2 Participants, Materials, and Procedures

Participants

The subjects of this study were fifty Thai secretaries, who were members of the Women Secretaries and Administrative Professionals Association of Thailand (WSAT) with more than two years working experience in the secretarial field. The

other group of subjects in this study was ten executives to compare the results between the perspectives of both sides.

Materials

The research instruments of this study were questionnaires and interviews. The questionnaire in this study had two sets: one questionnaire each for the secretaries and for executives. Both sets of questionnaires had multiple choices and opened-ended questions. First, the secretary's questionnaire was divided into three parts: 1) general background information, 2) the level of needs in using English communication skills for secretary, and 3) the level of barriers in using English communication skills of secretaries. Second, the questionnaire for executives was divided into two parts: 1) general background information, and 2) the level of needs in using English communication skills for secretaries from executives' perspective to identify the differences between both sides.

Procedures

The questionnaires were piloted with five persons, who had been working in secretarial and executive positions in order to get recommendations for revising the questionnaire before distributing it to the participants on February 18, 2016 in the 48th Annual General Meeting of the WSAT at Dusit Thani Hotel. Fifty secretaries' questionnaires and 10 executives' questionnaires were returned to the researcher. The data derived was computed with the Statistical Package for the Social Sciences (SPSS) version 17.0. The frequency, mean value, standard deviation, percentage, and T-test score were used to compute the findings in this study.

5.2 SUMMARY OF THE FINDINGS

The results of this research study can be summarized into four parts based on research questionnaire as follows:

5.2.1 General Background Information of the Respondents

Secretary Group

According from the results, all 50 secretary respondents were female (100%). More than half of them were aged 46 years or above (58%). The majority of them held a bachelor's degree (70%) and had working experience in the field of not less than 10 years (62%). The businesses of the secretary respondents varied. Most of

them worked in the petroleum business, followed by the service business. Most respondents (98%) agreed that English language skills were necessary for their work and the evaluation results of English skills proficiency showed that all of them rated themselves at a good level as can be seen in the results in Table 4.7.

Executive Group

The results of executive respondents for general background information (Part 1) indicated that more than half of them were male and the remainder were female (40%). The age range of executive respondents was 46 years or above similar to the secretary group. A plurality of them held a bachelor's degree (60%). Most of them had more than 10 years working experience and their own secretary or assistant. A total of 60% of them were working in the petroleum business field.

5.2.2 The Perspective of Respondents Regarding the Level of Needs in Using English Communication Skills for Secretaries

Secretary Group

From the results, listening and understanding assignments from executives (listening skill), communicating with the foreign colleagues (speaking skill), reading emails, letters, and memoranda from coordinators (reading skill), and writing or responding to emails were the most needed skills of English communication that secretaries need to use the most for their work. Apart from that, in summary, listening was the most needed skill for them to use in their perspectives. In addition, 80% of them strongly agreed that they need more practice and training courses through watching English movies, playing games, reading international news or doing other activities in English language to improve themselves.

Executive Group

In the executives' perspective, listening and understanding assignments from executives (listening skill), asking and confirming the executives' assignments and communicating with foreign colleagues (speaking skill), reading emails, letters, memoranda from coordinators (reading skill), and writing or responding to emails were the most needed activity of English communication skills that the secretaries need to most to use. In conclusion, reading skill was the most necessary for secretaries' career from the executives' perspective and all of them completely agreed that English communication skills were important for secretaries' career opportunities in today's business world.

5.2.3 The Perspective of Secretary Respondents Regarding the Level of Barriers in Using English Communication Skills in Their Jobs

Listening to information in telephone calls (listening skill), communicating with foreigners (speaking skill), reading official letters, memoranda of understanding, and other contracts (reading skill), and making a short note in meetings, trainings, or seminars (writing skill) were the most problematic skills for them. To sum up, the most problematic skill for them when using English communication in their workplaces was reading skill.

5.2.4 The Perspectives of Secretaries and Executives Regarding the Needs for Using English Communication Skills in the Secretarial Career

According to Section 4.1.3 in Chapter 4, the comparative results between secretaries' and executives' perspectives from the T-test scores at reliability of 95% ($p < 0.05$) indicated that there were no significant differences between both sides. All the T-test scores of the four communication skills had a value of more than 0.05 ($p > 0.05$), meaning that the opinions were identical with regard to the English communication skills are needed for secretaries career in order to be an effective representative of executive, coordinator with other people, and obtain more opportunities in working life.

5.3 DISCUSSION OF THE STUDY

This section focuses on some critical issues that were discovered in this study.

There were two groups of respondents in this study: secretaries and executives. All of the secretaries' respondents were female (100%) and more than half of the executives respondents were male (60%). The age range of the majority in both groups were similar to each other, in the range of 46 years or above with more than ten years of working experience. This mean that they were professionals in this career field.

5.3.1 Needs in Using English Communication Skills for Thai Secretaries

The findings in this study showed that secretaries need to use English listening skill the most for their work in listening and understanding assignments from the executives, followed by speaking skill for communicating with the

foreign colleagues. This is in line with the study on the needs and problems of Thai Human Right Defenders (HRDs) in using English language skills (Krabuansaeng, 2011) and in accordance with Anderson (1970), who found that listening skill is the most important for secretaries' career, followed by speaking, reading, and writing. This is because secretaries should have to listen first before speaking or asking questions to avoid misinterpretation and increase their effectiveness at work. On the contrary, in the executives' opinions, writing skill was the most important for secretaries' careers and listening was the second most needed. However, both secretaries and executives had the identical opinions that English communication skills are needed and essential for secretaries' career. Moreover, English communication abilities give secretaries more chances to advance and be successful in their working life. In support of this statement, the results from the interviews of executive respondents in Table 4.44 revealed that most of them agreed that English communication ability was an essential qualification that they use to consider whether to employ a secretary. This is similarly to the statement of Marilyn (2006), who suggested that people will have more opportunities if they have higher ability in English communication skills.

5.3.2 Barriers in Using English Communication Skills of Thai Secretaries

The results of the secretary respondents regarding the barriers that they faced when using English communication skills in their workplaces revealed that English listening skill was the major problem for them in order to communicate through telephone calls. The majority of the secretary respondents agreed that accents of speakers were a barrier for them. This result supports the study by Khamkaew (2009), who surveyed the needs and problems in the English listening and speaking skills of the metropolitan police officers in counter service at Chana Songkram police station, with the findings indicating that English listening was the biggest problem for them. Likewise, the needs analysis of Chenaksara (2005) regarding the English communication skills of Thai Airways International Cabin Crew showed that listening and speaking were their major barriers, which usually occurred due to the accents of the speakers, particularly from Australian and Indian people. On the contrary, the study of intercultural communication problems of employees at Precious Public Company Limited (Srisitanon, 2009) found that

English writing and reading was more of a problem for employees than listening and speaking skills because of their lack of vocabulary and weak grammar; this is similar to Wishom (2004), who found that poor grammar was the largest factor affecting the ability in English communication.

5.4 CONCLUSIONS

In conclusion, English communication skills are needed in today's business world for secretaries' career from the perspective of both the secretaries and executives. As can be seen from Table 4.6, 98% of respondents need to use English language skills in their workplaces, especially listening skill for listening and understanding assignments from their bosses with the highest mean score. Table 4.44 shows that most executives agreed that English communication skills are an important qualification that executives use to consider before hiring secretaries. Onifade (2004) defined a secretary as a representative of an executive; therefore, a secretary should have various abilities in order to share the workload of the executive, particularly in communication ability in both Thai and English language because secretaries function as coordinators between people and executives in an organization (Tutar, 2002).

Nevertheless, English skills were obstacles for secretaries when using it to communicate with foreigners. According to the results, the secretaries faced barriers in using English communication with listening skill, which was the biggest problem for them followed by writing skill. The causes of these barriers were their lack of vocabulary and accents of speakers. In addition, most secretaries agreed that they need more improvement in their English communication skills. Self-learning, joining training courses, and trying to use English language in daily life are the most appropriate methods to improve their English communication skills; meanwhile, one respondent suggested that in order to be more effective in using English communication skills, people should think in English to get rid of the encoding barrier that is a barrier from a different culture (Eisenberg, 2010).

Based on the findings of this study, an appropriate training course for secretaries should focus on improving their listening skill, because it is the most needed and biggest problem for them. Nevertheless, the communication skills

cannot be separated from each other. Therefore, an effective training course for secretaries should concentrate on all of communication skills especially for English business, such as business vocabulary, accents, formal letters, formal greetings, effective resumes, etc.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

The recommendations for further study based on the findings and the conclusion of this study are as follows:

5.5.1 In light of the fact that the questions in this study focused on many aspects, future research should focus on fewer points so that more in-depth information can be obtained.

5.5.2 The respondents in this study consisted of two groups, secretaries and executives. There were some differences between the numbers of respondents in each group, as the secretaries' group had fifty respondents while the executives' group had only ten. Further study should seek to have an equal number of respondents in both groups.

5.5.1 This study only focused on the secretarial career. Further study on similar topics may be conducted with people in different career fields.

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APPENDICES

APPENDIX A

Questionnaire in English for Secretary

**A STUDY OF NEEDS AND BARRIERS
IN ENGLISH COMMUNICATION SKILLS OF THAI SECRETARIES AT
THE WOMEN SECRETARIES AND ADMINISTRATIVE PROFESSIONALS
ASSOCIATION OF THAILAND (WSAT)**

My name is Athitawan Eamjoy. I'm a part of SWAT's members on number is 2121. I am studying Master Degree in English for Career at Thammasat University and making a research study in a topic "A Study of Needs and Barriers in English Communication Skills of Thai Secretaries at The Women Secretaries and Administrative Professionals Association of Thailand (WSAT). The main objective of this study is to investigate the needs and barriers in English communication skills of Thai secretaries in the workplace to show how English language skills are related to working success of secretary career and others.

Please be assured that all your answers and information will be treated confidentially, presented as a group data, not individually and used for purposes of the study only.

The questionnaire is divided into three parts as follows:

Part 1: General background information

Part 2: Level of needs in English communication skills for secretary

Part 3: Level of barriers in English communication skills for secretary

Your cooperation in answering this questionnaire is highly appreciated.

The Questionnaire for Secretary

Part 1: General background information

Instructions: Please complete the questionnaire below by marking \surd in the box that is relevant to you.

1. Gender
 - Male
 - Female
2. Age
 - 20 - 25
 - 26 - 30
 - 31 - 35
 - 36 - 40
 - 41 or above
3. Education level:
 - Below Bachelor's Degree
 - Bachelor's Degree
 - Master's Degree
 - Doctoral Degree
4. How many years have you been working in secretary field?
 - Less than 1 year
 - 1-5 years
 - 6 - 10 years
 - More than 10 years
5. What kind of your company business?
 - Trading
 - Manufacturing
 - Transportation
 - Legal
 - Real Estate
 - Agriculture
 - Petroleum
 - Retailer
 - Financial
 - Service
 - Others.....
6. English language skills are necessary for your career?
 - Yes
 - No
7. Please evaluate your English communication skills proficiency.

English skills	Excellent	Good	Fair	Poor	Very Poor
	5	4	3	2	1
Listening					
Speaking					
Reading					
Writing					

Part 2: Level of needs in English communication skills for secretary

Instructions: Please mark ✓ in the cell that indicates your level of needs when using English communication skills in your workplace.

5	mean	Extremely High
4	mean	High
3	mean	Moderate
2	mean	Low
1	mean	Extremely Low

Listening skill

How English listening skill is necessary for you in the following situations below?	Level of needs				
	5	4	3	2	1
1. Listening and understanding assignments from executives					
2. Listening to the information from foreigners					
3. Listening to the information by telephone call					
4. Listening to the notifications, suggestions, job descriptions, warning notification, and other instruction from every project					
5. Listening to the presentation and academic lecture					
6. Listening to the other's opinion in the meeting, training, and seminar					

Speaking skill

How English speaking skill is necessary for you in the following situations below?	Level of needs				
	5	4	3	2	1
7. Asking and confirming the executives' assignments					
8. Communicating with foreigners colleagues					
9. Communicating with other foreigners					
10. Asking for more information and giving advice both in and out of organization					
11. Informing work management detail and other information to the others					
12. Expressing your opinion, feeling, and thought					

Reading Skill

How English reading skill is necessary for you in the following situations below?	Level of needs				
	5	4	3	2	1
13. Reading email, letter, memoranda from coordinators					
14. Reading magazine, newspaper, journal, and other academic article					
15. Reading a document of the meeting, training, and seminar					
16. Reading official letter, memoranda of understanding, and other contract.					
17. Reading overall operation report					
18. Reading introduction, instruction of application form, and notification document					

Writing Skill

How English writing skill is necessary for you in the following situations below?	Level of needs				
	5	4	3	2	1
19. Writing or respond email					
20. Writing the letter or memoranda					
21. Making a meeting document, agenda, and minutes of meeting					
22. Making a short note in the meeting, training, or seminar					
23. Making a progress or monthly report to the executives					
24. Filling in a form					

25. Do you need more English training course or other method to improve your English communication skill?

Yes

No

26. Please give more suggestions, what type of English training course or other methods that you need the most to improve your English communication skills?

.....

.....

.....

Part 3: Level of barriers in using English communication skills

Instructions: Please mark ✓ in the cell that indicates your level of barriers when using English communication skills.

5	mean	Extremely High
4	mean	High
3	mean	Moderate
2	mean	Low
1	mean	Extremely Low

Listening skill

What is the level of problem in the following situations below?	Level of problem				
	5	4	3	2	1
1. Listening and understanding assignments from executives					
2. Listening to the information from foreigners					
3. Listening to the information by telephone call					
4. Listening to the notifications, suggestions, job descriptions, warning notification, and other instruction from every project.					
5. Listening to the presentation and academic lecture					
6. Listening to the other's opinion in the meeting, training, and seminar					

Speaking skill

What is the level of problem in the following situations below?	Level of problem				
	5	4	3	2	1
7. Asking and confirming the executives' assignments					
8. Communicating with foreigners colleagues					
9. Communicating with other foreigners					
10. Asking for more information and giving advice both in and out of organization					
11. Informing work management detail and other information to the others					
12. Expressing your opinion, feeling, and thought					

Reading Skill

What is the level of problem in the following situations below?	Level of problem				
	5	4	3	2	1
13. Reading email, letter, memoranda from coordinators					
14. Reading magazine, newspaper, journal, and other academic article					
15. Reading a document of the meeting, training, and seminar					
16. Reading official letter, memoranda of understanding, and other contract.					
17. Reading overall operation report					
18. Reading introduction, instruction of application form, and notification document					

Writing Skill

What is the level of problem in the following situations below?	Level of problem				
	5	4	3	2	1
19. Writing or respond email					
20. Writing the letter or memoranda					
21. Making a meeting document, agenda, and minutes of meeting					
22. Making a short note in the meeting, training, or seminar					
23. Making a progress or monthly report to the executives					
24. Filling in a form					

25. What are the problems when you are using English communication skills in your workplace?

.....

.....

.....

26. Do you think, what are the appropriate methods to solve that problem?

.....
.....
.....

27. Other suggestions

.....
.....
.....

**❖❖ THANK YOU VERY MUCH FOR YOUR KIND COOPERATION
IN COMPLETEING THIS QUESTIONNAIRE ❖❖**



APPENDIX B

Questionnaire in English for Executive

A STUDY OF NEEDS AND BARRIERS IN ENGLISH COMMUNICATION SKILLS OF THAI SECRETARIES AT THE WOMEN SECRETARIES AND ADMINISTRATIVE PROFESSIONALS ASSOCIATION OF THAILAND (WSAT)

My name is Athitawan Eamjoy. I'm a part of WSAT's members on number is 2121. I am studying Master Degree in English for Career at Thammasat University and making a research study in a topic "A Study of Needs and Barriers in English Communication Skills of Thai Secretaries at The Women Secretaries and Administrative Professionals Association of Thailand (WSAT). The main objective of this study is to investigate the needs and barriers in English communication skills of Thai secretaries in the workplace to show how English language skills are related to working success of secretary career and others.

Please be assured that all your answers and information will be treated confidentially, presented as a group data, not individually and used for purposes of the study only.

The questionnaire is divided into two parts as follows:

Part 1: General background information

Part 2: Level of needs in English communication skills for secretary

Your cooperation in answering this questionnaire is highly appreciated.

The Questionnaire for Executive

Part 1: General background information

Instructions: Please complete the questionnaire below by marking \surd in the box that is relevant to you.

1. Gender
 - Male
 - Female
2. Age
 - 26 - 30
 - 31 - 35
 - 36 - 40
 - 41 - 45
 - 46 or above
3. Education level
 - Below Bachelor's Degree
 - Bachelor's Degree
 - Master's Degree
 - Doctoral Degree
4. Do you have your own secretary or assistant?
 - Yes
 - No
5. What kind of your company business?
 - Trading
 - Manufacturing
 - Transportation
 - Legal
 - Real Estate
 - Agriculture
 - Petroleum
 - Retailer
 - Financial
 - Service
 - Others.....
6. How many years have you been working in executive field?
 - Less than 1 year
 - 1-5 years
 - 6 - 10 years
 - More than 10 years

Part 2: Level of needs in English communication skills for secretary

Instructions: Please mark ✓ in the cell that indicates to your opinions about the level of needs in using English communication skills for secretary

5	mean	Extremely High
4	mean	High
3	mean	Moderate
2	mean	Low
1	mean	Extremely Low

Listening skill

How English listening skill is necessary for secretary in the following situations below?	Level of needs				
	5	4	3	2	1
1. Listening and understanding assignments from executives					
2. Listening to the information from foreigners					
3. Listening to the information by telephone call					
4. Listening to the notifications, suggestions, job descriptions, warning notification, and other instruction from every project.					
5. Listening to the presentation and academic lecture					
6. Listening to the other's opinion in the meeting, training, and seminar					

Speaking skill

How English speaking skill is necessary for secretary in the following situations below?	Level of needs				
	5	4	3	2	1
7. Asking and confirming the executives' assignments					
8. Communicating with foreigners colleagues					
9. Communicating with other foreigners					
10. Asking for more information and giving advice both in and out of organization					
11. Informing work management detail and other information to the others					
12. Expressing your opinion, feeling, and thought					

Reading skill

How English reading skill is necessary for secretary in the following situations below?	Level of needs				
	5	4	3	2	1
13. Reading email, letter, memoranda from coordinators					
14. Reading magazine, newspaper, journal, and other academic article					
15. Reading a document of the meeting, training, and seminar					
16. Reading official letter, memoranda of understanding, and other contract.					
17. Reading overall operation report					
18. Reading introduction, instruction of application form, and notification document					

Writing skill

How English writing skill is necessary for secretary in the following situations below?	Level of needs				
	5	4	3	2	1
19. Writing or respond email					
20. Writing the letter or memoranda					
21. Making a meeting document, agenda, and minutes of meeting					
23. Making a progress or monthly report to the executives					
23. Making a progress or monthly report					
24. Filling in a form					

25. Do you think, English communication skills improvement is necessary for career progress and it can give more opportunities for the person who works as secretary field?

Yes

No

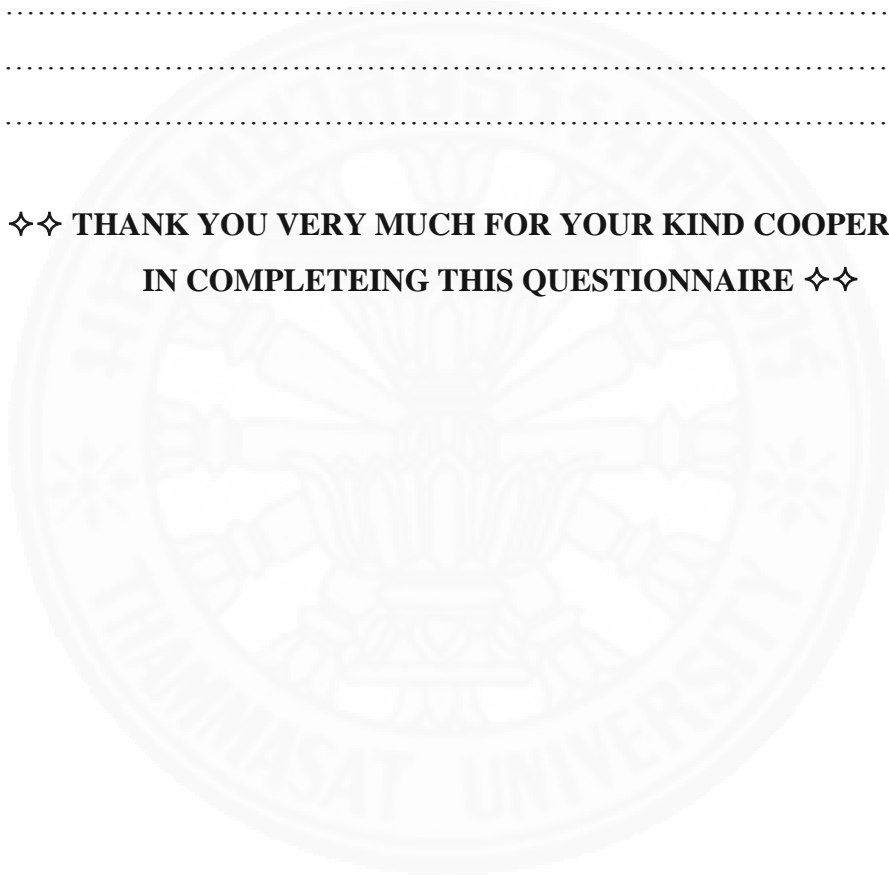
26. In your opinion, do you agree to support secretaries' English skills improvement by creating training course? How?

.....
.....
.....

27. Other suggestions

.....
.....
.....

❖❖ **THANK YOU VERY MUCH FOR YOUR KIND COOPERATION**
IN COMPLETEING THIS QUESTIONNAIRE ❖❖



APPENDIX C

แบบสอบถามภาษาไทย – สำหรับเลขานุการ

การศึกษาความจำเป็น ปัญหาและอุปสรรคในการใช้ทักษะภาษาอังกฤษ สำหรับการติดต่อสื่อสารภายในองค์กรของผู้ดำรงตำแหน่งเลขานุการจากสมาชิกสมาคม เลขานุการสตรีและนักบริหารการจัดการแห่งประเทศไทย (WSAT)

ดิฉัน - นางสาวอทิติวรรณ เอี่ยมจ้อย สมาชิกสมาคมฯ หมายเลข 2121 ปัจจุบันดำรงตำแหน่ง เลขานุการกรรมการผู้จัดการ บริษัท อีเกิ้ล อินเทอร์เน็ตทรานส์ จำกัด ขณะนี้กำลังศึกษาระดับปริญญาโท ที่สถาบันภาษา สาขาภาษาอังกฤษเพื่ออาชีพ ของมหาวิทยาลัยธรรมศาสตร์ โดยการศึกษาของดิฉันนั้น จะต้องดำเนินการศึกษาวิจัยในหัวข้อเรื่อง “การศึกษาความจำเป็น ปัญหา และอุปสรรคในการใช้ทักษะ ภาษาอังกฤษ สำหรับการติดต่อสื่อสารภายในองค์กร” เพื่อเป็นการแสดงให้เห็นถึงความสำคัญและปัญหา ที่เกิดขึ้นในการใช้ทักษะภาษาอังกฤษ กับกลุ่มบุคคลที่ดำรงตำแหน่งงานด้านเลขานุการ และ นำมาวิเคราะห์ถึงความจำเป็นในการใช้ สาเหตุ และวิธีการแก้ไขพัฒนาศักยภาพทางด้านทักษะภาษา ต่อไป

ในการนี้ ดิฉันจะขอความร่วมมือจากสมาชิกสมาคมเลขานุการฯ ที่ดำรงตำแหน่งเลขานุการบริหาร ขององค์กรต่างๆ ซึ่งสมาคมเลขานุการฯ เป็นศูนย์กลางในการรวมกลุ่มของผู้ที่ประกอบอาชีพเลขานุการ ที่ให้โอกาสได้มีการแลกเปลี่ยนความรู้และประสบการณ์ซึ่งกันและกัน โดยแบบสอบถามประกอบด้วย 3 ส่วน ดังนี้

ส่วนที่ 1: ข้อมูลพื้นฐานทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2: ระดับความจำเป็นในการใช้ทักษะภาษาอังกฤษในการติดต่อสื่อสารภายในองค์กร

ส่วนที่ 3: ปัญหาและอุปสรรคในการใช้ทักษะภาษาอังกฤษในการติดต่อสื่อสารภายในองค์กร

แบบสอบถาม – สำหรับเลขานุการ

ส่วนที่ 1: ข้อมูลพื้นฐานทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดใส่เครื่องหมาย ✓ ลงในช่องที่ตรงกับท่านมากที่สุดและ/หรือเติมข้อมูลลงในช่องว่าง

1. เพศ
 - ชาย หญิง

2. อายุ
 - 20 - 25 26 - 30
 - 31 - 35 36 - 40 41 ปี หรือ มากกว่า

3. ระดับการศึกษา
 - ต่ำกว่าปริญญาตรี
 - ปริญญาตรี
 - ปริญญาโท
 - ปริญญาเอก

4. ประสบการณ์การทำงานในตำแหน่งเลขานุการหรือเทียบเท่า
 - น้อยกว่า 1 ปี
 - 1-5 ปี
 - 6 - 10 ปี
 - มากกว่า 10 ปี

5. บริษัทของท่านประกอบธุรกิจประเภทใด

<input type="checkbox"/> การค้า	<input type="checkbox"/> ผู้ผลิต / โรงงาน	<input type="checkbox"/> การคมนาคมขนส่ง
<input type="checkbox"/> กฎหมาย	<input type="checkbox"/> อสังหาริมทรัพย์	<input type="checkbox"/> เกษตรกรรม
<input type="checkbox"/> ปีโตรเลียม	<input type="checkbox"/> ผู้ขายปลีก	<input type="checkbox"/> การเงิน
<input type="checkbox"/> การบริการ	<input type="checkbox"/> อื่นๆ.....	

6. ทักษะภาษาอังกฤษมีความจำเป็นในการทำงานของท่านใช่หรือไม่?
 - ใช่
 - ไม่ใช่

7. ท่านคิดว่าระดับความสามารถทางด้านทักษะภาษาอังกฤษของท่านอยู่ในระดับใด

ทักษะภาษาอังกฤษ	ดีมาก	ดี	ปานกลาง	อ่อน	อ่อนมาก
	5	4	3	2	1
ฟัง					
พูด					
อ่าน					
เขียน					

ส่วนที่ 2: ระดับความจำเป็นในการใช้ทักษะภาษาอังกฤษในการติดต่อสื่อสารภายในองค์กร

คำชี้แจง: โปรดใส่เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับท่านมากที่สุด เพื่อสำรวจระดับความจำเป็นในการใช้ทักษะภาษาอังกฤษในการติดต่อสื่อสารภายในองค์กรของท่าน

5	หมายถึง	มากที่สุด
4	หมายถึง	มาก
3	หมายถึง	ปานกลาง
2	หมายถึง	น้อย
1	หมายถึง	น้อยที่สุด

ทักษะการฟัง

ท่านมีความจำเป็นต้องใช้ทักษะการฟังภาษาอังกฤษ ในสถานการณ์ต่างๆ มากน้อยเพียงใด	ระดับความจำเป็น				
	5	4	3	2	1
1. รับฟังและเข้าใจคำสั่งงานที่ได้รับมอบหมายและสามารถปฏิบัติตามได้					
2. ฟังข้อมูลจากผู้ติดต่อชาวต่างชาติ					
3. ฟังข้อมูลผ่านทางโทรศัพท์					
4. รับฟังข้อมูลต่างๆ จากภายในและภายนอกองค์กร เช่น ข่าวสาร, คำประกาศ, คำแนะนำและอื่นๆ					
5. ฟังการนำเสนอผลงาน (Presentation), การบรรยายทางด้านวิชาการ					
6. เข้าร่วมการประชุม อบรม สัมมนา					

ทักษะการพูด

ท่านมีความจำเป็นต้องใช้ทักษะการพูดภาษาอังกฤษ ในสถานการณ์ต่างๆ มากน้อยเพียงใด	ระดับความจำเป็น				
	5	4	3	2	1
7. สอบถามข้อมูลในงานที่ได้รับมอบหมายก่อนลงมือปฏิบัติ					
8. ติดต่อสื่อสารกับผู้ร่วมงานชาวต่างชาติ					
9. ติดต่อสื่อสารกับบุคคลภายนอกที่เป็นชาวต่างชาติ					
10. สอบถามข้อมูลและขอคำแนะนำเพิ่มเติมทั้งภายในและภายนอกองค์กร					
11. ใช้ในการให้ข้อมูลต่างๆ แก่ผู้ร่วมงาน, ผู้บังคับบัญชาและผู้ประสานงาน อื่นๆ					
12. ใช้ในการติดต่อสื่อสาร โต้ตอบการสนทนา และแสดงความคิดเห็น					

ทักษะการอ่าน

ท่านมีความจำเป็นต้องใช้ทักษะการอ่านภาษาอังกฤษ ในสถานการณ์ต่างๆ มากน้อยเพียงใด	ระดับความจำเป็น				
	5	4	3	2	1
13. อ่านอีเมลล์ จดหมายและบันทึกข้อความจากผู้ประสานงาน					
14. อ่านนิตยสาร หนังสือพิมพ์ วารสารและสิ่งพิมพ์ต่างๆ					
15. อ่านเอกสารประกอบการประชุม อบรมและสัมมนา					
16. อ่านจดหมาย บันทึกข้อตกลงและสัญญาต่างๆ					
17. อ่านรายงานผลการดำเนินงาน					
18. อ่านคำชี้แจงจากเอกสารต่างๆ เช่น การกรอกแบบฟอร์ม และการกรอก ใบสมัคร เป็นต้น					

ทักษะการเขียน

ท่านมีความจำเป็นต้องใช้ทักษะการเขียนภาษาอังกฤษ ในสถานการณ์ต่างๆ มากน้อยเพียงใด	ระดับความจำเป็น				
	5	4	3	2	1
19. เขียนหรือโต้ตอบอีเมลล์					
20. เขียนจดหมายและบันทึกข้อความ					
21. จัดทำเอกสารประกอบการประชุม, วาระ, กำหนดการและรายงาน การประชุม					
22. จดบันทึกใจความสำคัญที่ได้รับจากการเข้าร่วมประชุม, อบรมและสัมมนา					
23. เขียนสรุปผลการปฏิบัติงานหรือเรื่องแจ้งให้ทราบแก่ผู้บริหาร					
24. กรอกข้อมูลหรือแบบฟอร์มต่างๆ					

25. ท่านต้องการเข้ารับการฝึกอบรมหรือการพัฒนาในรูปแบบอื่นๆ เพื่อเพิ่มทักษะการติดต่อสื่อสารภาษาอังกฤษใช่หรือไม่

ใช่ ไม่ใช่

26. กรุณาเสนอแนะประเภทของการฝึกอบรมหรือการพัฒนาในรูปแบบอื่นๆ เพื่อเพิ่มทักษะการติดต่อสื่อสารภาษาอังกฤษที่ท่านต้องการมากที่สุด

.....

ส่วนที่ 3: ปัญหาและอุปสรรคในการใช้ทักษะภาษาอังกฤษในการติดต่อสื่อสารภายในองค์กร

คำชี้แจง: โปรดใส่เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับท่านมากที่สุด เพื่อสำรวจระดับปัญหาในการใช้ทักษะภาษาอังกฤษในการติดต่อสื่อสารภายในองค์กรของท่าน

5	หมายถึง	มากที่สุด
4	หมายถึง	มาก
3	หมายถึง	ปานกลาง
2	หมายถึง	น้อย
1	หมายถึง	น้อยที่สุด

ทักษะการฟัง

ท่านมีปัญหาในการใช้ทักษะการฟังภาษาอังกฤษ ในสถานการณ์ต่างๆ มากน้อยเพียงใด	ระดับปัญหาที่พบ				
	5	4	3	2	1
1. รับฟังและเข้าใจคำสั่งงานที่ได้รับมอบหมายและสามารถปฏิบัติตามได้					
2. ฟังข้อมูลจากผู้ติดต่อชาวต่างชาติ					
3. ฟังข้อมูลผ่านทางโทรศัพท์					
4. รับฟังข้อมูลต่างๆ จากภายในและภายนอกองค์กร เช่น ข่าวสาร, คำประกาศ, คำแนะนำและอื่นๆ					
5. ฟังการนำเสนอผลงาน (Presentation), การบรรยายทางด้านวิชาการ					
6. เข้าร่วมการประชุม อบรม สัมมนา					

ทักษะการพูด

ท่านมีปัญหาในการใช้ทักษะการพูดภาษาอังกฤษ ในสถานการณ์ต่างๆ มากน้อยเพียงใด	ระดับปัญหาที่พบ				
	5	4	3	2	1
7. สอบถามข้อมูลในงานที่ได้รับมอบหมายก่อนลงมือปฏิบัติ					
8. ติดต่อสื่อสารกับผู้ร่วมงานชาวต่างชาติ					
9. ติดต่อสื่อสารกับบุคคลภายนอกที่เป็นชาวต่างชาติ					
10. สอบถามข้อมูลและขอคำแนะนำเพิ่มเติมทั้งภายในและภายนอกองค์กร					
11. ใช้ในการให้ข้อมูลต่างๆ แก่ผู้ร่วมงาน, ผู้บังคับบัญชาและผู้ประสานงาน					
12. ใช้ในการติดต่อสื่อสาร โต้ตอบการสนทนา และแสดงความคิดเห็น					

ทักษะการอ่าน

ท่านมีปัญหาในการใช้ทักษะการอ่านภาษาอังกฤษ ในสถานการณ์ต่างๆ มากน้อยเพียงใด	ระดับปัญหาที่พบ				
	5	4	3	2	1
13. อ่านอีเมลล์ จดหมายและบันทึกข้อความจากผู้ประสานงาน					
14. อ่านนิตยสาร หนังสือพิมพ์ วารสารและสื่อสิ่งพิมพ์ต่างๆ					
15. อ่านเอกสารประกอบการประชุม อบรมและสัมมนา					
16. อ่านจดหมาย บันทึกข้อตกลงและสัญญาต่างๆ					
17. อ่านรายงานผลการดำเนินงาน					
18. อ่านคำชี้แจงจากเอกสารต่างๆ เช่น การกรอกแบบฟอร์ม และการกรอก ใบสมัคร เป็นต้น					

ทักษะการเขียน

ท่านมีปัญหาในการใช้ทักษะการเขียนภาษาอังกฤษ ในสถานการณ์ต่างๆ มากน้อยเพียงใด	ระดับปัญหาที่พบ				
	5	4	3	2	1
19. เขียนหรือโต้ตอบอีเมลล์					
20. เขียนจดหมายและบันทึกข้อความ					
21. จัดทำเอกสารประกอบการประชุม, วาระ, กำหนดการ, และรายงาน การประชุม					
22. จดบันทึกใจความสำคัญที่ได้รับจากการเข้าร่วมประชุม, อบรมและสัมมนา					
23. เขียนสรุปผลการปฏิบัติงานหรือเรื่องแจ้งให้ทราบแก่ผู้บริหาร					
24. กรอกข้อมูลหรือแบบฟอร์มต่างๆ					

25. ท่านมีปัญหาอย่างไรกับการใช้ทักษะภาษาอังกฤษในการติดต่อสื่อสารภายในที่ทำงาน

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26. ท่านคิดว่าควรมีวิธีการแก้ไขกับปัญหาที่เกิดขึ้นอย่างไร

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27. ข้อเสนอแนะอื่นๆ

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◆◆ ขอขอบคุณที่ท่านให้ความร่วมมือในการตอบแบบสอบถาม ◆◆

APPENDIX D

แบบสอบถามภาษาไทย – สำหรับผู้บริหาร

การศึกษาความจำเป็น ปัญหาและอุปสรรคในการใช้ทักษะภาษาอังกฤษ สำหรับการติดต่อสื่อสารภายในองค์กรของผู้ดำรงตำแหน่งเลขานุการจากสมาชิกสมาคม เลขานุการสตรีและนักบริหารการจัดการแห่งประเทศไทย (WSAT)

ดิฉัน - นางสาวอทิติวรรณ เอี่ยมจ้อย สมาชิกสมาคมฯ หมายเลข 2121 ปัจจุบันดำรงตำแหน่ง เลขานุการกรรมการผู้จัดการ บริษัท อีเกิ้ล อินเทอร์เน็ต จำกัด ขณะนี้กำลังศึกษาระดับปริญญาโท ที่สถาบันภาษา สาขาภาษาอังกฤษเพื่ออาชีพ ของมหาวิทยาลัยธรรมศาสตร์ โดยการศึกษาของดิฉันนั้น จะต้องดำเนินการศึกษาวิจัยในหัวข้อเรื่อง “การศึกษาความจำเป็น ปัญหา และอุปสรรคในการใช้ทักษะ ภาษาอังกฤษ สำหรับการติดต่อสื่อสารภายในองค์กร” เพื่อเป็นการแสดงให้เห็นถึงความสำคัญและ ปัญหาที่เกิดขึ้นในการใช้ทักษะภาษาอังกฤษ กับกลุ่มบุคคลที่ดำรงตำแหน่งงานด้านเลขานุการ และนำมาวิเคราะห์ถึงความจำเป็นในการใช้ สาเหตุ และวิธีการแก้ไขพัฒนาศักยภาพทางด้านทักษะ ภาษาต่อไป

ในการนี้ ดิฉันจะขอความร่วมมือจากสมาชิกสมาคมฯ ที่ดำรงตำแหน่งเลขานุการบริหาร ขององค์กรต่างๆ และท่านผู้บริหาร ซึ่งสมาคมฯฯ เป็นศูนย์กลางในการรวมกลุ่มของผู้ที่ประกอบ อาชีพเลขานุการและนักจัดการบริหาร ที่ให้โอกาสได้มีการแลกเปลี่ยนความรู้และประสบการณ์ ซึ่งกันและกัน โดยแบบสอบถามนี้ ประกอบด้วย 2 ส่วน ดังนี้

แบบสอบถาม ประกอบด้วย 2 ส่วน ดังนี้

ส่วนที่ 1: ข้อมูลพื้นฐานทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2: ระดับความจำเป็นในการใช้ทักษะภาษาอังกฤษในการติดต่อสื่อสารภายในองค์กร

แบบสอบถาม – สำหรับผู้บริหาร

ส่วนที่ 1: ข้อมูลพื้นฐานทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดใส่เครื่องหมาย ✓ ลงในช่องที่ตรงกับท่านมากที่สุดและ/หรือเติมข้อมูลลงในช่องว่าง

1. เพศ
 - ชาย หญิง
2. อายุ
 - 26 - 30 31 - 35
 - 36 - 40 41 - 45
 - 46 ปี หรือ มากกว่า
3. ระดับการศึกษา
 - ต่ำกว่าปริญญาตรี
 - ปริญญาตรี
 - ปริญญาโท
 - ปริญญาเอก
4. บริษัทของท่านประกอบธุรกิจประเภทใด

<input type="checkbox"/> การค้า	<input type="checkbox"/> ผู้ผลิต / โรงงาน	<input type="checkbox"/> การคมนาคมขนส่ง
<input type="checkbox"/> กฎหมาย	<input type="checkbox"/> อสังหาริมทรัพย์	<input type="checkbox"/> เกษตรกรรม
<input type="checkbox"/> ปีโตรเลียม	<input type="checkbox"/> ผู้ขายปลีก	<input type="checkbox"/> การเงิน
<input type="checkbox"/> การบริการ	<input type="checkbox"/> อื่นๆ.....	
5. ท่านมีผู้ช่วยหรือเลขานุการในการแบ่งเบาภาระหน้าที่ของท่านใช่หรือไม่?
 - ใช่
 - ไม่ใช่
6. ประสบการณ์การทำงานในตำแหน่งผู้บริหารของท่าน
 - น้อยกว่า 1 ปี
 - 1-5 ปี
 - 5 - 10 ปี
 - มากกว่า 10 ปี

ส่วนที่ 2: ระดับความจำเป็นในการใช้ทักษะภาษาอังกฤษติดต่อสื่อสารภายในองค์กรสำหรับเลขานุการ
 ท่านคิดว่าทักษะภาษาอังกฤษมีระดับความจำเป็นในการปฏิบัติงานด้านเลขานุการอย่างไร
คำชี้แจง: โปรดใส่เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับท่านมากที่สุด เพื่อสำรวจระดับความจำเป็น
 ในการใช้ทักษะภาษาอังกฤษในการติดต่อสื่อสารภายในองค์กรสำหรับเลขานุการ

5	หมายถึง	มากที่สุด
4	หมายถึง	มาก
3	หมายถึง	ปานกลาง
2	หมายถึง	น้อย
1	หมายถึง	น้อยที่สุด

ทักษะการฟัง

ท่านคิดว่าระดับความจำเป็นในการใช้ทักษะการฟังภาษาอังกฤษ ของเลขานุการในสถานการณ์ต่างๆ มีมากน้อยเพียงใด	ระดับความจำเป็น				
	5	4	3	2	1
1. รับฟังและเข้าใจคำสั่งงานที่ได้รับมอบหมายและสามารถปฏิบัติตามได้					
2. ฟังข้อมูลจากผู้ติดต่อชาวต่างชาติ					
3. ฟังข้อมูลผ่านทางโทรศัพท์					
4. รับฟังข้อมูลต่างๆ จากภายในและภายนอกองค์กร เช่น ข่าวสาร, คำประกาศ, คำแนะนำและอื่นๆ					
5. ฟังการนำเสนอผลงาน (Presentation), การบรรยายทางด้านวิชาการ					
6. เข้าร่วมการประชุม อบรม สัมมนา					

ทักษะการพูด

ท่านคิดว่าระดับความจำเป็นในการใช้ทักษะการพูดภาษาอังกฤษ ของเลขานุการในสถานการณ์ต่างๆ มีมากน้อยเพียงใด	ระดับความจำเป็น				
	5	4	3	2	1
7. สอบถามข้อมูลในงานที่ได้รับมอบหมายก่อนลงมือปฏิบัติ					
8. ติดต่อสื่อสารกับผู้ร่วมงานชาวต่างชาติ					
9. ติดต่อสื่อสารกับบุคคลภายนอกที่เป็นชาวต่างชาติ					
10. สอบถามข้อมูลและขอคำแนะนำเพิ่มเติมทั้งภายในและภายนอกองค์กร					
11. ใช้ในการให้ข้อมูลต่างๆ แก่ผู้ร่วมงาน, ผู้บังคับบัญชาและผู้ประสานงาน					
12. ใช้ในการติดต่อสื่อสาร โต้ตอบการสนทนา และแสดงความคิดเห็น					

ทักษะการอ่าน

ท่านคิดว่าระดับความจำเป็นในการใช้ทักษะการอ่านภาษาอังกฤษ ของเลขานุการในสถานการณ์ต่างๆ มีมากน้อยเพียงใด	ระดับความจำเป็น				
	5	4	3	2	1
13. อ่านอีเมลล์ จดหมายและบันทึกข้อความจากผู้ประสานงาน					
14. อ่านนิตยสาร หนังสือพิมพ์ วารสารและสื่อสิ่งพิมพ์ต่างๆ					
15. อ่านเอกสารประกอบการประชุม อบรมและสัมมนา					
16. อ่านจดหมาย บันทึกข้อตกลงและสัญญาต่างๆ					
17. อ่านรายงานผลการดำเนินงาน					
18. อ่านคำชี้แจงจากเอกสารต่างๆ เช่น การกรอกแบบฟอร์มและการกรอกใบสมัคร เป็นต้น					

ทักษะการเขียน

ท่านคิดว่าระดับความจำเป็นในการใช้ทักษะการเขียนภาษาอังกฤษ ของเลขานุการในสถานการณ์ต่างๆ มีมากน้อยเพียงใด	ระดับความจำเป็น				
	5	4	3	2	1
19. เขียนหรือโต้ตอบอีเมลล์					
20. เขียนจดหมายและบันทึกข้อความ					
21. จัดทำเอกสารประกอบการประชุม, วาระ, กำหนดการ, และรายงาน การประชุม					
22. จดบันทึกใจความสำคัญที่ได้รับจากการเข้าร่วมประชุม, อบรมและสัมมนา					
23. เขียนสรุปผลการปฏิบัติงานหรือเรื่องแจ้งให้ทราบแก่ผู้บริหาร					
24. กรอกข้อมูลหรือแบบฟอร์มต่างๆ					

25. ท่านคิดว่าการพัฒนาทักษะภาษาอังกฤษมีความจำเป็นต่อความก้าวหน้าและสามารถ
สร้างโอกาสในหน้าที่การงานของผู้ประกอบอาชีพเลขานุการได้ใช่หรือไม่
 ใช่ ไม่ใช่

26. ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการจัดการฝึกอบรมทักษะการติดต่อสื่อสารภาษาอังกฤษให้แก่
ผู้ดำรงตำแหน่งเลขานุการ

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27. ข้อเสนอแนะอื่นๆ

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❖❖ ขอขอบคุณที่ท่านให้ความร่วมมือในการตอบแบบสอบถาม ❖❖

BIOGRAPHY

Name	Ms. Athitawan Eamjoy
Date of Birth	July 19, 1987
Educational	2008: Bachelor Degree of Arts (B.A.) Silpakorn University
Work Position	Secretary of Director and Deputy Chief Executive Officer WP Energy Public Company Limited Secretary of Managing Director Eagle Intertrans Co., Ltd.
Scholarship	2016: Language Institute Thammasat University
Working Experiences	Secretary of President Qualimer Co., Ltd. Secretary of President and Personnel Officer Toyota Tsusho Energy (Thailand) Co., Ltd. Assistant Secretary of President Benz BKK Group Co., Ltd. Secretary of Korea Embassy (Commercial section of the Embassy of DPRK Korea)