NEEDS AND PROBLEMS OF ENGLISH LANGUAGE SKILLS
FOR
THE ROYAL THAI ARMY OFFICERS

BY
JAKTHAVEETHIP KHOCHARATANA

A THESIS SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2017
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THESIS

BY

MR. JAKTHAVEETHIP KHOCHARATANA

ENTITLED

NEEDS AND PROBLEMS OF ENGLISH LANGUAGE SKILLS
FOR THE ROYAL THAI ARMY OFFICERS

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in Teaching English as a Foreign Language

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ABSTRACT

The purpose of this study was to investigate needs and problems in English language skills used among Royal Thai Army (RTA) officers in situations where they are required to interact with foreigners. The study also describes what English language skills the officers ‘want’ to improve the most and the ‘ways’ to improve them. The participants of this research study were 100 officers who currently serve in the Royal Thai Army. They were purposively selected from different major components of the organization, including Command Component, Combat and Combat Support Component, Education and Training Component and National Development Support Component. Two main research instruments, questionnaires and semi–structured interviews, were employed to collect both quantitative and qualitative data. Prior to the development of the questionnaire, two methods of preliminary study, which included observation and informal interviews, were employed for gathering ideas and information relevant to the needs and problems in English language skills of army personnel. The data were then collected using a questionnaire covering the needs and problems of English language skills in targeted situations and the ‘wants’ and ‘ways’ for improving English language skills, as well as a semi-structured interview. The arithmetic mean, standard deviation
and percentage were employed to analyze quantitative data, while the qualitative data were analyzed through content analysis.

The results revealed that listening and speaking skills were the most and second most needed skills for RTA officers, while the listening skills were also the most challenging skill, followed by speaking skills. The study also revealed that the listening skills were the skills the officers ‘want’ to improve the most. Regarding the ‘ways’ to improve English language skills, self-directed learning and practicing through online media was perceived as the best ‘ways’ for helping the participants succeed in English language skills improvement.

The findings of this study provide recommendations on how English language courses should be arranged to help RTA officers to deal with the working situations that require the use of English language skills to interact with foreigners. Moreover, the styles and preferences of language learners should be taken into account before determining what teaching approaches are suitable for learners. The use of technology and multi–media can be used as supplementary tools to assist language learning.

**Keywords:** needs and problems, English language skills, Royal Thai Army (RTA) officers,
ACKNOWLEDGEMENTS

I would first like to express my deepest appreciation to my thesis advisor Assistant Professor Dr. Monnipha Somphong of the Language Institute at Thammasat University, for her patient guidance, enthusiastic encouragement and useful critiques of this study work. I would also like to thank Associate Professor Nopporn Sarobol for her advice and assistance in planning and development of research instruments. Without their knowledge and assistance this study would not have been successful.

Furthermore, I wish to acknowledge the help provided by Ms. Jiraporn Petchthong and other staff members who were abundantly helpful and offered invaluable assistance and support. I would like to thank the military establishments for their assistance with the collection of my data. Also, I like to thank the participants in my survey, who have willingly shared their precious time during the process of surveying.

I would also like to acknowledge Mr. Warren H. Thomson as the second reader of this thesis who provided me with very valuable comments on this thesis.

Finally, I must express my very profound gratitude to my parents for providing me with support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them. Thank you.

Jakthaveethip Khocharatana
August 2017
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CHAPTER 1
INTRODUCTION

1.1 BACKGROUND OF THE STUDY

It cannot be denied that the development of advanced technology allows people from all over the world to easily connect with each other. One important element that brings people together is language. People need to use language, especially an international language, for communicating and understanding each other. English has currently been established as an international language and plays a significant role in our daily lives and activities. It is mainly used as a central language for connecting people from different regions, with different cultures together. Moreover, many non–English speaking countries have also established English as one of their official languages. In response to the growing needs of using English for communication, there is an increasing number of English language users seeking for the opportunity to become communicatively competent and perform all the skills fluently. Not only is English used for communication in everyday life, it also plays a vital role in determining academic and professional opportunities. In Asian countries, it is said that those who have a good command in English communicative skills are likely to gain a better opportunity in terms of career advancement in their career field than those who do not have the skills.

In Thailand, English language also plays an essential role in every aspect of the daily lives of its people. The need of using English language for communication is the most widespread when compared with other foreign languages. People learn English with the aims of pursuing different personal purposes. It is believed that there will be advantages for people who have the ability to use English language skills effectively, particularly in the situation in which the competition for the available academic or professional opportunities is quite high.

Despite their years of experience with English language learning, Thai people are still encountering a number of difficulties when performing English language skills in real–life situations. The source of unsuccessful English language learning among Thai
people is somewhat related to how English is taught in school. Khamprated (2012) argued that the English language teaching in Thailand merely provides language knowledge for serving learners’ academic purposes, i.e. learning grammar for taking examinations, instead of preparing learners to perform language skills effectively. The result is that such limitations in experiences of real–life English spoken situations could diminish their ability to improve their English language skills and chances to achieve what they are aiming for. Therefore, English language users should be encouraged to have functional English language skills to be able to serve their purposes successfully.

1.2 STATEMENT OF THE PROBLEMS

English currently plays a dominant role in most occupational fields, including international business, information technology, science, academic positions and so on. One occupational field that is believed to place few attentions on the use of English is military. According to Orna-Montesinos (2013), the use of English for military affairs is relatively important as military operations are heavily associated with international cooperative actions, for example, against global terrorism or conflict beyond national borders. Therefore, it is inevitable that military personnel engage with foreign - armed forces and use English for communication.

Other than national security issue, there are always exercises in which an exchange in information and knowledge between the allied nations takes place. Thailand, as a member of the United Nations, has also played a significant role in international commitments, including humanitarian missions, in United Nations’ peacekeeping operations, or joint-combat exercise operations with foreign countries. In order to successfully perform the assigned missions and tasks, it is very necessary for Thai military personnel to be able to use English language effectively. The emphasis on personnel quality and capability development is the main purpose of the RTA, which aims to move toward to be one of the most modernized armies, particularly in the South East Asia context. However, the improvement of army personnel English proficiency still remains one of the biggest challenges for the RTA to achieve.
The Thai military also provides additional language education and training for its personnel, with the aim of promoting job competence and language proficiency. However, as non-native English speakers, Thai military personnel may still find it difficult to use English both in their daily life and workplaces. Many of the commissioned officers, who have undergone the English language courses provided by the military cadet academy for seven years, still find it difficult to use the language fluently in real life situations. This lack of English language competence may result in the limitation of their participation in multi-national missions or training exercises. It can be argued that the language courses provided by the military institutions may not meet the requirement and expectation of the students, so it is less likely for them to be successful in English language learning and it could affect their professional skills, qualification, and career advancement.

Although the role of English language on military affairs has been increasing, few research studies have been done to investigate the needs and problems of English language skills in the areas of military personnel. Therefore, the needs and problems of English language skills for the Royal Thai Army officers were the main focus of this study. Furthermore, this study also focused on the English language skills the army officers want to improve most and the perceived ‘ways’ to help improvement in English language skills.

1.3 OBJECTIVES OF THE STUDY

1.3.1 To investigate needs of English language use among Royal Thai Army (RTA) officers in situations where they are required to interact with foreigners.

1.3.2 To identify problems they encounter while using English language to interact with foreigners.

1.3.3 To determine English language skills they want to improve most.

1.3.4 To determine ‘ways’ to improve English skills among RTA officers.
1.4 RESEARCH QUESTIONS

1.4.1 What are the needs of English language skills used among RTA officers while interacting with foreigners?
1.4.2 What are the problems that the RTA officers experience while interacting with foreigners?
1.4.3 What are English language skills that RTA officers want to improve most?
1.4.4 What are the ‘ways’ that could help RTA officers improve in English language skills?

1.5 SIGNIFICANCE OF THE STUDY

The results of this study provide information about the needs and problems of English language skills used among RTA officers, along with their ‘wants’ and the perceived ‘ways’ to improve English language skills. This information can provide valuable recommendations to English language course planners in the military educational institutions, and help the design of English courses that focus on the preparation of officers to deal with working situations that require the use of English language skills. Also, the results of this study can help stakeholders of English language teaching and learning in the Royal Thai Army, including officers who plan to develop their skills, to stay on course to improve their English language skills. In other words, both teachers and learners need to be aware of what skills are required and which are needed to get improvements.

1.6 SCOPE OF THE STUDY

1.6.1 As mentioned earlier, the purposes of the present study were to examine the needs and problems of English language skills used for RTA officers. It also focused on the officers’ ‘wants’, which include their perceived ‘ways’ to improve English skills used in their real life working situations. The study focused only on the officers of the Royal Thai Army, one of the main components of the armed forces in Thailand.

1.6.2. The study aimed to investigate the English language skills that are most likely to be used in the workplaces, including speaking, listening, writing, and reading
1.7 DEFINITIONS OF TERMS

Definitions of terms in this research study are as follows:

1.7.1 **Royal Thai Army (RTA)** refers to Thailand’s army forces organization and its responsibility for two primary missions: preparing land forces and employing the prepared forces to defend the nation.

1.7.2 **Royal Thai Army (RTA) officer** refers to the active Thai army officers who currently serve the nation both domestically and internationally.

1.7.3 **English language skills** refers to the English language skills that the RTA officers use in their workplaces, operations, or missions, including speaking, listening, writing, and reading.

1.7.4 **Needs** refers to the required English language skills and knowledge that the RTA officers need to know in order to function effectively in the target situation.

1.7.5 **Wants** refers to the English language skills and knowledge that the RTA officers must learn in order to meet their own needs.

1.7.6 **Problems** refers to the English language skills and knowledge that the RTA officers find a challenge to perform in accordance with their present language abilities.

1.7.7 **Ways** refers to the perceived approaches or techniques that the RTA officers think will help them improve their ability to use English language skills.

1.8 ORGANIZATION OF THE STUDY

The present study is organized in the following order. First, it provides the background of the study, statement of the problems, the objectives of the study, research questions, significance of the study, the scope of the study and definitions of the important terms. The second section of the study presents a literature review which provides theoretical perspectives, principles, and previous studies on the use of English language skills in the area of the military. Third, the research methodology will be explained: how the study was carried out and what types of information sources were used to gather needed information, along with the analysis tools that were used to address the research questions in the study. Fourth, the data gathered from the questionnaires and interviews are presented. The data from the questionnaires was analyzed by using the
data analysis tool from SPSS software, while the data gathered through interviews were analyzed by the content analysis technique to provide answers for research questions of the study. The fifth part of the study aims to discuss the results of the study. Then, the final part is to provide the conclusions of the study associated with the research questions, the implications of the study, and recommendations for further research. It gives suggestions on how the findings of the study can be used to improve the major concern of the study.
CHAPTER 2
REVIEW OF LITERATURE

This chapter presents academic literature on the needs and problems of English language use, which provides useful information about learners’ needs and problems when using English language skills. The first part of the chapter will begin with the discussion of the term ‘needs of English language skills’ among language users. The term English language communication skills will then be discussed in detail in the later section. Then, the literature about problems in communicating in each skill will be reviewed. After that, the background of the Royal Thai Army will be reviewed in order to give useful insights about organization. Last, literature on ways to improve English skills will be discussed.

2.1 NEEDS OF ENGLISH LANGUAGE

In this section, the review of literature for needs in English language use is presented as follows:

2.1.1 Definitions of needs

Numerous educators have described the concept of needs by using different terms. Johns and Dudley-Evans (1991) define the concept of learning needs as the identifiable elements in language learners’ situations. Rahman (2015) presents that what learners will be required to do with the foreign language in the target situation are the learning needs. He also added that ‘needs’ involves how learners might best master the language during the period of learning. Another perspective on the concept of needs was presented by Widdowson: needs refer to the present or future requirement of learners, and what the learners expect to get from the language course when they finish it (as cited in Juan, 2014, p. 13). This particular perspective of ‘needs’ tends to focus on the goals of language learners that derive from the target situations, that is, their academic or occupational requirements.
According to Hutchinson and Waters (1987), the concept of needs is described by using three terms which are necessities, wants and lacks. Necessities are abilities that learners need to know to function effectively in the target situations, or skills that enable learners to reach the target. Therefore, in considering learners’ necessities, teachers should also focus on an analysis of the target situation. Lacks relate to present language abilities of the learners. Robinson (1991) also supports the idea that ‘lacks’ are inadequate skills that learners need to improve in order to fulfill their personal requirements. The inadequate skills refer to what the language learners do not know or cannot use in the target language to meet their requirements. Wants are learners’ image of their own needs. Richterich (1980) points out that the learners’ needs are associated with the perceptions and desires of a person (as cited in Tahir, 2011). ‘Wants’, along with necessities, are an important component of investigating the needs of language learners as they provide information of what the learners feel they need to know in order to meet their particular requirements, such as academic or occupational advancement.

Brindley (1989) described needs as ‘objective’ and ‘subjective’ elements. Objective needs refer to the needs that are influenced by outside factors. Therefore, the professional information about the language learners is required to identify what will be the tasks and activities that the learners would use to communicate in real-life situation. On the other hand, subjective needs involve the cognitive and affective factors that affect the language learning process, such as personality, confidence, attitudes, learners’ wants and expectations with regard to the learning of English. His study also makes further distinction, between needs which are ‘process-oriented’ and ‘product-oriented’, where the former are concerned with how the learning is carried out, while the priority for the latter is the final outcome of the course.

2.1.2 The analysis on learners’ needs

According to Bower (1980), learners will learn well if they need to learn but they will learn best if they want to learn (as cited in Songhori, 2008, p.13). Consequently, teachers, educators, and researcher should focus on the analysis of
learners’ needs in order to create learning lessons that correspond to learners’ own wishes and goals in language learning, as well as help them to learn language successfully.

The analysis of learners’ needs is usually comprised of a survey of learners’ educational backgrounds and goals, course requirements, assignments and classroom management (Benesch, 1996). Iwai, Kondo, Lim, Ray, Shimizu, and Brown (1999) suggests that analysis of needs is the activity involved in collecting information from learners to develop the curriculum that matches the particular needs of the learners. Hutchinson and Waters (1987) proposed the framework for the analysis of learning needs which is presented below.

**Why**

This question aims to answer why language is needed for learners or why the learners are taking the course. For example, learners attend the course for work, for study, for training or for other purposes. Moreover, it aims to ask whether the course is optional or compulsory.

**How**

The researchers should find the answer to a list of questions about how the learners learn and what the teaching techniques and types of materials used in the classroom are. In addition, the list of questions also includes learners’ educational background.

**What**

This group of questions is about the content of the course, level of proficiency, and the setting and context in which the target language will be used.

**Who**

The purpose of this element is asking who the learners of the course are. It is composed of questions about age, gender or nationality. Moreover, questions about their attitudes towards learning English are included.

### 2.2 ENGLISH LANGUAGE COMMUNICATION SKILLS

In this section, the review of literature for English language communication skills is presented as follows:
2.2.1 Definitions of communication

A number of educators have defined communication in various aspects. According to Scott (1981), communication is the process of interaction between a speaker and a listener sharing information with each other. Bygate (1987) considers communication skills as the interaction and maintaining of relationships with others. Littlewood (1995) says that a speaker should make decisions in choosing suitable language use for a listener and a situation.

Luoma (2004) insists that the communicative element should include sound, word and structure. Gower, Phillips and Walters (1995) state that in order to communicate, a speaker and a listener should be able to use language fluently and accurately.

As cited in Brown (2007), Chomsky noted that communicative competence comprises of not only grammatical features, but also socio-cultural features which are about when and how to use language to communicate appropriately in each circumstance. Bachman (1990) also suggested a concept of English communication. He says that English communication consists of both listening and speaking ability which are the basis of literacy. Communication skill is the ability to use language fluently and appropriately in any situation. Bachman also proposed a framework for communicative skill analysis which is composed of knowledge, strategy, psychology, context and language.

Bartz (1979) proposed the concept of quality of communication content and quantity of communication content. Quality of communication content is how the speakers communicate with language accuracy while quantity of communication content refers to the capacity of content that the speakers communicate with each other.

In conclusion, communication is the process of thinking, making decision and interaction by integrating sound, word, structure and meaning together. In order to communicate, learners require more than knowledge of language elements. They are also
required to have the ability to use language meaningfully and appropriately in real situations.

2.2.2 The importance of English language communication skills

A number of research studies have examined the importance of English language communication skill. Maes, Weldy, and Icenogle (1997) pointed out that in 1975, communication skill was not considered the top list of the most important qualifications for hiring decisions. However, the importance of language communication skill has increased more and more. They conducted a research study to investigate the important competencies and skills, which are essential for hiring decisions. The findings revealed that language communication skill was ranked as the most important competency and skill. In addition, as cited in Maes, Weldy, and Icenogle (1997), Kane’s (1993) study also indicated that communication skill is one of the top three criteria for general management positions.

In addition, according to Crosling and Ward (2002), the use of communication skill is perceived as an important matter. Students should be proficient in oral communication skills. Crosling and Ward (2002) also suggested that students require adequate experiences and instruction in order to be able to communicate effectively. Nevertheless, Crosling and Ward (2002) found that there are not enough preparation courses in college or university for students to develop their oral communication to use in their future careers. Hetherington (1982) found that for students, English language communication skill is very important and helpful for their future career. The findings of his study also found that students perceive spoken communication as a more important skill for the workplace than written communication skill. Mellinger (1992) states that communication and social interaction are two important aspects for successful careers.

In conclusion, nowadays English language communication has become a very important skill needed for language learners. Learners are required to have the ability to communicate effectively to succeed in their academic studies and future
careers. Therefore, educators, teachers and researchers should find the best ways to help language learners to improve their English communication skills.

### 2.2.2.1 Listening skills

Listening is one of the most important skills for sharing and exchanging ideas and feeling among people in daily life. Listening to second language, especially when listening to conversation conducted in second language, is quite challenging as it requires the listeners to make an effort to construct the meaning from the information they are hearing. Khamprated (2012) pointed out that listening skills are very important in communicative situations, which require listeners’ focus and concentration at the time of participating in any dialogue. In order to successfully perform listening skill in the communicative situation, Gross (1982) (as cited in Gilakjani and Sabouri, 2016) stated that listening comprehension is necessary for the listeners for constructing a meaning when they get the information from the listening source. Listening comprehension, according to Steinberg (2007) (as cited in Bingol, Celik, Yildiz, & Mart, 2014), is the ability of the listeners to understand the interlocutor through sense, aural organs, and the meaning of the information. If they fail to use their listening skills to pick up the messages from the conversation, it may cause them a serious problem afterwards, especially when they need listening skill for carrying out working tasks.

Tangniam’s study (2006) revealed that listening is one of the most important skills for Thai Airway staff and it is highly needed for providing services to passengers, the failure to understand spoken language would lead to dissatisfaction with services. In the context of English language learning, Khamprated (2012) also stated that listening is the main distributor of English learning, as learners need to learn the correct pronunciation of words through listening. Hamouda (2013) also explained that listening skills are very important when acquiring knowledge through understandable input. The process of learning cannot take place if the learners fail to receive input through listening. However, despite the importance of listening skills, language users still encounter a lot of listening difficulties. The difficulties in listening comprehension will be discussed further in the next section.
2.2.2.2 Speaking skills

One of the most important skills that play a fundamental part in communication in any language is speaking, particularly in English. Quershi (n.d.) pointed out that speaking is necessary for communication as we communicate with others, express our ideas, and exchange information through speaking. Without speech, such process of communication will not take place. We use speaking for communication with different purposes and in a variety of situations. The speakers need to ensure that their speech is conducted correctly and effectively in order to communicate well in spoken situations. Quershi (n.d.) also stressed the importance of speaking as follows:

(1) The speaking skills are needed to be purposively trained in order to prepare the speakers to carry on a smooth and effective speech when taking part in any spoken communication.

(2) The language users need to have a good command of four communicative skills: listening, speaking, reading, and writing. However, they will gain some advantages if they are capable of performing speaking skills fluently because it helps the language users to express thoughts, ideas and emotional expression, in the form of words, in a meaningful way.

(3) The speaking skills, especially effective ones, can be used to draw the attention of the audience or interlocutor and results in the achievement of personal goals. The speakers may need speaking skills for making presentations, answering job interviews, or convincing others for reaching an agreement. These spoken tasks will not be successful if the speakers have a poor level of proficiency in speaking.

2.2.2.3 Reading skills

Reading is one of the important communicative skills that we encounter in our every day life. Chawwang (2008) claims that reading is the most important English language skill because it is used as the main instrument to acquire knowledge and information. The information we learn today is mostly available in the form of both printed and online materials, and English language is always the original sources of those materials. Phupradid (2003) also adds that it is the skill that people are mostly likely to
encounter in real-life as various English printed materials are available to read while opportunities to speak, listen, and write are few (as cited in Chawwang, 2008). Grabe and Stoller (2002) point out that individuals need to read in order to enlighten themselves, especially reading in English because it is used worldwide, not only as global language, but also the language of science, technology, and advanced research (as cited in Pangsapa, 2012). Moreover, Pangsapa (2012) also contends that reading is important for people in various careers because they can use it as the primary means of independent learning to fulfill the goals of achieving academic or professional tasks. Chantawimol’s study (1998) on the attitude of Thai people towards English shows that doctors, engineers, teachers and hotel business people need reading skills to read newspapers, academic textbooks, and journals, while students may encounter most textbooks, sources of knowledge, and information published in English (as cited in Chawwang, 2008).

2.2.2.4 Writing skills

Writing is viewed as a difficult skill since it is an integrated skill or a complex process. Various sub-skills are needed in writing (Cornbleet & Carter, 2001, p.7; Khaldieh, 2000, p.522). It involves basic structural elements such as paragraphing, sentence structure, grammar, punctuation, and spelling. In addition, writing includes word choice, use of appropriate grammar (such as subject-verb agreement, tense, and article use), syntax (word order and sentence structure), mechanics (punctuation, spelling, and handwriting), and organization of ideas into a coherent and cohesive form (Clifford, 1991, p.41; Gebhard, 2000, p.221; Harris, 1969, p.68; Tyner, 1985, p.xviii). Therefore, to produce a piece of writing, writers have to consider many elements.

Alfaki (2015) points out that people conduct written communication to express ideas, thoughts, opinions, and attitudes to others. Similar to other English language skills, writing is considered crucial for various careers as it is a means of communication that is clearly related to speaking because they are both expressive. Even though writing is believed to be less frequently used when compared with other English language skills, it is still crucial in various careers, both academic and professional areas. Afrin (2016) views writing skills as an important part of communication for students
throughout their academic life because it allows them to organize their feelings and ideas clearly as well as to convey meaning through well-constructed text. Moreover, Park (2015) also contends that writing skill should not be disregarded for Korean naval officers to perform tasks. Writing skill is needed for sending emails, messages or other correspondence. The role of written communication in military operations is gradually increasing as it is more reliable and useful when exchanging a lot of information among many parties.

2.3 **PROBLEMS IN ENGLISH COMMUNICATION**

There are factors, both internal and external, that could affect learning process. Mustafa, Rashid, Atmowardoyo and Dollah’s work (2015) suggested that the attitude of English language users determine the success or failure in improving their English skills. On the other hand, the external factors, such as the lack of opportunity to use the language and the interference of mother tongue could cause difficulties in language learning. According to Biyaem (1997), the following are the possible factors for learners (as cited in Wiriyachitra, p.2), which potentially cause difficulties in performing English skills:

- The difficulties in English language learning, i.e. interference of mother tongue in pronunciation, grammar structure, and word choice
- Attitudes toward English language, i.e. they have bad experience in learning language or they might see learning English is unnecessary.
- Attitudes toward the culture of the English-speaking world
- The opportunity to use English in real life situations
- The influence of level of anxiety, i.e. being too shy to produce language outputs (speaking and writing skills)
- The clash between the goals of learning English with the aim of passing an exam, using the language for further specialist education and training, or the language used at the workplace.
There are several causes of problems that prevent Thai learners of English from achieving the goal of language learning. According to Natepreeya Chumchaiyo, the problems that Thai learners of English have faced are analyzed as follows (as cited in Somphong, 2012, p.6) as follows:

a) Psychological Problems: These include being nervous when communicating with foreigners, being afraid of making mistakes and lacking confidence to speak or write English, as well as being shy to speak up, to ask the native speaker to speak slowly or to repeat, or to say ‘I don’t understand’.

b) Pronunciation Problems: Learners mispronounce some consonant sounds such as /r/, /l/, or ending sounds of /Id/ and /Is/, stressed syllables, and intonation.

c) Listening Problems: Learners are not accustomed to the native speakers’ accent. They listen to vocabulary and analyze the sentence structure instead of imagining the story.

d) Speaking Problems: Learners do not practice speaking English with emotional expression. They speak with a monotone sound which is not natural. Besides, they do not speak automatically (thinking in Thai and then translating into English)

e) Reading Problems: Learners try to read every word instead of catching the key words. They lack the ability to understand the main idea and put too much emphasis on the specific details.

f) Other problems. These involve knowledge of slang, idioms, proverbs, and tenses, as well as having rare opportunity to use English.

In addition to Thai learners’ difficulties discussed above, Foley (2005) also points out that the problems stem from cultural background as follows (as cited in Somphong, 2012):

a) Status and Respect. Thai learners are not willing to participate in classroom activities as they are taught to pay respect to their teachers who have a high status as their second parents.

b) The term ‘Krengjai’. This term strongly associates with the status and respect discussed above. The combination of different, deference, and consideration stops
learning from acting as active learners, i.e. it prevents learners from asking their teachers to repeat an explanation. The ‘Krengjai’ response is the leading cause of lacking initiative, weakness and subservience or unquestioning obedience.

c) Cross-cultural Pragmatics. The pragmatic cultural difference between Thai and English results in misunderstanding. It is not easy task to translate into the classroom in the way the teachers and learners perceive different life styles and culture.

2.4 PROBLEMS OF ENGLISH COMMUNICATION IN EACH SKILL

2.4.1 Problems of listening in English

Even though listening comprehension is regarded as an important skill for language learners to acquire, they still have problems with understanding spoken languages. The major difficulties are described as follows:

The first problem is the difficulties to comprehend idiomatic expression in English. According to Taki (2013), “an idiom is a combination of lexical items and has a meaning which is distinct from the individual lexical items and this idiomatic meaning is usually understood based on the conventional use of speakers in the speech community” (p.825). The use of idiom for expression is related to the cultural orientation. In order to understand the meaning of idioms, the listeners need to have a good understanding of the target culture and also the intercultural difference. It also requires the listeners to acquire the knowledge of metaphors to comprehend idiomatic expression of the speakers. Most second language users have difficulty in processing idioms that are expressed in L2, which leads to misunderstanding and misinterpreting of the meaning the speakers intend to deliver.

The second problem that obstructs the ability of comprehension through listening is a variety of accents. Hamouda’s study (2013) investigated listening comprehension problems among Saudi students in the EL listening classroom and revealed that many differences in accented speech cause difficulties to students in listening comprehension as they do not have many opportunities to be exposed to environments where different accents of English are spoken. Fan stated that the only
chance the language listeners have to listen to spoken English is in a language classroom and they are only familiar with the mother tongue accents, which are American and English accent, spoken by their language teachers. However, English is not only spoken in American and English accents, but it is also spoken by Indians, Australians, Chinese, and Singaporeans (as cited in Bingol et al., 2014).

The third problem of listening comprehension is the ability to control the speed of a speaker’s speech. Khamprated’s study (2012) suggested that one of the most difficult problems for the second language users is the ability to capture the meaning of spoken language taking place in uncontrollable situations. The uncontrollable aspects include the speed of the speaker and the tone of the speaker’s voice. Moreover, Fan added that there are many uncontrollable factors in the communicative situations in real-life settings, such as street gossip, proverbs, new products, situations unfamiliar to the students, and dialogue from radio and movie. These factors mostly come with distractions that cause difficulties for the listeners, particularly those who are not competent enough to correctly understand speech content (as cited in Flores, 2013). The distractions include background noise, lack of visual clues and body language, or poor quality of voice recorded.

Khamprated (2012) added that the listening comprehension problem mainly involves the limited knowledge of vocabulary. The problems occur when the speakers use unfamiliar words with the listeners in interactive situations. When the listeners hear words they do not recognize, they would focus on considering the meaning of the unfamiliar words they come across and lose concentration on the overall content. Bingol et al. (2014) stated that listeners encounter less difficulty in listening comprehension when they can recognize the vocabulary they are hearing from the contents of speech.

2.4.2 Problems of speaking in English

Conducting spoken language is not just producing words through the mouth. The speakers need to use speaking skills for making meaning to communicate in
order to serve any objectives of speakers themselves in different contexts. However, according to Leong and Ahmandi (2017), the focus of English language teaching in school tends to place little emphasis on the development of speaking skills. English learners are not given enough opportunities to expose themselves to English spoken communication, and the approach of evaluating speaking skills is not well-implemented. Bueno, Madrid, and McLaren pointed out that many learners cannot speak appropriately and understandably even though they have spent so many years studying English language (as cited in Ahmandi, 2017). Xiuqin (2006) revealed the major difficulties of speaking English among Chinese students as follows:

The first problem is a lack of proficiency in English. This difficulty causes the language user to avoid any spoken communication conducted in English because they do not understand the spoken language so they cannot provide any response in the conversation. Instead of taking risks, the speakers may tend to avoid the conversation and keep silent.

The second problem of speaking is related to the speakers anxiety, as the speakers are afraid of making mistakes and being criticized by their conversation partners. Such anxiety might deprive them of the opportunities of practicing speaking skills in spoken situations.

Moreover, Wiriyachitra (2002) also discussed the difficulties in English speaking skills among Thai learners. The following problems are the factors that affect their level of competency in English speaking.

- Interference from the mother tongue (Thai) particularly in pronunciation,
- Lack of opportunity to use English in their daily lives
- Unchallenging English courses
- Being passive learners
- Being too shy and fearful to speak English with foreigners
- Lack of responsibility for their own practice and learning
2.4.3 Problems of reading in English

Wongwaiyut (2011) stated that reading in English is very important for people who currently work in the area of international affairs because they need to read English documents related to their work. However, they still encounter a high level of problems when reading those documents. The problems mainly involve the lack of familiarity with general vocabulary so the comprehension of contents in reading can be missing. Gunning pointed out that the level of proficiency in reading is mainly associated with the level of vocabulary and sentence structure knowledge. Vocabulary knowledge is used for getting the meaning of words, while sentence structure knowledge helps readers understand the grammatical features and sentence structure in a text (as cited in Chawwang, 2008).

Reading is a process that requires a great amount of readers’ effort to understand what they are reading. In term of vocabulary knowledge, the difficulties in getting the meaning of words determines the level of success in reading comprehension. Anjomshoa and Zamanian (2014) pointed out vocabulary knowledge provides readers a sense of reading comprehension and improve reading ability. If the readers face problems with the meaning of words, particular technical terminology, this would lead to difficulties in reading comprehension. In addition, the difficulties with sentence structure also lead to problems in reading comprehension. According to O’Donnell and Wood, the chance of success in comprehending reading texts is also determined by the ability to understand how a text is organized and the relationship between sentences (as cited in Chawwang, 2008). According to Nuttall (2000), the reader may encounter sentences that consist of complex grammatical features, such as complex phrases, complex noun groups, and coordinating conjunctions, where it is relatively difficult to follow the text and understand the reading passage.

In addition, other problems that cause reading problems involve the ability to comprehend the organization of reading content. Some readers who face difficulties in reading comprehension, are not able to identify topic and main idea, draw conclusions, or predict author’s purpose. Chawwang (2008) argued that the inability to comprehend what
the text is about, along with the lack of knowledge of sentence structure and vocabulary, is the problem the readers normally encounter. In addition, these reading problems might be associated with the teaching methods that they experienced. Ruangputtanakul and Tongjai argued that the teaching method for reading in Thailand does not help students to improve reading ability. Instead of helping students to learn proper learning strategies, students are confronted with grammatical rules and translating each sentence into Thai (as cited in Chawwang, 2008). As a result, students are incapable of reading effectively.

2.4.4 Problems of writing in English

Learning English writing is one of the most challenging aspects of language learning for both second language learners and those who speak English as a first language as it requires extensive and specialized instruction in order to achieve a good competency level in writing skills. Seyabi and Tuzlukova’s study (2014) identified the main writing problems that obstruct English language learners trying to perform writing tasks: deciding how to start a writing essay or paragraph, not knowing how to write a correct English sentence, putting the ideas together in a coherent way, choosing the right vocabulary to express their ideas, and not having enough ideas about the topics that require them to write about. Many English learners encounter writing problems when performing written communication by making mistakes on language features. In Afrin’s study (2016), the mistakes on language features that makes writing weak included spelling mistakes, misuse of tense, subject–verb agreement, punctuation and fragments, preposition, number, pronoun, misuse of words and word choice, misuse of articles, and capitalization.

Afrin’s study (2016) also stressed that not only the mistakes with language features, but also the lack of ability to organize ideas in order to complete a paragraph makes writing ineffective. The main difficulties for writers to complete effective paragraph writing involve the failure in generating ideas to construct a topic sentence, supporting details and concluding lines, and the lack of abilities to put these writing components together in a coherent way by using appropriate transitional phrases.
from the organization of ideas, Afrin’s study found that it is not possible for writers to express ideas in their writing tasks when their knowledge on vocabulary is quite limited.

2.5 BACKGROUND INFORMATION ABOUT THE ROYAL THAI ARMY

This present study aims to identify the needs and problems of English used by army personnel as well as the approach that could help them to improve their English communicative competence. Moreover, the English for military officers described in this part is related to significant details that will contribute to improve English use among RTA officers.

2.5.1 The contexts of English language used in RTA

The Royal Thai Army has participated in many types of operation assigned both by the government and through requests from other organizations. One of the strategic plans with regards to international affairs adopted by the RTA is to implement military diplomacy policy according to the policies of the government and the Ministry of Defence, by promoting relationships with allied countries, particularly neighboring countries, and international organizations. According to DeRouen, Jr. and Heo (2005), the RTA has participated in international missions on a regular basis including humanitarian efforts. As the organization has become more concerned about diplomatic policy which places a great emphasis on foreign relations, the use of foreign language among RTA officers while performing duty is very important, especially English language. This section will briefly present a background of English language used in the RTA based on each component of the organization.

2.5.1.1 Command component

This component, the command unit, is responsible for providing direction and supervision for establishing effective management plans and policies of each particular field of service, such as personnel management, intelligence, budget, military technological development, facilities and systems support, etc. Moreover, its mission is to prepare army forces to stand ready for protecting national sovereignty and to ensure that service and order are effectively maintained during both peacetime and wartime.
2.5.1.2 **Combat and combat support components**

These components act as the combat forces and are responsible for any operational actions in response to both external and internal threats to the security of the nation. With this regard, it is their primary task to ensure combat readiness in terms of weaponry, equipment, and development of military skills. For this function, it is quite necessary to continuously prepare the forces to be ready for any potential threats by participating in rigorous regular military training, both with domestic and international forces, and especially in joint combat exercises with foreign forces.

2.5.1.3 **Education and training component**

This component is a major contributor that provides academic, military training, and career path courses for its personnel within the organization. It also provides English and other foreign language instruction to the members of the RTA through its main institution, which is the Army Training Command Language Center. In this institution, five English language-teaching programs are annually designed for specific disciplines: *English course for executive officers*, *English course for preparing an Asia-Pacific military exercise*, *American-English language course*, *Australian-English language course*, and *English course for commissioned officers*. Each course has a different period of course length, ranging from 4 to 12 weeks. Army personnel can apply for these programs if they are interested in English language learning.

2.5.1.4 **National Development Support Component**

The function of this particular component varies when compared with other components as its operation serves both assignments from the government and requests from other organizations in various aspects of security, such as social and economic institutions. One main mission of this component is to assist and relieve the victims of natural and public disasters. Personnel from this component regularly participate in the peacekeeping operations and humanitarian aid with the United Nations forces in Asia and Africa.
2.5.2 English language skills for military personnel

Orna-Montesinos (2013) stated that the concept of globalization has modified how conflicts emerge. The globalization of conflicts extends them beyond national borders and they become matters of international concern. With regard to this threat, the integration of armed forces from various cultural backgrounds must take place to form a joint operation. As a result, it makes English the central language for the military communication. “English can help facilitate the necessary interconnection between individuals and organizations, between the national and international, between the local and the global” (Orna-Montesinos, 2013, p.88). Orna-Montesinos (2013) pointed out that English not only plays an influential role as the central language for communication, but also has an influence on professional competence and chances for professional advancement.

“The pressure for learning the language is not only a personal one, a matter of academic success, personal development or professional promotion and advancement; it is also essential for the growth of the organization: an officer can be seen as representing the whole army and the difficulties to participate in professional interaction in English would badly affect the institution.” (Orna-Montesinos, 2013, p.89)

Attitude and motivation toward the use of English are very important factors in determining the development of English proficiency among military personnel. Zafarghandi and Jodai (2012) investigated the attitudes toward English and English learning at an Iranian military establishment. The study showed that Iranian military students choose to learn English mainly to serve the need for future career purposes. However, when compared with civilian university students, the military students seem to have more negative attitudes toward English and English learning because their future career is limited to the military, unlike other civilian university students who have more opportunities in various career fields.

Chen (2009) also investigated the difficulties that the Republic of China Military Academy (ROCMA) cadets are facing when speaking English. The finding of the study showed such difficulties, including lack of confidence, fluency, and vocabulary.
knowledge, are the main influential factors that limit their English speaking capability. His study also shows that the causes of difficulties in speaking English are mainly determined by the environmental factor, insufficient chance for practicing, and laziness. Therefore, the cadets in the study believed that they should have received more authentic input and chance to practice more of listening and reading skills in order to overcome such difficulties. Park (2015) argues that Chen’s study does not provide enough suggestions on syllabus design or curriculum development.

Juhary (2013) conducted a study to evaluate the existing English language course at the National Defence University of Malaysia. The aims of this military educational institution focus on preparing its learners not only to master the language but also to function effectively while performing operations both domestically and internationally. His study showed that Malaysian Armed Force officers are positive about learning the English language. In addition, it suggested that the English language course should expose military terms, vocabulary and concepts to its learners through reading military articles and journals. Another suggestion was that students would feel more motivated if the language courses provided learning materials that related to the learners’ future careers. Moreover, the English course that provided English general vocabulary seemed to be at the bottom of the list of choices of topics that a military officer need to learn. Solak (2012) also stated that all four language skills are important for military officers when joining the international missions. His study discussed English teaching and learning activities for Turkish Gendarmerie in which the main goal of an English course should relate its material, syllabus design and process of testing with the focus on four language skills, and to the international missions in accordance with NATO standards.

2.6 ‘WAYS’ FOR ASSISTING THE IMPROVEMENT OF ENGLISH LANGUAGE SKILLS

Even though English language has become an important part of people’s daily life and career opportunities, most English language users are still facing number of difficulties when using English skills in communication. Many of them do no want to
improve English skills because of negative attitudes toward English learning. Lightbown and Spada (2013) argued that in order to produce successful improvement in English competency of learners, the approaches must ensure they fulfill the needs and styles of learners themselves. This section will provide a theoretical framework of the approaches for assisting their English language improvement.

Dueraman (2013) pointed out that English language learning can be conducted in many different ways. One approach that could arouse the learning motivation involves the use of technology to assist their language learning. The study suggested that English language learners use technology, such as computers and the Internet, to look up the meaning of unfamiliar words, translate, listen to pronunciation and check spelling. Some use the Internet to search for English conversation samples to practice their listening skills. Moreover, the technology is very helpful in terms of encouraging self-learning outside classrooms. English learners in the past heavily relied on teachers in terms of word meaning, pronunciation and word spelling, but they can build their own learning strategies without the influence of teachers through the assistance of technology. However, this is still challenging for some learners who have limited capability using technology, or limited access.

Computer-mediated language learning (CMLL) can be applied to encourage students to use English for interaction outside the classroom. Saniboo and Sinwongsuwat (2016) stated that learners are encouraged to take advantage of computer-mediated language learning (CMLL) materials. The use of a computer-mediated approach is convenient for learners to access, particularly learners who have quite limited opportunities to use English outside their classroom. A great number of online media channels encourage learners’ self-study and provide chances to practice communicative skills with little reliance on teachers. Liu and He (2014) also found that the use of technology to assist English learning via mobile apps affects students’ attitudes toward English learning positively. Instead of using desktop computers, the use of mobile apps is even more convenient and this new learning approach is advantageous and effective in
improving English. It also results in escalating the motivation and interests of learners to learn English by themselves.

Not only can online material be used to assist English language learning, English language films are also used to develop English communicative skills. English language movies have been used as assisting tools in teaching and learning for decades. Li and Wang (2015) pointed out that the English language films are useful materials for helping students enhance their communicative skills, particularly listening and speaking skills, and learning authentic language that is used in real-life situations. It encourages students to learn vocabulary, learn sentence patterns, and become familiar with a variety of accents and correct pronunciation and intonation patterns. Moreover, students can also better understand the culture behind the language, which is rarely taught in a traditional English classroom. This includes the English or American way of thinking, customs, history and tradition, and enhances the cross-cultural awareness of their language using. Haghverdi (2015) added that movies also encourage learners to be familiar with language expression, facial expression and gestures. Students can imitate these verbal languages from the movies and absorb spoken language in real-life situations. Moreover, the use of English language films can arouse the students’ interest in improving English skills. Ismaili (2013) stated that students are likely to be more motivated when movies, especially the ones that students prefer to watch, are used for assisting them to improve English skills. Therefore, the use of English language films does not only provide friendly environments that stimulate learning desire and interest in learning, but it also increases efficiency in improving English learning.

The use of online media, song and movie is believed to help learners practice speaking and listening skills outside classroom. MacLeod and Larsson (2011) pointed out that learners are encouraged to improve their reading skills according to their reading interest in English by reading newspapers, magazines, comic books, instruction manuals or song lyrics. The level of reading interest for each of these materials is greatly influenced by gender and the age of the learners who choose to read materials that meet their preferences. However, the main areas of reading interest in English for learners are
based on online reading materials. In terms of writing, MacLeod and Larsson’s study (2011) also suggested that English learners can practice their writing outside the classroom through writing poetry, songs, letters, or postcards, but the chances to perform writing practice in these materials are quite rare, while the use of English in online chat has become more significant.

Even though the use of both online or traditional materials play a significant role in assisting the improvement of English language skills, English language teachers are also considered as an important tool that helps learners achieve their improvement goals. According to Markley (2004), English language teachers play a fundamental role in determining English language learning and learners’ achievement. It is claimed that effective and efficient learning on the part of students highly depends on teachers and the actions they take in their classes. When students come to class they bring their own beliefs and expectations of the course, also their perceptions about effective teachers (as cited in Ghasemi, B. & Hashemi, M., 2011). The characteristics of effective teachers include the ways they organize their language classroom, their attitudes towards the syllabus, administrative rules and regulations, teaching techniques, dress, knowledge, and sociability. Shishavan and Sadeghi (2009) also discussed the positive characteristics of teacher as being patient, being flexible and caring about students’ needs, being optimistic and having positive attitudes toward the students, being smart and creative, and being familiar with a foreign language and culture. These characteristics of teachers make effective teachers, who are the main sources of language available to most students, and whose knowledge and characteristics can arouse the learners’ motivation for learning English and help them to overcome their difficulties in communicative skills. However, one common stereotype that learners could possibly take for granted is that the effective English language teachers are native English-speaking teachers (NESTs) and they are the best in terms of assisting learners to improve English skills.

As NESTs become familiar with language teaching and learning culture then English language learners are likely to believe that NESTs are better English teachers than non-NESTS, Merino (1997) discussed the strengths and weaknesses of non-NESTs.
as they have both advantages and disadvantages in helping learners achieve their goal of language learning. Medgyes points out that non-NESTs are likely to be obsessed with grammar teaching and pay little attention to pronunciation and vocabulary, and almost none to linguistic appropriateness. Moreover, non-NESTs might have deficiencies in the cultural context in which the use of language has to match the situation of the communication and depends on the context (as cited in Merino, 1997, p. 70). However, Medgyes contends six advantages of non-NESTs:

1) Non-NESTs can become models of the successful learners for their students so they can share their learning experience in a reflective way in their teaching.

2) Non-NESTs can teach learning strategies more effectively as they are a teacher and a learner at the same time, so they can develop learning strategies for learners.

3) Non-NESTs can provide learners with more information about the English language since they have learned about how the English language works during their own learning process while NESTs may not be aware of the internal mechanisms operating in the acquisition of a second language as their acquisition is unconscious.

4) Non-NESTs are more able to anticipate language difficulties.

5) Non-NESTs can be more empathetic to the needs and problems of their learners as they are still struggling with English and this makes them more sensitive and understanding with their students.

6) Non-NESTs can benefit from sharing the learner’s mother tongue as they may use mother tongue to explain terms and definitions that are difficult for a NEST to explain in English.

However, the study of Walkinshaw and Oanh (2014) added that both NESTs and non-NESTs have their own value. NESTs were valued as models for authentic, natural pronunciation. NESTs could benefit learners by encouraging them to experience a cultural and communicative gap in classrooms even though problems occurred when NESTs could not communicate in students’ language. On the other hand, for non-NESTs,
their pronunciation was viewed as non-authentic and their limited knowledge of English-speaking cultures seemed to be quite challenging. Learners appreciate the non-NESTs’ ability to code-switch to the L1 when required and to explain complex grammatical features. However, as Merino (1997) argued, it is wrong to say which is better as it depends on the particular teaching situation and any discrimination against non-NESTs or NESTs should be avoided in education at any levels. It is probably beneficial for learners if the institution can have a good balance of NESTs and non-NESTs.

2.7 RELATED RESEARCH

There have been a number of research studies conducted to investigate needs and problems of English language skills in various occupational careers. These previous related studies are reviewed as follows.

Park (2015) conducted a needs analysis for the English courses offered at the educational institutions of the Korean navy. The study aimed to identify the target situations in which Korean naval officers need to use the English language. The investigation also emphasized the participants’ background information, identifying their perceptions of their own use of English and the English course they wanted to take in order to improve their English proficiency. The methods used to collect the date were unstructured interviews, questionnaires, and semi-structured interviews. The study revealed that speaking skill is regarded as the most problematic skill that Korean naval officers are facing. The findings of this study support the adoption of Task-Based Language Teaching (TBLT) and the learning-centered approach to ESP by the English for Military Purposes Courses, in which not only the language but also necessary knowledge can be taught together for the learners’ successful performance of the target tasks.

Pochakorn (2012) examined the needs of 7-Eleven employees in terms of necessities, lacks, wants and problems in English use in order to improve the English use proficiency to make the communication with foreign customers much more efficient. One hundred 7-Eleven employees, who were the participants in this study, mostly worked in
areas where many foreigners lived and used services. The investigation was done through questionnaires and semi-structured interviews. The findings showed that the use of English grammar to explain the features of particular types of goods and service was the most problematic. Also, it showed that the 7-Eleven employees wanted to attend English training courses in order to improve their speaking skill. The result of the study was expected to be helpful for developing English training courses that meet the needs of vocational students who will work for 7-Eleven businesses.

A study of needs analysis on the use of English on government officials was done by Sriurai. Sriurai (2013) focused her study on the needs and problems of English use at the workplace for Thai Government officials at the Department of Agricultural Extension. One hundred officials participated in this study and questionnaires were the method of data collection. The results showed that the communicative skills, including listening and speaking skill, were necessary and the most problematic skills when using English at workplace. Hence, both listening and speaking skills were given priority when they were asked what skills they would like to improve.

English language use is very necessary when engaging with foreigners. One field of occupation that frequently engages with foreigners is the tourism industry. Prachanat (2012) conducted an analysis of English use in the tourism industry where forty tourism employees were asked to answer questionnaires in order to examine the needs and problems of English use in their career fields. Because the participants of this study frequently engage with foreigners, the results showed that the tourism employees value speaking skills as the top priority, followed by other skills including listening, reading, and writing. Meanwhile the listening skills were reportedly the main problem for the participants when using English language at work.

Many studies have been conducted to investigate the needs analysis of English use at workplaces. Different occupational fields and functions require different English skills to perform their tasks. Tangniam (2006) conducted a needs analysis of English use for Thai Airways Ground Staff by selecting 218 participants from three different tasks: KP (Airport Customer Service), LP (Special Services), and LL (Baggage Services). The
study aimed to investigate the needs for English skills to help them to function effectively at work. They were asked to answer questionnaires to evaluate their needs in English skills. The result shows that listening and speaking skills were considered the ‘extremely needs’ while the ‘moderately needed’ skills were reading and writing skills. Moreover, the listening skill was reportedly the most difficult skill of all English skills, while other skills, speaking, reading, writing skills were also ‘moderately difficult.’

The biggest problem for English language learners is to use it for communicative purposes in real life situations. The study by Haekawee (2010) emphasized the barriers and problems in English Language Usage among Taxi and Tuk-Tuk Drivers in Bangkok. The study aimed to investigate the main problems in English language, along with the barriers, that caused difficulties in communicative skills for taxi and tuk-tuk drivers in Bangkok. 100 taxi and tuk-tuk drivers were randomly selected to answer the questionnaire. Again, the results of the study show that speaking skill was the most problematic skill when compared with other skills because the participants had to be able to describe places and exchange information with foreign tourists. The listening skill also played a crucial role in their daily occupation, as they needed to listen to a variety of foreign accents and pronunciation. As a result, it was quite problematic when they participated in conversations with foreigners because they could neither catch the words nor make polite statements or requests. In order to find the solutions to these communicative problems, they tended to use body language, including hand gestures and facial expression, to solve the language problems.

As mentioned, those who are from different occupational fields may require different use of English language skills to function at work. Many learners seem to give priority to speaking and listening skills, while others may value writing and reading skills as the most important skills in their fields. Lekka (2013) looked at how the construction management officers at the Mass Rapid Transit Authority of Thailand valued their needs in English and their problems in using English skills. 30 MRTA officers, who worked at the Construction Management Department, were the participants of this study. They were asked to report the need of English skills in their routine works, and also the problems in
using English skills. The results showed that writing and reading were the skills that were mostly needed in the routine work, and all fours skills were reported as problematic skills to perform while they were at work. When they were asked about the skills they would like to improve, the two most important skills were writing and reading skills, and then followed by listening and speaking skills.

Alinezhad and Gholami (2012) also conducted English language needs analysis of nursing students and nursing practitioners in Urmia. The purpose of the study was to investigate the needs of English language skills among nursing students and nursing practitioners. In this study, there were 144 nursing practitioners and 91 nursing students, and they were asked to answer questionnaires to identify English language needs used in their career. The results showed that most of the subjects viewed English language as an essential part of their job, especially reading and writing skills. It shows that reading and writing skills are given more priority than listening and speaking skills. Moreover, the results suggest that any English language course for nursing personnel should rather be general English than an ESP course.

Khamklin (2007) also studied the role of English use among OTOPS officers at Thailand Export Mart in Bangkok. The staff here were likely to use all English skills to communicate with clients, so the study aimed to investigate the role and importance of the needs of English use as parts of their jobs. The participants of this study were drawn from a sample of 40 companies at the Thailand Export Mart in Bangkok. Both questionnaires and interviews were used to gather data for this study. The results showed that English language is necessary among the administrative and sales-marketing officers who need to have correspondence, mostly through writing business letters and translating business letters, with foreign clients at a moderate level. Most of the participants reported that even though all English skills are essential to serve their career purpose, which is business purposes, they still find it difficult to perform those skills. Writing and reading skills were prioritized in terms of problematic skills that needed to be improved as they played a crucial part in the working routine, while the importance of listening and speaking skills was less.
It is not only the differences of occupational fields that determine what English language skills are essentially required, but the ‘situation’ also plays an influential role in the use of English at a workplace. Hossain (2013) conducted an ‘ESP Needs Analysis for Engineering Students in Bangladesh’. The study mainly aimed to investigate the needs for developing engineering students’ communicative English writing and speaking skill. The study also aimed to provide suggestions for the teaching approaches and the contents of a course to meet the demands of English language learners in the university. In this study, there were 112 students, who were randomly selected from several programs of Azimur Rahman School of Engineering at Presidency University. The data collection method was questionnaires. The questionnaires were divided into three sections to examine target situation, present situation and context situation. The results showed that the learners expected the school to provide English language courses that emphasized the skills that related to their future occupation, meaning business communication, and which included the writing and speaking skills for dealing with correspondence in the business field.

The previous related studies aimed to investigate the needs and problems of English language skills from different career fields; they illustrate that different occupation fields require different use of English language skills to perform at work.

In terms of the research instruments employed in these previous studies, a questionnaire was the main instrument all the research studies used for collecting data (Park, 2015; Pochakorn, 2012; Sriurai, 2013; Prachanant, 2012; Tangniam, 2006; Haekawee, 2010; Lekka, 2013; Alinezhad and Gholami, 2012; Khamklin, 2007; Hossain, 2013), while some of the studies used a combination of data collection methods by employing interviews to support the questionnaire (Park, 2015; Pochakorn, 2012; Khamklin, 2007). Both instruments were applied in the studies in order to collect as much information as possible from the source of data. Questionnaires were used to collect numerical data from participants, while an interview was conducted to gather relevant ideas that helped the researchers to receive more in-depth and complex details from the data source. As in this present study, both questionnaire and interview were employed to
collect data from the respondents in a way that helps the researcher to utilize the strengths of both quantitative and qualitative research.

The results of the related studies showed different types of occupational fields require different use of English language skills. Listening and speaking skills were mainly rated the most needed skill among the participants whose careers regularly associate with the providing of services, for example, shop assistants, government officials, tour guides, and airline ground staff. Moreover, these two skills were also reportedly the most problematic skill to perform when they were used to communicate with foreign clients or customers (Pochakorn, 2012; Sriurai, 2013; Prachanant, 2012; Tangniam, 2006; Haekawee, 2010). Other career fields, that is construction management officers, nursing students and nursing practitioners, and administrative and sales-marketing officers, whose works are less likely to encounter face-to-face communication with foreigners, value reading and writing skill as the most needed skill and they are also prioritized in term of problematic skills that are needed to be improved (Lekka, 2013; Alinezhad and Gholami, 2012; Khamklin, 2007).

This chapter reviewed literature that is used as a foundation to understand the area of the present study and the research problems being investigated. The next chapter will present the research methodology of the dissertation, including the research strategy, the research method, the research approach, the methods of data collection, the selection of participants, the ethical considerations, and the type of data analysis.
CHAPTER 3
METHODOLOGY

The first and crucial step to begin this present research study was to investigate needs of English language used among RTA officers in situations where they are required to interact with foreigners. In order to meet the requirements of these English language users, it was necessary to begin with identifying the needs of English skills and examining whether or not they have any problems in utilizing those skills when performing working tasks and situations that require the use of English communicative skills. Then, each language user was required to report what English skills he or she wanted to improve the most, along with the best possible ‘ways’ that would help gain a better command of English. In this approach, the primary focus of this present study aimed to answer the following questions:

1. What are the needs of English language skills used among RTA officers while interacting with foreigners?
2. What are the problems that the RTA officers experience while interacting with foreigners?
3. What are English language skills that RTA officers want to improve most?
4. What are the ‘ways’ that could help RTA officers improve in English language skills?

In order to collect the data for providing answers to these research questions, the present study was conducted through the mixture of quantitative and qualitative methods.

3.1 RESEARCH DESIGN

A mixed-method approach which involved both quantitative and qualitative methods of data collection was applied in this present study. Collecting and analyzing data quantitatively and qualitatively have different strengths and functions in terms of research design. According to Dörnyei (2007), quantitative research method mainly
involves numerical data and the analysis of the data heavily relies on statistical methods. The advantages of using statistics in analyzing data are that it helps the researcher confirm the significance of research results and compare the results from different phenomena. The strength of employing quantitative research method is that the results are systematic, focused, strictly controllable, and reliable.

A qualitative research method, on the other hand, presents the results in a more flexible way than the quantitative data collection procedure. It mainly involves the collection and analysis of non-numerical data through in-depth interviews or observation of humans in their natural setting (Lichtman, 2013, p.7). The advantage of applying a qualitative research method is that the researcher can revise, adjust or change anything at any time. Lichtman (2013) pointed out that the way in which the data are collected through a qualitative procedure, unlike the quantitative one, is less static. It changes over time depending on circumstance. The researcher can apply new questions which help him or her to capture more in-depth and complex details from the data source. It allows the researcher to reach a fuller understanding of the phenomena being studied.

In this research study, quantitative data were collected from a questionnaire while qualitative data were collected from an interview. The questionnaire was used to draw out ideas, experiences and attitudes, from the participants. They were part of psychological measurement which include factual questions, behavioral questions and attitudinal questions. The researcher designed the questionnaire which contained both close-ended questions and open-ended questions. The interview in this research study involved a semi-structured interview approach. The researcher used the interview guide which was a set of interview questions to ask the interviewees. However, the interview questions were flexible.

The strategy for this study was a sequential explanatory strategy. A sequential explanatory strategy puts emphasis on quantitative data from the questionnaire and uses qualitative data from the interviews to help support and explain the data from the questionnaire. The data collection happened in sequence. The questionnaire was distributed and collected first and followed by the interview. The advantage of employing
a mixed-method approach is that the researcher is able to utilize the strengths of both quantitative and qualitative research. It also provided different information about the needs of English language used among RTA officers. The mixed method research design also enable triangulation for data confirmation.

Next, four parts: (1) participants, (2) research instruments, (3) data collection, and (4) data analysis are explained in more detail in the following section.

3.2 PARTICIPANTS

The participants in this study were 100 active duty army personnel who were serving in the Royal Thai Army, covering army personnel who potentially have the opportunities to use the English language for performing their work tasks. Some had experience in using the English language for communicating with foreigners and others had not had such experience. The participants in this study were purposively selected from different major components of RTA organization based on the details below:

<table>
<thead>
<tr>
<th>Field of Service</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command Component</td>
<td>27</td>
</tr>
<tr>
<td>Combat and Combat Support Component</td>
<td>38</td>
</tr>
<tr>
<td>Education and Training Component</td>
<td>16</td>
</tr>
<tr>
<td>National Development Support Component</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The sampling techniques applied in the study were both the purposive and snowball sampling method. The purposive sampling technique was used to choose a particular group of subjects who were known to have had experience in using the English language at their workplace, including interpreter officers, language instructors at educational institutions, coordinator officers, scholarship military students, and officers
with wide experience of engagement in military cooperation and exchange programs with foreign civilians and armed forces. Later, the selected participants recommended others who were from the same career field to take part in the questionnaire.

The purposive sampling method was also used to select the participants to take part in the interview session. The major characteristic of all the interviewees was their experiences engaging with international forces and foreign officials. The main reason to purposively select these officers was that they could provide insights and useful information based on their knowledge of engagement in many kinds of activities and operations with foreigner.

3.3 RESEARCH INSTRUMENTS

In this study, two research instruments were employed to collect data for investigating the needs and problems in the use of English language skills among RTA officers, along with the RTA officers’ ‘wants’ and ‘ways’ to improve them: questionnaire and semi-structured interview. This section first illustrates how the questionnaire and interview items were developed before they were distributed to the participants. Then, the details of both instruments and how the questionnaire was organized will be illustrated later.

3.3.1 Questionnaire

The early stage of the development of the questionnaire for this research study was a preliminary study. It was conducted in order to collect useful information, along with ideas, relevant to the research topic. Prior to the development of the questionnaire, this was a crucial step. It helped the researcher to ensure that the study would cover all the relevant phenomena and areas of focus. A preliminary study allows researchers to gain a better understanding of their areas of focus by engaging in the targeted situations and with participants.

Two methods of preliminary study, observation and informal interviews, were employed for the preliminary gathering of relevant ideas and information. This information was then used for developing the questionnaire in further steps.
3.3.1.1 Observation

Observation was one of the approaches used in the preliminary study. The researcher observed military personnel, whose tasks and responsibilities deal mainly with foreign affairs, by joining the office of external relations in the Ministry of Defence, from August to October, 2016. The researcher observed how the staff of the office of external relations took part in communicating with foreign liaison personnel while they were performing working tasks. The researcher aimed to collect information about the working situations that require the staff to engage with foreign interlocutors, the need for each English language skill in completing tasks or missions, and the problems where the staff would experience ‘language barriers’ when they were performing those tasks.

In the field of military service, English language skills are necessarily required in some particular working situations and each situation requires different English language skills and level of proficiency to complete it. The observation was made in the real working situations in which English language skills were required for communicating with foreigners and these particular working situations included:

- A joint exercise hosted by the Ministry of Defence, that is “ASEAN Defense Ministers’ Meeting-Plus Military Medicine-Humanitarian Assistance and Disaster Relief Joint Exercise (Am-Hex 2016)
- The welcoming ceremony for foreign visitors
- The talks between Thai and foreign senior officials.

Each of the situations required staff to perform different skills in order to complete the tasks successfully. For example, some staff had to use their reading skills when receiving messages or letters from foreign liaisons to attend events, while others need to master writing skills in order to coordinate with foreign representatives in written forms both formal and informal procedures.

Also, the tasks and missions of military services may require different levels of proficiency. For example, some staff, who work as interpreters for senior officials need to master both listening and speaking skills so that they can carry precise
messages to both sides of the communication within a limited time period, sometimes under pressure, while the other staff members may only require a lower level of proficiency for participating in general conversation or explaining culture to foreign visitors. To capture the data from the observation, the researcher took written field notes throughout the period of observation. The data were then put into tables with different sets of working situations in accordance with each language skill.

3.3.1.2 Informal Interview

Informal interviews were conducted with several combat unit officers, who had have either experience in living abroad or participating in the joint missions with the United Nations peacekeeping forces, in order to collect more information about the use of English language skills while performing missions in the field. The interviewees were asked to talk about the experience while working in the field with foreign troops, explain the working situations in which the English language skills use is highly required, and describe the problems of language barriers they faced during their overseas tours. The data from the informal interviews were recorded in written field notes.

After the preliminary study was done, all the data collected from the study were grouped into tables in accordance with four different language skills (Appendix A). The data of the preliminary study was then used for creating items in the questionnaire to ask army officers with regard to their needs and problems of English language when performing military tasks and missions.

The Item – Objective Congruence index (IOC) was used to test the content validity of the questionnaire items by having all items evaluated by three experts in the field of this present study after the completion of questionnaire. Turner, Mulvenon, Thomas and Balkin (2002) stated that the experts would check whether or not all the items in the questionnaire achieved what they intended to measure. Then, the experts would give +1 score for the item that clearly measured what they intended to measure, 0 would be given to any unclear items, and -1 for the items that were irrelevant. After this
process, some items were removed and revised, and some were added according to the experts’ suggestions.

Later, a pilot study was conducted for finding Cronbach’s alpha coefficient score in order to measure the contents reliability of the questionnaire. In this pilot study, ten participants from different components of the RTA were chosen to complete the questionnaire items. The results from the pilot study illustrated the following Cronbach’s alpha coefficient scores of each part of the questionnaire:

- Part 2 (Needs of English Language Skills): 0.990
- Part 3 (Problems of English language Skills): 0.983
- Part 4 (‘Wants’ and ‘Ways’ for improving English language skills): 0.805

According to Dörnyei (2007), the questionnaire items can be measured by the Cronbach’s alpha coefficient, in which the reliability is expressed ranging between 0 and +1. In order to pass this content reliability test, the researcher needs to ensure the questionnaire items possess a high Cronbach’s alpha coefficient score. Seliger and Shohamy (2003) expect the Cronbach’s alpha coefficient scores of at least 0.70 or 0.80 for questionnaire items to be consistently reliable, and it is very important to keep a high reliability score. Regarding the Cronbach’s alpha coefficient scores of the questionnaire in this study, the theoretical work on the criterion of reliability suggested that it was acceptable to use these questionnaire items for collecting the data in further steps.

The questionnaire items were developed from the data collected from the preliminary study with the objective of investigating the needs and problems of English language in the identified targeted situations among RTA officers. The items also specifically focused on the level of ‘wants’ and ‘ways’ to improve English language skills (Appendix B and C).

The questionnaire was divided into four parts as follows:

- Part 1: Participants’ general background information: 14 items
- Part 2: The needs and problems of English language skills in targeted situations: 126 items
Part 3: RTA officers’ ‘wants’ and ‘ways’ for improving English language skills: 19 items

Part 4: Open-ended questions: 5 items

The details of each part are described below:

Part 1: Participants’ general background information (14 items)

This part of the questionnaire was aimed at identifying participants’ general background information, which consisted of gender, age, education, current position, participants’ field of career, year(s) of experience served in the RTA, chance of using English skills to participate in talks with foreigners, experience of studying abroad and participating in joint exercises or missions, period of studying English at the formal education level, experience of English language learning with foreign teachers, attitude toward learning English, and level of English proficiency.

Part 2: The needs and problems of English language skills in targeted situations (126 items)

This part of the questionnaire involved rating scale questions. The aim was to identify the level of needs and problems of English language skills used in targeted working situations. The questions in this part were divided into two sections. This first section asked the participants about the needs of English language used in each of 63 situations as developed from the data from the preliminary study. The second section asked the participants to report their level of problems while using English language skills to perform military tasks. All 63 situations that required the use of English language skills were categorized into four main language skills: listening, speaking, reading, and writing. Both sections required the participants to rate the level of needs and problems of English language skills for performing military tasks.
Part 3: RTA officers’ ‘wants’ and ‘ways’ to improve English language skills (19 items)

This part focused on RTA officers’ perceived wants for developing English language skills. In this part of questionnaire, it was divided into five sections. First, the participants were asked to rate which English skills they wanted to improve. Second, the participants rated the level of their ‘wants’ to improve English language skills. Third, they were asked about the most suitable time for learning English. The participants were also asked to report the frequency of hours in a week that they want to learn English and the preferred characteristics of English language teachers.

Part 4: Open – ended questions (5 items)

This part of questionnaire consisted of five open-ended questions, which were included to ask the participants to provide free expressions and opinions toward the questions with regards to their problems, and ‘wants’ and ‘ways’ to improve English language skills. The objective of this section was to collect a variety of answers, while the close-ended questions from the previous section only provided sets of leading answers.

3.3.2 Semi–structured interview

The semi – structured interview in this study was conducted to investigate the needs in English language skills, as well as the problems subjects experience and their demands for improvement. Similarly to the questionnaire items, the question items for interviewing were also checked by three experts for their contents validity before launching. Some of the questions were revised according to the experts’ advice. The interviewees were asked to elaborate on certain issues they had experienced. This method of obtaining data helps the researcher retrieve in-depth data from the information sources for enhancing the understanding of certain issues (Appendix D and E).

The question items used for semi – structure interviews were grouped into three categories as follows:

Category 1: Background information: 9 items
Category 2: The needs and problems of English language skills in targeted situations: 8 items

Category 3: The ‘wants’ and ‘ways’ for improving English language skills: 4 items

3.4 DATA COLLECTION

3.4.1 Ethical Issues

Dörnyei (2007) stated that it is relatively necessary for the education and social research, particularly the qualitative research method, to involve ethical issues as it has to associate with the participants’ privacy, personal views and interests, and intimate matters.

Even though this present study dealt with the organization that is fully responsible for the security of nations, fortunately, it did not involve any high degree of confidentiality. The data for this study mainly involved the information related to the area of education and personal self-improvement. However, the participants’ privacy in this study was guaranteed. All the participants were informed by the “consent form” they could voluntarily take part in, and/or abort, their participation in both questionnaire and interviews, and their responses would not be exposed elsewhere. Moreover, the participants were informed about the objectives of the study before taking part in the study.

3.4.2 Data collection procedure

One hundred active Royal Thai Army officers responded to the questionnaire of this study. The subjects were chosen using snowball sampling. According to Patton (1990), the snowball or chain sampling is an approach where research participants recommend other participants to take part in the questionnaire. As the number of recommended participants expands, the researcher can achieve information-rich cases. Since the potential participants who regularly use or have experience in using English language skills in military tasks and missions are very rare, this sampling approach helped the researcher to select participants with concrete
experiences in the area of focus. The participants included RTA officers who have had experience of working with international armed forces or participating in joint missions/exercises with foreign troops, officers from the Office of External Relations, English language teachers who had teaching careers in the educational institutions provided by the Royal Thai Army, and officers who neither had experience nor opportunity to engage in the tasks that require the use of English language skills.

The questionnaires were distributed by both the researcher and a group of assistants to different units within the organization where most units were known to have experience in engaging with foreign military forces and officials. The participants were given an explanation about the objectives of the study and completed the consent form before taking part in the questionnaire. The questionnaires were collected one week after they were distributed. The process of conducting questionnaire was completely done during the fourth week of May 2017 and took approximately one month to complete.

Also the semi-structured interview was conducted to identify the RTA officers’ needs and problems in the use of English language skills in targeted situations and tasks. It also investigated what English language skills the RTA officers ‘wants’ to learn from their courses.

Ten RTA officers were purposively selected from the respondents to the questionnaire for taking part in the interview session. All the selected participants were known to have experience in engaging with military tasks that required the use of English language, which included officers who had participated in international armed forces activities with foreign troops, officers from the Office of External Relations, and officers who had spent time overseas as students. The interview with each participant took approximately 15 – 20 minutes, and it was conducted by either telephone call or face-to-face interview. Each interviewee was asked to grant permission to record the conversation by both digital recorder and written note. The recorded data were then transcribed into written format.
3.5 DATA ANALYSIS

The data was analyzed through the following processes:

3.5.1 The data from the demographic information in Part 1 was calculated into frequency and percentage.

3.5.2 The rating scale questions with regard to the needs and problems of using English language skills, together with ‘wants’ and ‘ways’ for the improvement of English language skills were analyzed to find out the mean scores and standard deviation.

3.5.3 The opinion questions from open-ended questions and data gathered from the interview with regards to the needs, problems, and wants in the use of English skills were analyzed by the content analysis technique. Dörnyei (2007) pointed out that this method of analysis is generally associated with raw data that needs to be transcribed and the interpretation of these data can be done through a coding method. In this study, the data were first transcribed and then processed through the coding method by being organized into categories.

This chapter describes how the study was conducted. It shows the specific information about the details of participants, the way in which the research instruments were developed, the instruments the study employed, the methods for obtaining the data, and the process of data analysis. The results of this present study will be illustrated in the next chapter.
CHAPTER 4
RESULTS

The previous chapters include the introduction of the study, review of literature, and methodology. The first chapter, the introduction, presents the objectives and research questions of this study. The next chapter, a literature review, provides background knowledge and theoretical contributions that are relevant to the area of this present study. Later, chapter three, methodology, outlines the research strategies about the research method, the method of data collection, the selection of sample, and the process of data analysis. This chapter presents the result of the study after the questionnaires were distributed to 100 RTA officers and the interviews of 10 RTA officers were completed. The results of the study in this chapter were divided into seven parts as follows:

4.1 Participants’ general background information
4.2 The needs of English language skills for RTA officers
4.3 The problems of English language skills used among RTA officers
4.4 RTA officers’ ‘wants’ for improving English language skills
4.5 RTA officers’ ‘ways’ to improve English language skills
4.6 Findings from open – ended questions
4.7 Findings from interview

4.1 PARTICIPANTS’ GENERAL BACKGROUND INFORMATION

The findings of this part illustrated participants’ background information, including gender, age, education, participants’ field of career, year(s) of experience served in RTA, chance of using English skills to participate in talks with foreigners, experience of studying abroad and participating in joint exercises or missions, period of studying English at the formal education level, experience of English language learning with foreign teachers, attitudes toward learning English, and levels of English proficiency. The findings in this part were calculated into frequency and percentage.
Table 4.1

Demographic Information

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<th>Gender</th>
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<table>
<thead>
<tr>
<th>Age</th>
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<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>20 – 30 years old</td>
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<td>31 – 40 years old</td>
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<td>41 – 50 years old</td>
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<td>51 years old up</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

<table>
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<tr>
<th>Educational Background</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
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<td>Vocational Certificate</td>
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<td>High Vocational Certificate</td>
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</tbody>
</table>

Table 4.1 illustrates that the total number of participants was 100. The majority of the participants were male, making up 87% of the total number of the participants, whereas the female participants made up 13%. The table also shows the age range of the participants, which were divided into four groups. 20 – 30 years old were 40%, 31 – 40 years old were 32%, 41 – 50 years old were 13%, whereas those who were in the group of 51 years old and older were 15% of the total number of participants. With regard to the educational background of the participants, most participants held a bachelor’s degree, making up 76% of the total number of the participants, while the percentage of the participants who held a master’s degree was 14%. The participants, who held vocational
certificates and high vocational certificates, were 6% and 3% respectively. The figure shows that only 1% of the participants held a doctoral degree.

Table 4.2

**Occupational Information**

<table>
<thead>
<tr>
<th>Year(s) of serving in the Royal Thai Army</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 1 year</td>
<td>8</td>
<td>8.08</td>
</tr>
<tr>
<td>1-5 years</td>
<td>15</td>
<td>15.15</td>
</tr>
<tr>
<td>6-10 years</td>
<td>16</td>
<td>16.16</td>
</tr>
<tr>
<td>11-15 years</td>
<td>22</td>
<td>22.22</td>
</tr>
<tr>
<td>more than 15 years</td>
<td>38</td>
<td>38.38</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*missing = 1*

The figure in Table 4.2 illustrates the period of time served in the Royal Thai Army. It shows that the participants who had been serving in the RTA for more than 15 years were the highest in terms of number of years of serving, or 38.38%, while the participants who had been in the army for 11 – 15 years were 22.22% of the total participants. The participants who had been serving in the army for 6 – 10 years were 16.16%, followed by those who had been serving in the army for 1 – 5 years at 15.15%, whereas those who had been serving in the army for less than one year were the lowest at 8.08%.

Table 4.3

**Fields of Service**

<table>
<thead>
<tr>
<th>Field of Service</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command Component</td>
<td>27</td>
<td>27.00</td>
</tr>
<tr>
<td>Combat and Combat Support Component</td>
<td>38</td>
<td>38.00</td>
</tr>
<tr>
<td>Education and Training Component</td>
<td>16</td>
<td>16.00</td>
</tr>
</tbody>
</table>
Table 4.3 illustrates the fields of service that the participants were serving in. The table shows that the officers who served in the Combat and Combat support component were the highest in proportion, or 38%, where the Command Component was the second highest at 27%. The percentage of participants who were serving in the National Development Support Component and Education and Training Component were 19% and 16% respectively.

Table 4.4

*Frequency of Participation in English with Foreigners*

<table>
<thead>
<tr>
<th>Frequency of Participation in English with Foreigners</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>6.00</td>
</tr>
<tr>
<td>Most of the time</td>
<td>15</td>
<td>15.00</td>
</tr>
<tr>
<td>Sometimes</td>
<td>52</td>
<td>52.00</td>
</tr>
<tr>
<td>Rarely</td>
<td>20</td>
<td>20.00</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
<td>7.00</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.00</td>
</tr>
</tbody>
</table>

According to Table 4.4, most participants sometimes had a chance to use their English language skills to engage in interaction with foreigners (52%) while 20% of total participants rarely had a chance to use English language skills to talk with foreigners, and the percentage of those who reported that they used English language skills to talk with the foreigners most of the time was at 15%. 7% of the total participants reported that they never used English language skills for communication with foreigners, whereas only 6% of the total participants always used English skills for engaging in talks with foreigners.
Table 4.5

Experience of Studying and Attending Workshop Abroad

<table>
<thead>
<tr>
<th>Experience of Studying and Attending Workshop Abroad</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>24.00</td>
</tr>
<tr>
<td>No</td>
<td>76</td>
<td>76.00</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.5 illustrates the participants’ experience of studying and attending workshops abroad. The majority of the participants, or 76%, had never had an experience of attending any educational or training course offered by oversea educational institutions, whereas 24% of the total participants had an experience of studying and attending workshops abroad.

Table 4.6

Participation in Joint Exercises or Missions with Foreign Troops

<table>
<thead>
<tr>
<th>Participation in joint exercises or missions with foreign troops</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39</td>
<td>39.00</td>
</tr>
<tr>
<td>No</td>
<td>61</td>
<td>61.00</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Based on the figure shown in Table 4.6, more than half of the participants had never had a chance to participate in joint exercises or missions with foreign troops, making up 61% of the total participants. On the other hand, 39% of the total participants had an experience of participating in a joint operation with foreign personnel.
Table 4.7

Participation in Receiving Events or Coordination Tasks with Foreign Liaisons and Representatives

<table>
<thead>
<tr>
<th>Participation in Coordination Tasks with Foreign Liaisons and Representatives</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>38.00</td>
</tr>
<tr>
<td>No</td>
<td>62</td>
<td>62.00</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.7 illustrates that most participants in this study, or 62%, had never been assigned to receive or coordinate with foreign liaisons and representatives, while the percentage of those who had experience in participating in receiving events and coordination tasks with foreign liaisons and officials was 38%.

Table 4.8

Years of Studying English

<table>
<thead>
<tr>
<th>Years of Studying English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 15 years</td>
<td>37</td>
<td>37.00</td>
</tr>
<tr>
<td>11-15 years</td>
<td>32</td>
<td>32.00</td>
</tr>
<tr>
<td>5-10 years</td>
<td>19</td>
<td>19.00</td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>12</td>
<td>12.00</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.8 shows that 37% of the total participants had more than 15 years of studying English and 32% were those who had learned English for 11 – 15 years. The percentage of the participants who had learned English for 5 – 10 years was 19%, whereas only 12% of the total participants had spent less than 5 years in learning English.
Table 4.9

Experience of Learning English with Foreign Teachers

<table>
<thead>
<tr>
<th>Experience of Learning English with Foreign Teachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>72</td>
<td>72.00</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>28.00</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.9 shows the percentage of participants who had some experience in learning English with foreign teachers. The majority of participants, or 72%, had experience in learning English with foreign teachers, whereas only 28% of the total participants never had any experience of learning English with foreign teachers.

Table 4.10

Attitude toward English Language Learning

<table>
<thead>
<tr>
<th>Attitude toward English language learning</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like</td>
<td>82</td>
<td>82.00</td>
</tr>
<tr>
<td>Dislike</td>
<td>18</td>
<td>18.00</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.10 shows that most participants liked to learn English, making up of 82% of the total participants, while only 18% of the participants reported dislike when asked about their attitude toward English language learning.

Table 4.11

Respondents’ Self-evaluation on Level of their English Proficiency

<table>
<thead>
<tr>
<th>Participants’ Self – evaluation on Level of their English Proficiency</th>
<th>Mean</th>
<th>S.D.</th>
<th>Interpretation</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Skill</td>
<td>2.25</td>
<td>0.99</td>
<td>Moderate</td>
<td>3</td>
</tr>
<tr>
<td>Speaking Skill</td>
<td>2.15</td>
<td>0.99</td>
<td>Moderate</td>
<td>4</td>
</tr>
</tbody>
</table>
The participants were asked to self-evaluate the level of their English proficiency. The levels of English proficiency were divided into five levels: very high (Mean range from 4.21 – 5.00), high (Mean range from 3.41 – 4.20), moderate (Mean range from 2.61 – 3.40), low (Mean range from 1.81 – 2.60), and very low (Mean range from 1.00 – 1.80).

The findings showed that participants had an average command of English language skills (Mean = 2.30, S.D. = 0.87). It shows that the participants felt that they could perform the reading skill better than any other skills (Mean = 2.48, S.D. = 0.88), followed by the writing skill (Mean = 2.32, S.D. = 0.91). However, the listening (Mean = 2.25, S.D. = 0.99) and speaking skills (Mean = 2.15, S.D. = 0.99) were the skills where the participants rated themselves the lowest in terms of usage.

4.2 THE NEEDS OF ENGLISH LANGUAGE SKILLS FOR RTA OFFICERS

In this part, the participants rated the needs of their use of English language skills in different targeted situations. The participants were asked to rate the needs of English language skills for performing targeted situations. The needs of English language skills were divided into five levels: very high (Mean range from 4.21 – 5.00), high (Mean range from 3.41 – 4.20), moderate (Mean range from 2.61 – 3.40), low (Mean range from 1.81 – 2.60), and very low (Mean range from 1.00 – 1.80). These targeted situations were separated based on the listening, speaking, reading, and writing skills. The data were then calculated into means, standard deviation, and sequence.
### Table 4.12

**The Needs of English Language Skills for RTA Officers: Listening Skills**

<table>
<thead>
<tr>
<th>Targeted Situation for Listening Skill</th>
<th>Mean</th>
<th>S.D.</th>
<th>Interpretation</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening and monitoring of international / global news and information</td>
<td>3.43</td>
<td>1.15</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>2. Listening to questions from foreign visitors</td>
<td>3.44</td>
<td>1.15</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>3. Listening to requests from foreign visitors</td>
<td>3.32</td>
<td>1.19</td>
<td>Moderate</td>
<td>9</td>
</tr>
<tr>
<td>4. Listening to presentations conducted in English</td>
<td>3.34</td>
<td>1.19</td>
<td>Moderate</td>
<td>7</td>
</tr>
<tr>
<td>5. Listening to general Q/A situations with foreign visitors</td>
<td>3.38</td>
<td>1.15</td>
<td>Moderate</td>
<td>4</td>
</tr>
<tr>
<td>6. Listening for interpreting for the senior commanders or officials</td>
<td>3.32</td>
<td>1.40</td>
<td>Moderate</td>
<td>9</td>
</tr>
<tr>
<td>7. Listening to conversation in receptions</td>
<td>3.17</td>
<td>1.28</td>
<td>Moderate</td>
<td>14</td>
</tr>
<tr>
<td>8. Listening to the pre – briefing or discussions in preparation of training or exercise</td>
<td>3.41</td>
<td>1.36</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td>9. Listening to instruction or operating procedure from headquarters</td>
<td>3.33</td>
<td>1.35</td>
<td>Moderate</td>
<td>8</td>
</tr>
<tr>
<td>10. Listening to suggestions and information shared by foreign troops</td>
<td>3.27</td>
<td>1.31</td>
<td>Moderate</td>
<td>12</td>
</tr>
<tr>
<td>11. Listening to After Action Report (AAR)</td>
<td>3.29</td>
<td>1.31</td>
<td>Moderate</td>
<td>11</td>
</tr>
<tr>
<td>12. Listening to orders when participating in joint exercises and operations with foreign troops</td>
<td>3.38</td>
<td>1.30</td>
<td>Moderate</td>
<td>4</td>
</tr>
<tr>
<td>13. Listening to general conversation with foreign troops</td>
<td>3.22</td>
<td>1.15</td>
<td>Moderate</td>
<td>13</td>
</tr>
<tr>
<td>14. Listening to conversation when collaborating with foreign embassies or defence attaché</td>
<td>3.36</td>
<td>1.36</td>
<td>Moderate</td>
<td>6</td>
</tr>
</tbody>
</table>
In terms of needs of English language skills, Table 4.12 shows the most five targeted situations that required RTA officers to perform listening skills. The ‘listening to questions from foreign visitors’ (Mean = 3.44, S.D. = 1.15) was reportedly the working situation that required the listening skills the most, followed by the ‘listening and monitoring of international/global news and information’ (Mean = 3.43, S.D. = 1.15). The results also showed that ‘Listening to the pre-briefing or discussions in preparation of training or exercise’ (Mean = 3.41, S.D. = 1.36) was ranked third. ‘Listening to general Q/A situations with foreign visitors’ (Mean = 3.38, S.D. = 1.15) and ‘listening to orders when participating in the joint exercises and operations with foreign troops’ (Mean = 3.38, S.D. = 1.30) were rated as the fourth most frequent working situations where listening skills were needed.

Table 4.13

The Needs of English Language Skills for RTA Officers: Speaking Skills

<table>
<thead>
<tr>
<th>Targeted Situation for Speaking Skill</th>
<th>Needs</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Providing requested information on current social and political issues to foreign visitors</td>
<td>3.24 1.32 Moderate 15</td>
<td></td>
</tr>
<tr>
<td>2. Providing requested information about the Royal Thai Army to foreign visitors</td>
<td>3.41 1.32 High 3</td>
<td></td>
</tr>
<tr>
<td>3. Providing requested information about existing cooperation between Thai and foreign militaries</td>
<td>3.26 1.33 Moderate 13</td>
<td></td>
</tr>
<tr>
<td>4. Explaining Thai military culture to foreign visitors</td>
<td>3.34 1.37 Moderate 8</td>
<td></td>
</tr>
</tbody>
</table>

Ref. code: 25605721042058WNU
<table>
<thead>
<tr>
<th>Targeted Situation for Speaking Skill</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>5. Providing protocol procedures and sequences of events involving foreign visitors.</td>
<td>3.47</td>
</tr>
<tr>
<td>6. Providing, as per request, information on terms and agreements of military procurement.</td>
<td>3.08</td>
</tr>
<tr>
<td>7. Inquiring about visitors’ requirements.</td>
<td>3.29</td>
</tr>
<tr>
<td>8. Coordinating and preparing visits before and upon arrival especially for senior commanders and officials visiting foreign countries such as setting itineraries, interacting with foreign counterparts, arranging study visits, coordinating the entry and departure procedures at airports, etc.</td>
<td>3.37</td>
</tr>
<tr>
<td>9. Introducing senior commanders or officials to foreign visitors</td>
<td>3.28</td>
</tr>
<tr>
<td>10. Recommending tourist spots and attractions.</td>
<td>3.30</td>
</tr>
<tr>
<td>11. Providing information on official functions, transportation, dinner reception, names and details of participants, locations, etc.</td>
<td>3.37</td>
</tr>
<tr>
<td>12. Speaking for interpreting for senior commanders or officials</td>
<td>3.26</td>
</tr>
<tr>
<td>13. Speaking as MC in receptions.</td>
<td>3.19</td>
</tr>
<tr>
<td>14. Speaking in general discussion or conversation with foreign visitors.</td>
<td>3.38</td>
</tr>
<tr>
<td>15. Presenting procedures or exercise information and instructions or operating.</td>
<td>3.21</td>
</tr>
<tr>
<td>Targeted Situation for Speaking Skill</td>
<td>Needs</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>16. Answering questions in English</td>
<td>3.47</td>
</tr>
<tr>
<td>17. Communicating with foreign troops during exercises (collaborating with foreign troops)</td>
<td>3.19</td>
</tr>
<tr>
<td>18. Presenting exercises or operations daily summaries</td>
<td>3.18</td>
</tr>
<tr>
<td>19. Exchanging information or providing opinions during conference debriefs</td>
<td>3.37</td>
</tr>
<tr>
<td>20. Issuing of orders and instructions during exercises or operations</td>
<td>3.15</td>
</tr>
<tr>
<td>21. Contacting foreign embassies or defence attachés</td>
<td>3.34</td>
</tr>
<tr>
<td>22. Speaking for negotiating terms and conditions of military procurements</td>
<td>3.06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.28</strong></td>
</tr>
</tbody>
</table>

Table 4.13 shows the responses where the participants were asked to rate the five most frequent working situations that require speaking skills. ‘Providing protocol procedures and sequences of events involving foreign visitors’ (Mean = 3.47, S.D. = 1.25) and ‘Answering questions in English’ (Mean = 3.47, S.D. = 1.15) were the two situations that RTA officers believed require speaking skills in English the most, followed by the situation of ‘providing requested information about the Royal Thai Army to foreign visitors’ (Mean = 3.41, S.D. = 1.32) and ‘speaking in general discussion or conversation with foreign visitors’ (Mean = 3.38, S.D. = 1.15). ‘Coordinating and preparing visits before and upon arrival especially for senior commanders and officials visiting foreign countries’ (Mean = 3.37, S.D. = 1.31) and ‘Providing information on
official functions, transportation, dinner reception, names and details of participants, locations, etc.’ (Mean = 3.37, S.D. = 1.26) were reportedly the fifth most common situation that requires speaking skills to complete the task.

Table 4.14

<table>
<thead>
<tr>
<th>Targeted Situation for Reading Skill</th>
<th>Needs</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading invitation letters to attend events hosted by foreign organizations</td>
<td>Mean: 3.30, S.D.: 1.29</td>
<td>Moderate 4</td>
</tr>
<tr>
<td>2. Reading events or activities details such as schedules, profile of participants, etc.</td>
<td>Mean: 3.31, S.D.: 1.19</td>
<td>Moderate 3</td>
</tr>
<tr>
<td>3. Reading congratulatory / condolence / thank you letters / messages</td>
<td>Mean: 3.26, S.D.: 1.30</td>
<td>Moderate 6</td>
</tr>
<tr>
<td>4. Reading news and information from foreign sources to prepare taking points for senior commanders and officials</td>
<td>Mean: 3.29, S.D.: 1.19</td>
<td>Moderate 5</td>
</tr>
<tr>
<td>5. Studying and up-dating foreign military information from military or foreign defence journals</td>
<td>Mean: 3.17, S.D.: 1.21</td>
<td>Moderate 8</td>
</tr>
<tr>
<td>6. Reading profiles of foreign invitees / visitors</td>
<td>Mean: 3.26, S.D.: 1.22</td>
<td>Moderate 6</td>
</tr>
<tr>
<td>7. Reading information on schedule of events hosted by foreign organizations</td>
<td>Mean: 3.34, S.D.: 1.21</td>
<td>Moderate 1</td>
</tr>
<tr>
<td>8. Reading for travel preparation such as visa application forms</td>
<td>Mean: 3.34, S.D.: 1.25</td>
<td>Moderate 1</td>
</tr>
<tr>
<td>9. Reading procurement contracts such as sale contracts</td>
<td>Mean: 2.97, S.D.: 1.40</td>
<td>Moderate 14</td>
</tr>
<tr>
<td>10. Reading information on standard of goods and products</td>
<td>Mean: 3.15, S.D.: 1.28</td>
<td>Moderate 9</td>
</tr>
<tr>
<td>11. Reading the applications forms for further education abroad</td>
<td>Mean: 3.08, S.D.: 1.34</td>
<td>Moderate 12</td>
</tr>
</tbody>
</table>
Based on the figure from Table 4.14, the participants were asked to rate their needs of reading skills for completing their tasks and missions. ‘Reading information on schedule of events hosted by foreign organizations’ (Mean = 3.34, S.D. = 1.21) and ‘reading for travel preparation such as visa application forms’ (Mean = 3.34, S.D. = 1.25) were reported as the situation that requires English reading skills the most, followed by ‘reading events or activities details such as schedules, profile of participants, etc.’ (Mean = 3.31, S.D. = 1.19). Next, the participants rated ‘reading invitation letters to attend events hosted by foreign organizations’ (Mean = 3.30, S.D. = 1.29) as the fourth working situation that requires reading skills, while ‘reading news and information from foreign sources to prepare taking points for senior commanders and officials’ (Mean = 3.29, S.D. = 1.19) was rated as the fifth most common.

Table 4.15
The Needs of English Language Skills for RTA Officers: Writing Skills

<table>
<thead>
<tr>
<th>Targeted Situation for Writing Skill</th>
<th>Needs</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>S.D.</td>
<td>Interpretation</td>
</tr>
<tr>
<td>1. Writing for requesting permissions to visit foreign agencies or organizations</td>
<td>3.18</td>
<td>1.33</td>
</tr>
<tr>
<td>2. Writing for inviting organizations to visit</td>
<td>3.11</td>
<td>1.40</td>
</tr>
<tr>
<td>3. Writing cooperation plans and agreements between Thai and foreign military</td>
<td>3.02</td>
<td>1.45</td>
</tr>
<tr>
<td>Targeted Situation for Writing Skill</td>
<td>Needs</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>4. Writing congratulatory / condolence / thank you letters and messages</td>
<td>3.10</td>
<td>1.40</td>
</tr>
<tr>
<td>5. Writing for preparing itineraries for visiting delegations</td>
<td>3.00</td>
<td>1.36</td>
</tr>
<tr>
<td>6. Setting and providing information on official functions or protocol procedures</td>
<td>3.07</td>
<td>1.38</td>
</tr>
<tr>
<td>7. Writing messages or letters for coordinating with foreign agencies regarding events or activities</td>
<td>3.18</td>
<td>1.32</td>
</tr>
<tr>
<td>8. Writing welcome banners or messages</td>
<td>3.02</td>
<td>1.26</td>
</tr>
<tr>
<td>9. Writing for coordinating travels such as filling in visa application forms</td>
<td>3.08</td>
<td>1.36</td>
</tr>
<tr>
<td>10. Writing terms, conditions, and regulations for military procurement agreements</td>
<td>2.97</td>
<td>1.44</td>
</tr>
<tr>
<td>11. Completing application forms for continuing further education abroad</td>
<td>3.03</td>
<td>1.28</td>
</tr>
<tr>
<td>12. Writing speeches for senior commanders or officials</td>
<td>3.09</td>
<td>1.41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.07</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.15 illustrates the five most targeted working situations that the participants reported writing skills are needed for. ‘Writing messages or letters for coordinating with foreign agencies regarding the events or activities’ (Mean = 3.18, S.D. = 1.32) and ‘writing for requesting permissions to visit foreign agencies or organizations’ (Mean = 3.18, S.D. = 1.33) were reported as the situations that most required writing skills and ‘writing for inviting organizations to visit’ (Mean = 3.11, S.D. = 1.44) and ‘writing congratulatory / condolence / thank you letters and messages’ (Mean = 3.10, S.D. = 1.40) were rated as the third and fourth situations where writing skills are needed.
reportedly needed. After that, ‘writing speeches for senior commanders or officials’ (Mean = 3.09, S.D. = 1.41) was at the fifth ranking.

Table 4.16

*Overall Needs of English Language Skills for RTA Officers*

<table>
<thead>
<tr>
<th>Skills</th>
<th>Mean</th>
<th>S.D.</th>
<th>Interpretation</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>3.32</td>
<td>1.10</td>
<td>Moderate</td>
<td>1</td>
</tr>
<tr>
<td>Speaking</td>
<td>3.28</td>
<td>1.17</td>
<td>Moderate</td>
<td>2</td>
</tr>
<tr>
<td>Reading</td>
<td>3.20</td>
<td>1.13</td>
<td>Moderate</td>
<td>3</td>
</tr>
<tr>
<td>Writing</td>
<td>3.07</td>
<td>1.25</td>
<td>Moderate</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>3.22</td>
<td>1.11</td>
<td>Moderate</td>
<td></td>
</tr>
</tbody>
</table>

According to Table 4.16, the results show that overall participants rated their needs of English language skills for performing military tasks and missions at moderate level (Mean = 3.22, S.D. = 1.11), and listening skills were the highest necessity skill for them (Mean = 3.32, S.D. = 1.10), followed by speaking skills (Mean = 3.28, S.D. = 1.17). The results also show that reading skills were rated the third most needed skill (Mean = 3.20, S.D. = 1.13), while writing skills were ranked as the least (Mean = 3.07, S.D. = 1.25).

4.3 THE PROBLEMS OF ENGLISH LANGUAGE SKILLS USED AMONG RTA OFFICERS

In this study, the participants were asked to rate the problems with their English language skills when used in different targeted working situations. The levels of problems in English language skills were divided into five levels: very high (Mean range from 4.21 – 5.00), high (Mean range from 3.41 – 4.20), moderate (Mean range from 2.61 – 3.40), low (Mean range from 1.81 – 2.60), and very low (Mean range from 1.00 – 1.80). Similarly to the previous section, these targeted situations were separated based on the listening, speaking, reading, and writing skill.
Table 4.17
Problems of English Language Skills Used Among RTA Officers: Listening Skills

<table>
<thead>
<tr>
<th>Targeted Situation for Listening Skill</th>
<th>Mean</th>
<th>S.D.</th>
<th>Interpretation</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening and monitoring of international / global news and information</td>
<td>3.41</td>
<td>1.02</td>
<td>High</td>
<td>10</td>
</tr>
<tr>
<td>2. Listening to questions from foreign visitors</td>
<td>3.40</td>
<td>1.16</td>
<td>Moderate</td>
<td>11</td>
</tr>
<tr>
<td>3. Listening to requests from foreign visitors</td>
<td>3.26</td>
<td>1.13</td>
<td>Moderate</td>
<td>15</td>
</tr>
<tr>
<td>4. Listening to presentations conducted in English</td>
<td>3.45</td>
<td>1.13</td>
<td>High</td>
<td>8</td>
</tr>
<tr>
<td>5. Listening to general Q/A situations with foreign visitors</td>
<td>3.39</td>
<td>1.18</td>
<td>Moderate</td>
<td>12</td>
</tr>
<tr>
<td>6. Listening for interpreting for the senior commanders or officials</td>
<td>3.68</td>
<td>1.19</td>
<td>Moderate</td>
<td>2</td>
</tr>
<tr>
<td>7. Listening to conversation in receptions</td>
<td>3.33</td>
<td>1.21</td>
<td>Moderate</td>
<td>14</td>
</tr>
<tr>
<td>8. Listening to the pre – briefing or discussions in preparation of training or exercise</td>
<td>3.52</td>
<td>1.11</td>
<td>High</td>
<td>6</td>
</tr>
<tr>
<td>9. Listening to instruction or operating procedure from headquarters</td>
<td>3.52</td>
<td>1.20</td>
<td>High</td>
<td>6</td>
</tr>
<tr>
<td>10. Listening to suggestions and informations shared by foreign troops</td>
<td>3.44</td>
<td>1.14</td>
<td>High</td>
<td>9</td>
</tr>
<tr>
<td>11. Listening to After Action Report (AAR)</td>
<td>3.56</td>
<td>1.14</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td>12. Listening to orders when participating in joint exercises and operations with foreign troops</td>
<td>3.56</td>
<td>1.10</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td>13. Listening to general conversation with foreign troops</td>
<td>3.34</td>
<td>1.25</td>
<td>Moderate</td>
<td>13</td>
</tr>
<tr>
<td>14. Listening to conversation when collaborating with foreign embassies</td>
<td>3.55</td>
<td>1.24</td>
<td>High</td>
<td>5</td>
</tr>
</tbody>
</table>
For the results in Table 4.17, the participants were asked to rate the five most problematic situations that required English listening skills for carrying on the tasks. ‘Listening to conversation when negotiating terms and conditions of military procurements’ (Mean = 3.73, S.D. = 1.19) was the situation that the participants felt was the most challenging, followed by ‘listening for interpreting for the senior commanders or officials’ (Mean = 3.68, S.D. = 1.19). The third most problematic situation that required listening skills were ‘listening to orders when participating in the joint exercises and operations with foreign troops’ (Mean = 3.56, S.D. = 1.10) and ‘listening to After Action Report (AAR)’ (Mean = 3.56, S.D. = 1.14). After that, ‘listening to conversation when collaborating with foreign embassies or defence attaches’ (Mean = 3.55, S.D. = 1.24) was ranked the fifth most problematic listening situation.

Table 4.18

Problems of English Language Skills Used Among RTA Officers: Speaking Skills

<table>
<thead>
<tr>
<th>Targeted Situation for Speaking Skill</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Providing requested information on current social and political issues to foreign visitors</td>
<td>Mean</td>
</tr>
<tr>
<td>2. Providing requested information about the Royal Thai Army to foreign visitors</td>
<td>3.45</td>
</tr>
<tr>
<td>3. Providing requested information about existing cooperation between Thai and foreign militaries</td>
<td>3.42</td>
</tr>
<tr>
<td>3. Providing requested information about existing cooperation between Thai and foreign militaries</td>
<td>3.35</td>
</tr>
<tr>
<td>Targeted Situation for Speaking Skill</td>
<td>Problem</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. Explaining Thai military culture to foreign visitors</td>
<td>3.38 1.22 Moderate 14</td>
</tr>
<tr>
<td>5. Providing protocol procedures and sequences of events involving foreign visitors.</td>
<td>3.45 1.17 High 7</td>
</tr>
<tr>
<td>6. Providing, as per request, information on terms and agreements of military procurement</td>
<td>3.75 1.15 High 2</td>
</tr>
<tr>
<td>7. Inquiring about visitors’ requirements</td>
<td>3.32 1.22 Moderate 19</td>
</tr>
<tr>
<td>8. Coordinating and preparing visits before and upon arrival especially for senior commanders and officials visiting foreign countries such as setting itineraries, interacting with foreign counterparts, arranging study visits, coordinating the entry and departure procedures at airports, etc.</td>
<td>3.54 1.19 High 6</td>
</tr>
<tr>
<td>9. Introducing senior commanders or officials to foreign visitors</td>
<td>3.36 1.21 Moderate 16</td>
</tr>
<tr>
<td>10. Recommending tourist spots and attractions</td>
<td>3.21 1.23 Moderate 21</td>
</tr>
<tr>
<td>11. Providing information on official functions, transportation, dinner reception, names and details of participants, locations, etc.</td>
<td>3.33 1.17 Moderate 18</td>
</tr>
<tr>
<td>12. Speaking for interpreting for senior commanders or officials</td>
<td>3.72 1.16 High 3</td>
</tr>
<tr>
<td>13. Speaking as MC in receptions</td>
<td>3.62 1.08 High 5</td>
</tr>
<tr>
<td>14. Speaking in general discussion or conversation with foreign visitors</td>
<td>3.17 1.21 Moderate 22</td>
</tr>
<tr>
<td>15. Presenting procedures or exercise information and instructions or operating procedures</td>
<td>3.44 1.14 High 9</td>
</tr>
</tbody>
</table>

Ref. code: 25605721042058WNU
<table>
<thead>
<tr>
<th>Targeted Situation for Speaking Skill</th>
<th>Problem</th>
<th>Mean</th>
<th>S.D.</th>
<th>Interpretation</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Answering questions in English</td>
<td></td>
<td>3.29</td>
<td>1.24</td>
<td>Moderate</td>
<td>20</td>
</tr>
<tr>
<td>17. Communicating with foreign troops during exercises (collaborating with foreign troops)</td>
<td></td>
<td>3.41</td>
<td>1.17</td>
<td>High</td>
<td>11</td>
</tr>
<tr>
<td>18. Presenting exercises or operations daily summaries</td>
<td></td>
<td>3.39</td>
<td>1.11</td>
<td>Moderate</td>
<td>12</td>
</tr>
<tr>
<td>19. Exchanging information or providing opinions during conference debriefs</td>
<td></td>
<td>3.39</td>
<td>1.16</td>
<td>Moderate</td>
<td>12</td>
</tr>
<tr>
<td>20. Issuing orders and instructions during exercises or operations</td>
<td></td>
<td>3.37</td>
<td>1.17</td>
<td>Moderate</td>
<td>15</td>
</tr>
<tr>
<td>21. Contacting foreign embassies or defence attaches</td>
<td></td>
<td>3.64</td>
<td>1.28</td>
<td>High</td>
<td>4</td>
</tr>
<tr>
<td>22. Speaking for negotiating terms and conditions of military procurements</td>
<td></td>
<td>3.85</td>
<td>1.18</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3.45</strong></td>
<td></td>
<td><strong>High</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.18 illustrates the working situations that require RTA officers to perform speaking skills, and the participants were asked to rate the level of ‘problems’ of English language skills in term of speaking. First, ‘speaking for negotiating terms and conditions of military procurements’ (Mean = 3.85, S.D. = 1.18) was the most challenging situation. Second, the participants believed that ‘providing, as per request, information on terms and agreements of military procurement’ (Mean = 3.75, S.D. = 1.15) was the second most challenging one. ‘Speaking for interpreting for senior commanders or officials’ (Mean = 3.72, S.D. = 1.15) was ranked the third most challenging, followed by ‘Contacting foreign embassies or defence attaches’ (Mean = 3.64, S.D. = 1.28). Next, the participants ranked ‘speaking as MC in receptions’ (Mean = 3.62, S.D. = 1.08) as the fifth most challenging speaking situation that caused them ‘problems’ in speaking.
### Table 4.19

**Problems of English Language Skills Used Among RTA Officers: Reading Skills**

<table>
<thead>
<tr>
<th>Targeted Situation for Reading Skill</th>
<th>Mean</th>
<th>S.D.</th>
<th>Interpretation</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading invitation letters to attend events hosted by foreign organizations</td>
<td>3.22</td>
<td>1.19</td>
<td>Moderate</td>
<td>7</td>
</tr>
<tr>
<td>2. Reading events or activities details such as schedules, profile of participants, etc.</td>
<td>3.28</td>
<td>1.29</td>
<td>Moderate</td>
<td>6</td>
</tr>
<tr>
<td>3. Reading congratulatory / condolence / thank you letters / messages</td>
<td>3.10</td>
<td>1.28</td>
<td>Moderate</td>
<td>14</td>
</tr>
<tr>
<td>4. Reading news and information from foreign sources to prepare taking points for senior commanders and officials</td>
<td>3.21</td>
<td>1.19</td>
<td>Moderate</td>
<td>8</td>
</tr>
<tr>
<td>5. Studying and up-dating foreign military information from military or foreign defence journals</td>
<td>3.18</td>
<td>1.11</td>
<td>Moderate</td>
<td>9</td>
</tr>
<tr>
<td>6. Reading profiles of foreign invitees / visitors</td>
<td>3.13</td>
<td>1.20</td>
<td>Moderate</td>
<td>13</td>
</tr>
<tr>
<td>7. Reading information on schedule of events hosted by foreign organizations</td>
<td>3.14</td>
<td>1.24</td>
<td>Moderate</td>
<td>11</td>
</tr>
<tr>
<td>8. Reading for preparing travel such as Visa application forms</td>
<td>3.14</td>
<td>1.19</td>
<td>Moderate</td>
<td>11</td>
</tr>
<tr>
<td>9. Reading procurement contracts such as sale contracts</td>
<td>3.58</td>
<td>1.19</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>10. Reading information on standard of goods and products</td>
<td>3.42</td>
<td>1.09</td>
<td>High</td>
<td>4</td>
</tr>
<tr>
<td>11. Reading the applications forms for further education abroad</td>
<td>3.17</td>
<td>1.16</td>
<td>Moderate</td>
<td>10</td>
</tr>
<tr>
<td>12. Reading Operation Order</td>
<td>3.46</td>
<td>1.11</td>
<td>High</td>
<td>2</td>
</tr>
</tbody>
</table>
Based on the figures from Table 4.19, when the participants were asked to rate their problems in reading skill in working situations, they felt ‘Reading procurement contracts such as sale contracts’ (Mean = 3.58, S.D. = 1.19) was the most challenging reading situation at work, while ‘reading Operation Order’ (Mean = 3.46, S.D. = 1.11) was ranked second. The third most problematic situation that the participants reported as challenging was ‘reading information and instructions on current and upcoming military exercises’ (Mean = 3.45, S.D. = 1.13), followed by ‘reading information on standard of goods and products’ (Mean = 3.42, S.D. = 1.09). ‘Reading Field Manual’ (Mean = 3.37, S.D. = 1.17) was ranked the fifth in terms of the problems they encounter at work.

Table 4.20
*Problems of English Language Skills Used Among RTA Officers: Writing Skills*

<table>
<thead>
<tr>
<th>Targeted Situation for Writing Skill</th>
<th>Problem</th>
<th>Mean</th>
<th>S.D.</th>
<th>Interpretation</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing for requesting permission to visit foreign agencies or organizations</td>
<td>3.50</td>
<td>1.11</td>
<td>High</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2. Writing for inviting organizations to visit</td>
<td>3.51</td>
<td>1.10</td>
<td>High</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Writing cooperation plans and agreements between Thai and foreign military</td>
<td>3.59</td>
<td>1.16</td>
<td>High</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4. Writing congratulatory / condolence / thank you letters and messages</td>
<td>3.38</td>
<td>1.20</td>
<td>Moderate</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>5. Writing for preparing itineraries for visiting delegations</td>
<td>3.33</td>
<td>1.21</td>
<td>Moderate</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Targeted Situation for Writing Skill</td>
<td>Problem</td>
<td>Mean</td>
<td>S.D.</td>
<td>Interpretation</td>
<td>Sequence</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------</td>
<td>------</td>
<td>------</td>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>6. Setting and providing information on official functions or protocol procedures</td>
<td>3.38</td>
<td>1.25</td>
<td>Moderate</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>7. Writing messages or letters for coordinating with foreign agencies regarding the events or activities hosted by either both parties</td>
<td>3.48</td>
<td>1.19</td>
<td>High</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>8. Writing welcome banners or messages</td>
<td>3.10</td>
<td>1.33</td>
<td>Moderate</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>9. Writing for coordinating travels such as filling in visa application forms</td>
<td>3.24</td>
<td>1.22</td>
<td>Moderate</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>10. Writing terms, conditions, and regulations for military procurement agreements</td>
<td>3.61</td>
<td>1.21</td>
<td>High</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11. Completing application forms for continuing further education abroad</td>
<td>3.29</td>
<td>1.22</td>
<td>Moderate</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>12. Writing speeches for senior commanders or officials</td>
<td>3.60</td>
<td>1.20</td>
<td>High</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.42</strong></td>
<td></td>
<td><strong>High</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.20 illustrates the working situations that require RTA officers to perform writing skills, and the participants were asked to rate the level of ‘problems’ of English language skills in term of writing. ‘Writing terms, conditions, and regulations for military procurement agreements’ (Mean = 3.61, S.D. = 1.21) was the most challenging writing situation at work, while ‘writing speeches for senior commanders or officials’ (Mean = 3.60, S.D. = 1.20) was ranked second. The third most problematic situation that the participants reported was challenging was ‘writing cooperation plans and agreements between Thai and foreign military’ (Mean = 3.59, S.D. = 1.16), followed by ‘writing for inviting organizations to visit’ (Mean = 3.51, S.D. = 1.10). ‘Writing for requesting permission to visit foreign agencies or organizations’ (Mean = 3.30, S.D. = 1.11) was ranked as the fifth most challenging working situation.
Table 4.21  
*Overall ‘Problems’ of English Language Skills Used Among RTA Officers*

<table>
<thead>
<tr>
<th>Skills</th>
<th>Problem</th>
<th>Mean</th>
<th>S.D.</th>
<th>Interpretation</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td>3.48</td>
<td>1.03</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td>3.45</td>
<td>1.06</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>3.28</td>
<td>1.06</td>
<td>Moderate</td>
<td>4</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>3.42</td>
<td>1.09</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>3.40</td>
<td>1.02</td>
<td>Moderate</td>
<td></td>
</tr>
</tbody>
</table>

According Table 4.21, the results illustrate that the participants rated their problems of English language skills for performing military tasks and missions at moderate level (Mean = 3.40, S.D. = 1.02), and the listening skills were the most problematic skill (Mean = 3.48, S.D. = 1.03), followed by the speaking skills (Mean = 3.45, S.D. = 1.06). The results also show that the writing skills were the third most problematic skill for RTA officers (Mean = 3.42, S.D. = 1.09), while the reading was reportedly the least problematic skill (Mean = 3.28, S.D. = 1.06).

4.4 **RTA OFFICERS’ ‘WANTS’ FOR IMPROVING ENGLISH LANGUAGE SKILLS**

In this part, the participants were asked to rate the English language skills, listening, speaking, reading, and writing skill, they wanted to improve. The data were then calculated into means, standard deviation, and sequence. The levels of necessities of English language skills were divided into five levels: very high (Mean range from 4.21 – 5.00), high (Mean range from 3.41 – 4.20), moderate (Mean range from 2.61 – 3.40), low (Mean range from 1.81 – 2.60), and very low (Mean range from 1.00 – 1.80).
Table 4.22

*Overall ‘Wants’ for Improving English Language Skills for RTA Officers*

<table>
<thead>
<tr>
<th>Skills</th>
<th>Wants for improvement</th>
<th>Interpretation</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>4.06</td>
<td>0.93</td>
<td>High</td>
</tr>
<tr>
<td>Speaking</td>
<td>4.03</td>
<td>0.95</td>
<td>High</td>
</tr>
<tr>
<td>Reading</td>
<td>3.63</td>
<td>0.95</td>
<td>High</td>
</tr>
<tr>
<td>Writing</td>
<td>3.69</td>
<td>0.90</td>
<td>High</td>
</tr>
<tr>
<td>Total</td>
<td>3.85</td>
<td>0.77</td>
<td>High</td>
</tr>
</tbody>
</table>

The figure from Table 4.22 illustrates the overall wants for improvement of English language skills. The data suggests that the participants wanted to improve their English skills at high level (Mean = 3.85, S.D. = 0.77). It also suggests that the skill they wanted to improve the most was the listening skill (Mean = 4.06, S.D. = 0.93), while the second skill they want to improve most was the speaking skill (Mean = 4.03, S.D. = 0.95). The writing skill was the third most wanted skill the participants wanted to improve (Mean = 3.69, S.D. = 0.90), while reading skill was the least among all four skills (Mean = 3.63, S.D. = 0.95).

4.5 RTA OFFICERS’ ‘WAYS’ TO IMPROVE ENGLISH LANGUAGE SKILLS

In terms of the ‘ways’ to improve English language skills, the participants rated the approaches which they thought were the best ways to help them improve English language skills. The data were computed into means, standard deviation, and sequence. The levels of preference of each approach were divided into five levels: very high (Mean range from 4.21 – 5.00), high (Mean range from 3.41 – 4.20), moderate (Mean range from 2.61 – 3.40), low (Mean range from 1.81 – 2.60), and very low (Mean range from 1.00 – 1.80).
### Table 4.23

**RTA Officers ‘Ways’ to Improve English Language Skills**

<table>
<thead>
<tr>
<th>‘Ways’ to improve English language skills</th>
<th>Mean</th>
<th>S.D.</th>
<th>Interpretation</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-learning through traditional media such as reading English newspaper or magazine, watching English channels, etc.</td>
<td>3.67</td>
<td>1.03</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>2. Self – learning through online media</td>
<td>3.72</td>
<td>0.90</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>3. Learning through online English courses</td>
<td>3.05</td>
<td>1.07</td>
<td>Moderate</td>
<td>8</td>
</tr>
<tr>
<td>4. Learning through English courses provided by external organizations, which are not military</td>
<td>3.19</td>
<td>1.08</td>
<td>Moderate</td>
<td>5</td>
</tr>
<tr>
<td>5. Learning through English courses provided by your unit and organization, e.g. unit school.</td>
<td>3.06</td>
<td>1.02</td>
<td>Moderate</td>
<td>7</td>
</tr>
<tr>
<td>6. Learning through English courses provided by the Army training command department</td>
<td>3.13</td>
<td>1.08</td>
<td>Moderate</td>
<td>6</td>
</tr>
<tr>
<td>7. Learning through English courses funded by your organization in the renowned English language institutions, such as AUA or British Council</td>
<td>3.24</td>
<td>1.20</td>
<td>Moderate</td>
<td>4</td>
</tr>
<tr>
<td>8. Receiving funds from your organization for studying abroad</td>
<td>3.34</td>
<td>1.25</td>
<td>Moderate</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.30</strong></td>
<td></td>
<td><strong>Moderate</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.23 shows that the participants viewed self-learning through online media as the most preferrable ‘ways’ to help them achieve the goal of improving English language skill (Mean = 3.72, S.D. = 0.90), followed by another ‘ways’ of self – learning; not through online media, but through general media channels, such as reading English newspapers or watching English movies or news (Mean = 3.67, S.D. = 1.03). The third and fourth most popular ‘ways’ were studying abroad with their organization’s support.
(Mean = 3.34, S.D. = 1.25) and attending English courses offered by the renowned English language institutions, such as AUA or British council with organization support (Mean = 3.24, S.D. = 1.20). The English course offered by external organizations was ranked as the fifth most preferred ‘ways’ (Mean = 3.19, S.D. = 1.08), while the learning through courses provided by the Army training command department (Mean = 3.13, S.D. = 1.08), by the participants’ unit or unit school (Mean = 3.06, S.D. = 1.02), and by online English courses (Mean = 3.05, S.D. = 1.07) were rated as the three least perferrable ‘ways’ for improving English language skills.

### 4.5.1 Suitable Time for Learning English

This section also reports suitable times for attending English language training class. The participants were asked to rate the suitable times for them to learn English, and the data calculated into means, standard deviation, and sequence. The criteria for the suitable times for learning English were divided into five levels: very high (Mean range from 4.21 – 5.00), high (Mean range from 3.41 – 4.20), moderate (Mean range from 2.61 – 3.40), low (Mean range from 1.81 – 2.60), and very low (Mean range from 1.00 – 1.80).

It suggests that Saturday morning was the most suitable time to attend English language class (Mean = 3.36, S.D. = 1.15), followed by the evening class on weekdays after work (Mean = 2.82, S.D. = 1.10). Saturday afternoon was viewed as the second most preferable time for them to learn English (Mean = 2.82, S.D. = 1.11). However, Sunday was considered the least preferable time for them to learn English. Sunday morning was reported as the fourth most preferable time (Mean = 2.75, S.D. = 1.20), while the preference of attending English class on Sunday afternoon was at a low level (Mean = 2.55, S.D. = 1.17).

### 4.5.2 Preferred Number and Hours of English Classes

Not only was the suitable period of English language class investigated, the preferable number of English classes per week was also taken into account. The participants had a chance to rate the preferable number of English classes and number of
hour to take English class to learn English. The data were calculated into frequency and percentage. The participants were asked to identify the number of English classes which they would like to attend in a week. The data suggests that most respondents, or 42.71%, would prefer two classes per week. 26.04% of the total participants chose attending English learning class for one time in a week, whereas the other 16.67% felt that having an English learning class for three times in one week was acceptable. The percentage of participants who preferred four classes per week was at 5.21%, followed by those who would like to attend English class for five and seven days in a week at 4.17%. Only 1.04% of the total participants suggested that the number of six classes per week was quite acceptable.

Referred to the 46.31% of the total participants, the results suggest that the most preferable number of hours for each English class was two hours, while 24.22% of the total participants believed that English learning classes should last only one hour. 20% of the total participants thought three hours of English learning class was efficient, whereas four hours of English class was acceptable to 8.42% of the total participants. However, there was only one participant who thought five hours per class was a suitable period of time for learning English.

4.5.3 Preferred Characteristics of English Language Teachers

The participants also rated the preferable characteristics of English language teachers who would help them to improve English language skills. The data were calculated into frequency and percentage. The results suggest that the majority of the participants, making up 65.66% of the total participants, preferred both Thai and foreign teachers to help them improve their language skills. 28.28% of the total participants reported that they preferred only native English speakers as English teachers. Only 6.06% of the total participants believed the Thai nationality teachers alone could help them improve their skills. However, none of the respondents would like a foreign teacher who is a non-native English speaker, as their English teacher.
4.6 FINDINGS FROM OPEN-ENDED QUESTIONS

It was essential to gain more information regarding attitudes toward learning English, needs, problems, and wants for improving English language skills by allowing participants to give a free response in written form. The following section illustrated how the participants expressed their opinions toward their needs and problems of English language use.

4.6.1 The most needed skill for performing military missions and tasks

In question 1 from part 4, the respondents were asked to identify the most needed English language skill in military service.

According to the majority of the participants, listening skills appeared to be the most required skill for performing military missions and tasks. The findings regarding the importance of listening skill were divided into two categories. First, it is a very important skill in any conversation with foreign interlocutors, particularly when coordinating with foreign liaisons and agencies or working in the field with foreign troops. Second, some reported that it is the fundamental skill for taking a further step to improve other skills. Some officers reported:

“Listening skill is very important because it helps understanding what the foreigner would like to say”

“Without listening skill, the conversation is over, we will not be able to continue the dialogue”

“It is necessary skill to have listening skill when we work in the field because we have to take an order”

“Listening skill is important for exchanging information with foreigners”

“My unit is responsible for receiving foreign guests, listening skill is important when receiving information”

“Without listening skill, the user won’t be able to develop other skills”

The second most required skill that participants believed it is necessary for work in the field of military is speaking skills. According to the responses, speaking skills are also important skills for RTA officers as they are necessarily used for providing details and information when coordinating with foreign liaison, as well as giving an order in case of working in the field. Moreover, it leads to the development of other skills.
“We have to convey the message correctly when providing information”
“If we can speak fluently, it is easy to take part in any conversation”
“When we work in the field, we have to give an order and exchange information with foreign troops”
“I want to speak fluently, without anxiety, when participating in conversation with foreigner”
“If we can speak well, it is a good chance for developing other skills”

4.6.2 The major problem in using English language skills for communication

Question 2 from part 4 required the participants to report the most problematic factor which cause difficulties in using English language skills when taking part in a communicative situation.

The majority of the participants reported that they had problems with self–confidence and anxiety. Moreover, their problems also involved the limited choice of vocabulary and military terms. Some participants reported:

“I am afraid to talk”
“I am afraid the foreigner would not understand what I was saying”
“I have no confidence to speak because my skill is poor”
“I don’t know much of vocabulary, so I cannot talk much”
“In order to speak fluently, we have to be familiar with the military terms and vocabulary”

The second most popular response was the concern over the poor command of listening skill. Some participants reported:

“I didn’t understand what the foreigner was trying to say”
“I couldn’t catch their accent”

4.6.3 The most ‘wanted’ English language skills to be improved

Question 4 from part 4 asked the participants to identify the English language skills they want to improve the most.

According to participants, listening skill is reported as the most ‘wanted’ skill they need to improve. Their response was categorized into two parts: it is necessary to have listening skill for work and it is the fundamental skill for the development of other communicative skills.
“We need to use the listening skill to understand the conversation”
“Listening skill is important, particularly when receiving orders or information.
If we didn’t pick up the correct meaning, this would cause so much trouble”
“We have to receive information or news through listening”
“I always use listening skill because I have to contact foreigners”
“We need the opportunity to practice the skill in order to build up confidence”
“It’s the fundamental of all other communicative skills”

The speaking skill was regarded as the second most needed English language skill the RTA officers want to improve. The participants want to possess a good command of speaking skill because it is important in any conversation, and it helps the conversation to continue smoothly. Moreover, they also claimed that speaking skill also helps them achieve the development of other skills.

“If I knew how to speak fluently, I could convey messages correctly”
“We often use speaking when coordinating with foreigners, so it’s important to speak correctly”
“Thais always have trouble with speaking English, but it is a very important skill for communication”
“It helps us earn the creditability and trustworthy from others”
“We have to use speaking skill combined with other skills”

Reading and writing skills are also skills they want to improve, although they are not as popular as both listening and speaking skills. Both skills are perceived as important skills which are also needed to be developed, alongside with listening and speaking skills. In other words, these four skills are needed to be improved altogether. Some participants reported:

“We need to use all the skills together”
“Reading skill is important when we take the English test”
“Because my writing skill is not good enough, so it is needed to be improved”

4.6.4 The most effective perceived ‘way’ to improve English language skills

Question 5 from part 4 asked participants to express opinions with regard to the perceived ‘way’ that could help them improve English language skills.
The majority of the participants believed that self–learning through the support from media and stories, including movies and films, English news channels, English music, books, and stories, are the best ways to help them develop English language skills. Some participants reported:

“Constantly watching movie with sub-title or listening to music”
“We can develop all skills through watching English news, listening to English music, reading English books, but we have to do it on a regular basis”
“We must be willing to learn and this can be done by self–learning, and the best source is films, news, music”

The response also involved the opportunity of using English language skills either at work or elsewhere on a daily basis. The best and most effective way to develop their skills, according to their responses, was the opportunities that allow them to be exposed to an environment that uses English for communication. Some participants added:

“To find yourself the opportunities to meet foreigners and practice”
“Put yourself into the environment that allows you to speak and listen to English”
“To promote the opportunities for its staff to work with foreigners”
“Participating in the operations that use English for communication”
“Go overseas”

Some participants also suggested that the chance to learn English in a classroom both with Thai and English native teachers could also be considered the most effective way to improve their English language skills. Some participants reported:

“Joining the class taught by native speakers”
“The skills could be well-trained by both Thai and English native teacher”
“The units should provide support by sending its staff to learn English”
“We should learn how to use the sentence correctly by taking the course”

4.7 FINDINGS FROM SEMI-STRUCTURED INTERVIEWS

This study also employed semi–structured interviews as one of the data collection methods. The interviews collected in-depth information by asking the participants to elaborate on the issues with regard to their needs of English language skills, their problems with the use of English language skills, the skills they ‘want’ to improve, and the ‘ways’ they think could help them improve their English language skills. Ten RTA
officers were the participants in this interview section, and each of them was selected through the purposively sampling technique based on their experiences of working with foreign liaisons and troops. The results in this section are categorized into five main topics as follows:

1. Participants’ general background information
2. ‘Needs’ of English language skills for RTA officer
3. The problems of English language skills used among RTA officers
4. RTA officers’ ‘wants’ to improve English language skills
5. RTA officers’ ‘ways’ to improve English language skills

**4.7.1 Participants’ general background information**

In this section, the participants were questioned about their general background regarding their experience of working with foreigners both domestically and internationally. All the participants had participated in international events as coordinator or interpreter; some had travelled to work or study abroad. Therefore, the specific characteristic of the participants who took part in this interview session was their familiarity with the use of English language in the field of military service. The participants were asked to tell about their experiences of being exposed to living or working environments where English is mainly used for communication and the chances of using English language skills for communication with foreign officials or troops.

The participants were also asked to evaluate their levels of English language proficiency. Since they were familiar with English language, and their job generally required the use of English language skills, most of them rated themselves as good users of English language, particularly speaking and listening skills. However, they still faced some problems when they had to deal with the situations in which the levels of anxieties, pressures or tensions increased.

**4.7.2 ‘Needs’ of English language skills for RTA officers**

In terms of necessities in English language skills in military work, the participants were asked to identify the skills which are necessary for their work, and gave
a working scenario in which the English language skills were required. Some of the participants, particularly those who worked in the field, viewed listening and speaking skills as the highest requirement, while others also required writing and reading in order to perform military work. Some participants said:

“If the assignment required English skills, then all the skills are important, especially listening and speaking. For example, when we have to deal with foreign officials before their delegation pay a visit to our commanders, you have to have a conversation with them in order to exchange information about the protocol procedures, here you may talk to them on the phone, send messages through chat, read messages sent from them.”

“When we were on ground with foreign troops, you have to exchange information with them, so you have to listen to them carefully and convey messages correctly in order to keep the operation smooth”

“We had to receive delegations from all around the world. We had to answer their questions. If we failed to receive the messages precisely, this could give you trouble. Sometimes we need to prepare speeches for our commanders, so basically all skills are quite necessary, depending on the level of urgency. We may need listening and speaking skill for giving a simultaneous response, while you may be able to take some time with reading or writing when it is difficult to deal with”

“In the field, of course we need to have communication skills, we had to listen to the pre-briefing, we had to talk when we were curious, we had to read the instruction or field manual, but writing skill may not be so necessary”

4.7.3 The problems of English language skills used among RTA officers

In this part, the participants explained the problems in the use of English language skills. They were asked to identify what the most problematic skills were and provided a scenario in which they were facing such problems in English language usage. Moreover, they also explained how they would cope with such problems. Most of them reported that the skills themselves did not create problems, it was rather the emotion and other factors, such as different accents, pressure, and background knowledge over the particular issues, that could affect their use of English language. Some participants said:

“Sometimes I face trouble with my listening because of speaker’s accent. I had an experience receiving delegations from France and I was assigned to be an interpreter for the senior commander. It was extremely difficult to listen to their accent, so I tried to catch the main idea and the recognizable words from his speeches.”

“Listening and speaking were sometimes problematic, not because of poor proficiency, but we didn’t understand the particular issues and we had to explain it. We don’t know much about what we are talking about. However, such a problem is very easy
to handle. We can just ask from people who know about it, then we can explain that later. But, the real problem is that the situation required a simultaneous response, so you need find the safest way to get over that kind of situation, may be by giving information as far as we know first, and we find another opportunity to explain that in detail later.”

“If it was daily conversation, then it was not a problem, but when it came to work, all other factors could affect your proficiency, especially when you were under pressure. The only way out is to calm myself down, and let it go on, even if there was some distraction.”

4.7.4 RTA officers’ ‘wants’ for improving English language skills

This section provided an opportunity for the participants to express their preference on what English skills they would like to improve. Even though most of the interviewees were familiar with the use of English language skills, most of them viewed all skills are necessary to get improved. Some participants said:

“One of my weak skills was writing, because of its little chance to use. I want a course that helps me write formal letters. The only way that can help me is to take such courses that specifically help me write formal language.”

“Listening and speaking are important skills that I want to improve, but these two skills, I believe, can also be done through self-learning and practicing by listening to the news or movies.”

“If there is support, I would rather take it. Even though I am familiar with English language, I still prefer taking the opportunities. All skills are necessary to improve, particularly listening and speaking skills, because they are required in the situation in which we have to exchange information.”

“As long as you still involve with the use of English language, then all the skills are needed to be refreshed all the time. You will not be able to predict what skills are going to be used in your situations. That’s why you need to have all the skills ready at all times.”

4.7.5 RTA officers’ ‘ways’ to improve English language skills

In this section, the participants were asked to express their preferences on the characteristics of English teachers and their plan to improve English language skills. The findings suggest that they preferred both Thai and foreign teachers to help them improve their skills. Moreover, they revealed that the development of English proficiency can also be done through self-learning and practicing. Some participants said:

“I want to develop all the skills by self-learning approach, because I know where my trouble is. But if there is teacher who is there to help me, then it’s fine. I prefer
both types of teachers. Thai teachers may help us to correct grammatical issues, while foreign teachers could fix your accent and listening skill, so both are quite useful.”

“It’s not easy to understand particular idioms or slang, and the best way to overcome this issue is to ask someone who knows it, this someone can be your colleagues or your foreign friend whose mother tongue is English. My plan is to attend the training course for interpreters so that I can have my skills improved.”

“When you encounter something you are unfamiliar with, the solution is to figure it out by yourself first. Now it can easily be done through internet. However, whenever I had chance to attend English training course, I would do so. Both Thai and foreign teachers are fine for me. Thai teachers may help you correct your grammar, while foreign teachers, especially native speakers, may help you fix pronunciation and explain unfamiliar idioms.”

“English language skills can be learned through the actual usage. If the chance to use those skills were limited, then you would never master those skills, because you must be familiar with what you are doing; for example, I have to use English for listening and speaking quite often, but if I don’t have the opportunities to use it, then your abilities to learn are diminished, so the best way to learn is to keep practicing them.”

To sum up, this chapter describes the results of the study regarding the general background information of the participants, the needs of English skills in their careers, the problems of English skills used to perform duties, their ‘wants’ for improving English language skills, and the ‘ways’ to improve them. The next chapter will provide explanatory discussion of the study’s results, the conclusions, and recommendations for further research.
CHAPTER 5
DISCUSSION

The findings of the study presented in the previous chapter offered us a comprehensive understanding of the contexts in which English language skills were used in the areas of military affairs. This chapter discusses the issues involved in the findings of this study.

5.1 SUMMARY OF THE STUDY

English has been established as an international language, which plays a significant role in our daily lives and activities. In response to the growing needs of using English for communication, there is an increasing number of English language users seeking for the opportunity to become communicatively competent and function in all the skills fluently. Not only is English used for communication in everyday life, it also plays a vital role in working environments, especially the career fields that involve the interaction with foreign parties.

English does not only play a dominant role in most of occupational fields, including international business, information technology, science, and academic, it is currently playing a crucial part in military affairs. In the context of international affairs, Thailand has currently been taking part in international commitments and collaboration as a member of the United Nations. Consequently, the country’s armed forces, particularly the Royal Thai Army, does not provide military service for the country alone, but also plays a significant role on the global stage, including humanitarian missions, United Nations’ peace operations, or joint-combat exercises with foreign countries.

In order to successfully perform the assigned international missions and tasks, it is very necessary for Thai military personnel to be able to use English effectively. The Thai military also provides additional language education and training for its personnel with the aim of promoting the personnel’s job competence and language proficiency. However, as non-native English speakers, Thai military personnel may still find it
difficult to use English, both in their daily life and in the workplaces. Therefore, it is important that studies on the needs and problems of English language skills used in military work are conducted in order to investigate how important the English language skills are in the field of military affairs and how the use of English creates difficulties for military personnel.

The following sections will summarise the objective of this study, research questions, the brief details of participants, data collection procedures, and research instruments.

5.1.1 Objectives of the research

The objectives of the research study were to investigate the needs of English language skills used among Royal Thai Army (RTA) officers in working situations that require the use of English language skills to interact with foreign officials. The study also aims to identify the problems the army personnel are likely to face when they perform English language skills. Moreover, it looks into the skills that the officers want to improve and the perceived ‘ways’ for improving English skills.

Research questions

1. What are the needs of English language skills used among RTA officers while interacting with foreigners?
2. What are the problems that the RTA officers experience while interacting with foreigners?
3. What are the English language skills that RTA officers want to improve most?
4. What are the ‘ways’ that could help RTA officers improve in English language skills?

5.1.2 Participants, instruments, and data collection

The participants in this study were 100 active duty army personnel who were serving in the Royal Thai Army, including army personnel who have the opportunities for using English language skills at work. The participants in this study
were selected by both the purposive and snowball sampling method from different major components of the RTA, including Command Component, Combat and Combat Support Components, Education and Training Component, and National Development Support Component.

With regards to the research instruments, two research instruments were employed to collect data for investigating the needs and problems in the use of English language skills among RTA officers: questionnaire and semi-structured interview. Before the questionnaire was developed, a preliminary study was conducted in order to collect useful information, along with ideas, about the use of English language skills in the area of military service. Two methods of preliminary study were observation and informal interview. The data of the preliminary study was then used for creating items in a questionnaire for army officers with regards to the needs and problems of English language for performing military tasks and missions. After the preliminary study was done, all the data collected from the study were grouped into tables in accordance with the four different language skills.

Once the instruments were completed, the researcher began to distribute the questionnaire to the selected participants. After the questionnaire was done, a semi-structured interview was then conducted with ten participants, who were selected from the participants of the questionnaire and whose major characteristics were known to include familiar experience with the use of English language skills in the military field.

The data collected in the questionnaire part were computed into frequency, percentage, mean, and standard deviation, while the findings from the open-ended questions and interviews were analyzed through the content analysis method.

5.2 SUMMARY OF THE RESULTS

5.2.1 General background information of the participants

All of the participants in this study were commissioned officers serving in the Royal Thai Army. More than half of the participants (60.6%) had been in the army for more than ten years. The findings in this part also show that most of the participants, or 87% of the total participants, were male, while another 13% were female. Most of them
were 20 – 30 years of age (40%). In terms of educational background, the majority of the participants, or 76%, held a Bachelor’s Degree, while another 15% of the total participants had an education level higher than Bachelor’s Degree.

When the participants were asked to identify their experience regarding the use of English language skills with foreigners, more than half of them sometimes had a chance to use English skills to communicate with foreigners (52%), whereas only a few of them had never had a chance to use English skills (7%). The findings also show that the majority of the participants had never studied or stayed abroad (76%), while the rest had visited overseas countries for education and training (24%). Moreover, most of them also had never participated in any joint exercises or experience with foreign military troops (61%), but the rest had experience in working with foreign troops in the field (39%). Not only in the field, the military missions and tasks were also performed through coordination with foreign liaisons and representatives. The findings revealed that most of them had never coordinated with foreign officials (62%), but a minority had been assigned to contact with foreign officials (38%).

In terms of English learning experience, all the participants had learned English and the number of those who learned English for more than fifteen years was the greatest (37%), while the participants who learned English for 11 – 15 years was slightly lower (32%). The majority of the total participants had experience in learning English with foreign teachers (72%). In contrast, a minority of them (28%) had never learned English with foreign teachers before. The participants were also asked to express their attitude toward English language learning. Most of them (82%) preferred learning English as it was a very important tool for communication and helped the learners improve themselves, but the rest of them (18%) reported ‘dislike’ because of their fear of using English to communicate. The findings also revealed that the level of English language proficiency, based on the participants’ self-evaluation, was mostly at a moderate level.
5.2.2 Needs of English Language Skills for RTA officers

In terms of the needs of English language skills in their military careers, the participants revealed that English language skills were moderately important in a military career. To be more specific about the levels of needs of each skill, listening was reportedly the most needed skill for performing military tasks or missions that required the use of English language skills to interact with foreign officials, followed by the speaking skills. The reading and writing skills were the third and fourth most important skills respectively.

When the participants identified the needs of the listening skills in their working environment, it appeared that listening skills played the most crucial part in understanding any questions from foreign visitors whenever they had to participate in conversation. Not only understanding questions, it also played a part in monitoring the international news and information in order to keep themselves updated with current situations; moreover, the situation which highly required listening skills was in the field. It is very important to master the listening skills in order to participate in the pre–briefing or discussions in preparation for joint training and exercises with foreign military troops.

Apart from the listening skills, speaking skills were the skills which the participants felt were very important when they had to engage in interaction with foreigners. The situation in which they felt the speaking was highly needed was when they had to answer questions in English conversation. The second most important targeted situation for speaking skills was that the participants needed to engage in talks with foreign visitors or delegations in order to provide protocol procedures and sequences of events hosted by their own units or organizations. Moreover, whenever foreign visitors paid a visit to army facilities, the participants viewed that this situation, in which the staff needed to provide requested information about the RTA or the background of the units, also demanded a good fluency of speaking skills.

The working situation in the military also required the use of reading skills to perform various duties. The participants viewed the reading of information on
schedules of events hosted by foreign organizations, together with the events or activities
details such as profile of participants and protocol procedures, as the most and second
most important aspects with a high requirement for reading skills. Also, reading skills,
according to the participants, played a leading role in preparing travel for senior officials
or even themselves, such as reading a visa application form.

With regard to the writing skills, the participants reported that writing
messages or letters for coordinating with foreign agencies regarding events or activities
hosted by either foreign agencies themselves or RTA was the most important aspect that
required writing skill. The other two most important situations that required writing skills
were when the unit requested permission to visit foreign organizations or invited foreign
organizations to visit.

The findings also reveal that listening and speaking skills are the two most
needed skills for the career fields, including the Command Component, the Combat and
Combat Support Component, and the National Development Support Component,
whereas the reading and writing skills were rated slightly less necessary. However, the
findings show the staff from the Education and Training Component gave priority to the
use of reading and writing skills as the two most necessary skills in their career, while
listening and speaking were not the primary focus.

5.2.3 The problems of English language skills use among RTA officers

In terms of the problems in English language skills, the participants were
asked to identify the level of problems in each English language skill, and the findings
show that the overall level of problems in English language skills used at work for RTA
officers was at a moderate level. To be more specific in terms of problems, listening
skills were reportedly the most problematic one, while speaking skills were rated the
second. Writing skills were the third most problematic skill and the least problematic one
was reading.

When the participants identified the problem of their listening skills, it
appeared that the situation in which it caused them difficulties the most was the listening
to conversation when negotiating terms and conditions of military procurements. Moreover, the situation in which it required them to listen for interpreting for the senior commanders or officials was rated the second most problematic situation that required listening skills. The third most difficult situation in listening happened when the RTA officers worked in joint operations with foreign troops.

Speaking skills were the second most problematic skill which the participants felt caused difficulties when they had to engage in interaction with foreigners. The situation in which they felt the speaking was the problem was when they had to speak for negotiating terms and conditions of military procurements. The second most problematic aspect in which speaking skills played a crucial part was when participants needed to provide information on terms and agreements for military procurements as per request. The third most problematic aspect of performing speaking skills at work was the use of speaking for interpreting for senior commanders or officials.

The participants also experienced difficulties with the use of reading skills to perform some duties. The participants said that the reading information about procurement contracts such as a sales contract, was the most problematic task involving reading skills. The next situation the participants felt was also problematic, after reading procurement contracts, was when the officers needed to read and understand the operational orders when working in the field. Another working situation in which problems in reading skills could lead to serious effects on military missions was the failure to understand information and instructions on current and upcoming military exercises and operations.

With regard to the writing skills, the participants revealed that the most problematic writing situation was the writing of terms, conditions, and regulations for military procurements, followed by writing speeches for senior commanders or officials as the second most problematic situations for writing skills. The third most difficult situation for writing skills was when the officers needed to write cooperation plans and agreements between Thai and foreign military organizations.
The results also show each component had experienced more or less similar problems. The officers from the Command Component, the Combat and Combat Support Component, and the National Development Support Component, viewed listening and speaking skills the most challenging skills for them. However, writing skills, along with speaking skills, appeared to be the most problematic skill among officers who worked at the Education and Training Component.

5.2.4 RTA officers’ ‘wants’ for improving English language skills

The findings reveal that the participants rated their ‘wants’ to improve English language skills at a high level. In order to be specific about the participants’ wants for improvement of English skills, the results show that listening skills appeared to be the skill that was most reported as needing to be improved first, followed by the speaking skills. The writing skills were the third most wanted skill that were required to be improved, whereas the reading skills were the lowest priority among all four skills according to the participants.

5.2.5 RTA officers’ ‘ways’ to improve English language skills

The participants also gave responses regarding perceived ‘ways’ that could help them improve English language skills. The findings show that self–learning through online media was the most popular approach among the participants wanting to improve English language skills, while the second most preferable approach was also self–learning, but sourced from general media channels, such as reading English newspapers or watching English movies or news. Also, the participants reported that studying abroad was the third most preferable way to help improve the level of their English proficiency.

5.3 DISCUSSION

The results of this study presented in the previous chapter alone do not help us understand how English language is important in the field of military activity. In this part, the results of the study will be discussed in detail in order to gain a better understanding of the contexts of English language use for military officers.
5.3.1 Needs of English language skills for RTA officers

According to the results presented in chapter 4, listening and speaking skills were the most and second most needed skills for army officers, whereas reading and writing skill were rated less needed than the other two skills. Similarly, the study of Park (2015), a ‘Needs Analysis of English for Korean Naval Officers’, also illustrated that Korean naval officers stated listening and speaking skills are used more frequently than other skills. However, all the skills should not be disregarded in English courses for officers. In the context of the RTA, it is possible to claim these two skills are very important for the success of international missions, especially the officers from the Command Component who are responsible for receiving foreign delegations and those from the Combat Component who are obliged to participate in joint multinational exercises and operations. The working situations, including receiving foreign delegations and participation in joint exercises require a good command of listening and speaking skills, as they require spontaneous communication in order to continue the tasks effectively. The officers need to use listening skills to clearly understand what the foreign visitors or officials intend to ask or speak about, such as questions about the security and protocol procedures, or details about joint training exercises or military operations. Moreover, speaking skills, as the second most important skill, are also needed for delivering intended messages clearly, including giving information, assistance, help, or solving problems whenever the visitors make requests. The results of the study could possibly suggest that listening and speaking skills are among the two most needed skills for RTA officers and the failure to master these two communicative skills could lead to the failure of tasks and missions if the officers cannot provide spontaneous responses, resulting in ruining the creditability of the organization as a whole.

5.3.1.1 The needs for English listening skills

According to the finding of the study, listening skills play a crucial part in military operations and missions. The results show that the needs for listening skills were rated the highest for RTA officers to perform their duties. Despite its highest need in military activity, the officers have been given few chances to use their English skills to
communicate with foreigners. For the Command Component, the duties involve engagement with foreigners mostly related to external relations affairs which require the officers, who are fluent enough, to engage in interaction with foreign visitors through face to face and telephone conversation for providing requested information or assistance. For example, the officers who need to provide information to foreign visitors or act as the interpreter for senior commanders need to carefully listen to questions and receive the meaning of messages clearly despite different accents, slang, and idioms. The listening component in these working situations puts a great pressure on the officers to receive the messages correctly, and it also very much requires them to provide spontaneous and appropriate responses in such situations. In the context of combat operations, the officers, who are members of the Combat or Combat Support Units, regularly participate in joint multinational exercises and operations, and need to listen to conversations or presentations that takes place both before and after the operations, including the pre-briefing, the discussions in preparation of operations, and any After Action Report (AAR). It is very important for the officers to master the listening skill to pick up important information about the operating procedures before performing these duties.

To sum up, overall, the chance to participate in situations that require the use of English language is relatively scarce for army officers. However, the listening skill is still essential for RTA officers to succeed in multinational working environments, especially working situations that require face-to-face communication and spontaneous response so that they cannot avoid using listening skill to handle them; for example, receiving foreign delegations or attending joint multinational operations or exercises. Therefore, the influence of the working situations probably motivates the officers to try to acquire and be fluent in performing English listening skills in order to carry on their duties without any potential obstacles that could lead to the failure of missions.

5.3.1.2 The needs for English speaking skills

According to the findings, speaking skills were the second most needed skill for the RTA officers. Similar to the listening skills, this could possibly be explained by the fact that the officers have few chances to engage in interaction with foreign
visitors. For the officers from the Command Component, the only chance the RTA officers can get to take part in the spoken communication is to participate in various events such as coordinating with foreign officials or defense attachés, receiving foreign delegations, or attending dinner receptions hosted by either the Royal Thai Army or foreign organizations. Park (2015) also stressed that Korean naval officers rate highly the importance of speaking skill as it determines the success of missions in their workplace. In the context of the Thai military, speaking skill is also rated as one of the most needed skills, which the language users have to use when participating in communicative situations in a multinational working environment. Speaking skill, in the field of military affairs, is mostly performed in the working situations that require face-to-face conversation with the purpose of giving information, offering assistance, or exchanging information. It is possible to point out that if the officers do not have adequate background knowledge about the events in detail, as well as some basic knowledge on grammatical rules, vocabulary, pronunciation, word intonation and word stress, it will create a great challenge to their performance on the assigned tasks.

For the most part, the situations that require spoken communication are mostly to explain the protocol details to foreign visitors, including sequence of events, official functions, protocol procedures, transportation, dinner receptions, locations or general information about the Royal Thai Army. Also, some officers may need to use their speaking skill for interpreting messages for senior commanders. If the officers fail to perform these missions correctly, this could lead to some serious problem of misunderstanding, which in turn would result in failure of the missions. Therefore, the officers should be familiar with background knowledge about the military terminology related to the issues and events in detail in order to explain the protocol procedures and sequence of events correctly. Moreover, the other aspects that require good fluency to a high degree are speaking skills where officers need to make a presentation regarding procedures or exercises information and instruction procedures. In this situation, the officers need to explain the exercise information and instructions to the officials and military troops from other nations. Even though most of the officers who are responsible
for this task are known to have experience in the use of spoken communication in English, they still need to conduct any presentation in English well and deliver messages clearly. Apart from grammatical rules and vocabulary, the focus on the development of speaking skills among the officers should also emphasize the correct English pronunciation of consonant and vowel sounds, intonation and word stress.

Even though the RTA officers do not communicate with spoken English regularly, speaking skills still play an important role in many of working aspects for the Royal Thai Army. Participating in English spoken communication is inevitable, particularly in the situation in which the Royal Thai Army hosts events to receive delegations from other countries or attends joint exercises and operations with foreign military forces. The officers need to make sure that the interlocutor receives message clearly, so this type of mission requires good fluency of speaking skills in order to deliver messages from the speaker to the interlocutor precisely. The officers need to enhance speaking skills by learning how to speak naturally with emotional expressions, and utter each word with correct intonation and stress.

5.3.1.3 The needs for English reading skills

Not only listening and speaking skills, but also reading skills are necessary in the field of military activity. There are many of working situations that require the reading skills to accomplish effectively. The findings of this study reveal that reading skills are the most needed skill among officers from the Education and Training Component. This could explain why some officers, who currently have teaching careers in the educational institutions provided by the Royal Thai Army, need to read English textbooks or study foreign military information from foreign defense journals to prepare information for students. For other areas of military tasks, the officers need to have sufficient command of English reading skill to succeed in performing working tasks, for example, obtaining information regarding events or activities details of foreign official visits to the RTA, such as schedules, profile of participants, operation procedures, transportation, etc. or read messages and letters on different occasions, such as invitation letters, congratulatory letters, condolence letters, and thank you letters.
The purposes for reading these kinds of information mainly involve the decision making process of senior commanders, so the officers need to have sufficient skill to obtain the information precisely before providing details to commanders. Furthermore, some working tasks also require the officers to look through information and make conclusions on the passages they have read. The officers, who are assigned to read news and information from foreign sources, need to prepare talking points and summary reports prior to meeting senior commanders and officials and foreign delegations. Senior commanders normally need to learn the background information about the profile of delegations, the purposes of the talks and the issues that concern them beforehand; therefore, it is very necessary to have sufficient command of reading skills while doing research on the concerned topics, whose information mostly appears on the foreign sources or websites, to capture important points in order to arrange summary reports for the commanders.

5.3.1.4 The needs for English writing skills

In terms of writing, very few officers are familiar with the tasks involving writing in English. Listening and speaking skills are the most necessary skill for officers from the Command Component, Combat and Combat Support Component, and National Development Support Component because their tasks and missions normally require orally interactive communication, but writing skills are rarely needed. It is probable that writing skills are necessary when the officers need skills for taking English tests for pursuing further education overseas. The officers need to know how to organize the structure of paragraph and essay, along with the grammatical rules and the use of vocabulary, but this is regarded as personal needs in which officers need to have competency in English writing skills to pursue their own targets.

In the context of the military, the working tasks that require writing skills are mainly associated with the coordination with foreign organization. Officers are required to be competent in writing skills for writing messages or letters for coordinating with foreign organizations and agencies. In this case, the officers need to write for different purposes, for example, requesting permission when units plan to visit or inviting foreign
organizations to pay a visit, delivering messages in the form of written communication by writing congratulatory, condolence and thank you letters, or preparing the speeches for senior commanders and officials.

Park (2015) argues that the use of written communication in military operations is relatively reliable and useful when it is used for providing a lot of information while reducing the dependence on spoken communication. Thus, it is possible to contend that the importance of written communication, both in formal and informal ways, should not be overlooked in the field of military activity, particularly the military of non-native English speaking counties, as it is considered a reliable form of communication. Unlike speaking, where content could be missed out, written communication ensures the accuracy of the messages to be delivered to the readers. However, the officers need to have sufficient command of writing skills to perform written communication in order to exchange and deliver information precisely and correctly. As a result, the officers need to make sure their writing is cohesive, accurate, and the communication efficient.

5.3.2 The problems of English language skills used among RTA officers

In terms of problems in using English language skills, the findings show that the participants gave a self-evaluation on their level of English language proficiency at a moderate level, whereas they also rated their own level of difficulties in using English language skills at moderate. To be more specific on the problems, the findings showed listening was the most challenging skill, followed by speaking and writing, while reading appeared to be the least needed one. Tangniam’s study (2006) also shows similar results in which listening was ranked the most problematic skill, and speaking, writing and reading were ranked after. It showed that the Thai Airway ground staff faced difficulties when communicating with passengers in their daily routine jobs, which, in turn, can determine the success of performance in their workplace.
5.3.2.1 The problems with English listening skill

The results show that when the participants engaged in interaction with foreigners, listening appeared to be the most difficult skill they experienced. The findings from open–ended questions also reported that it was difficult for them to understand different English accents. Khamprated (2012) pointed out that the one of difficulties in listening among language learners from a private vocational school was to understand speakers with regional accents, such as an American, Australian or British accents. In the context of military activity, the officers need to take part in communications not only with English native speakers but also non-native English speakers. Therefore, it is possible to contend that the variety of English accents is one of the factors that cause a number of listening problems. Especially, the problems could escalate when the listeners deal with non-native English speakers with poor pronunciation, such as some French, Israeli, and Italian speakers. In such situations, the listener encounters a variety of accents and such challenges could cause them trouble in comprehending the contents of the dialogue. This could possibly cause problems of misunderstanding and misinterpreting the messages they receive through listening.

The findings also suggest that the officers also encounter problems with catching up with the speaker’s speech, so it is possible to point out that the speed of speakers could create a great impact on listening comprehension ability as well. The problem with the speed of speakers is also revealed by Khemprated’s study (2012), where the participants in the study encountered problems in understanding the dialogue when speakers spoke too quickly. In the context of the military, the failure to catch up with what speakers are saying could cause communication problems as the speaker may speak too fast, made worse with poor pronunciation of words. As a result, listeners may misinterpret the messages and this could lead to serious consequences.

The officers may also encounter problems with listening to English native speakers when they need to interpret the conversation between their senior commanders and foreign delegations. It can be assumed that they may have trouble with understanding idiomatic expressions. Taki (2013) points out that it is very important for the listener to
understand native speaker’s idioms. The listener may encounter difficulties when hearing the idioms, as it is culturally specific. In order to acquire competency in understanding idioms, the language users need not only learn language features, but also culture and the intercultural differences.

Another problem with the listening among the participants when they took part in conversations with foreigners their unfamiliarity with vocabulary. For example, they participated in the joint exercises and operations with foreign troops and they needed to listen to the pre–briefing and discussions in preparation for training and exercises, or some officers were assigned to participate in the After Action Report (AAR) for obtaining summary information about the exercises or operations. In such situations, they could encounter unknown vocabulary or words that have more than one meaning and this could possibly create a negative impact on their listening comprehension abilities, which resulted in the unsuccessful performance of certain tasks or missions.

In summary, listening is one of the most important skills in English language. However, many language users, including military officers, encounter a lot of listening problems because they cannot comprehend what they are hearing. Most of the listening difficulties are caused by unfamiliar accents, the speed of listening, poor pronunciation, lack of knowledge of idiomatic expressions and vocabulary. However, it can be suggested that these are problems for those who frequently use their listening skills to perform duties, but there are many of officers who may not be given the opportunities to use their listening skills at work at all. It can be explained that the lack of opportunities to expose themselves to the context where English is used is another drawback that prevents language users from developing competent English language skills.

5.3.2.2 The problems with English speaking skills

Speaking was rated the second most problematic skill for the officers who took part in the survey. The working situation in which the participants felt it was the most challenging tasks in the cases that they needed to use speaking skill, was speaking
for negotiating terms and conditions of military procurements. It is possible to explain that this particular working situation requires good proficiency of speaking skills, and the speakers need to have good knowledge of specific terminology, background information about the rules and regulations of the procurement, and the details of products. Since the situation may require the officers to give explanations or provide information with technical terms or specific knowledge on the conditions of the process of procurements, they sometimes avoid speaking as they fear to make mistakes or cause miscommunication between two parties. Xiuqin (2006) also provided an explanation regarding the effects of anxiety on the ability to speak English. The speakers with less fluency in speaking English are often afraid of making mistakes and receiving negative feedback from others. In terms of English speaking in the military context, officers may fear making mistakes and being criticized, so they tend to avoid any English spoken situation. As a result, this could suggest that all these fears and anxieties were possibly the major drawbacks that prohibit them from improving speaking skills.

The results also show that a potential working scenario which the officers encounter is the speaking to interpret conversation for senior officials and commanders. This particular working scenario requires good command of speaking skills in order to perform the tasks successfully. However, interpretation is a task that is very challenging for all levels of language users. Qian pointed out that interpretation is a form of cross-cultural communication which required the interpreter to understand two interlocutors who have different linguistic and cultural backgrounds (as cited in Musyoka and Karanja, 2014, p. 196). Even though the interpreter possesses good English proficiency, it is simply more than just transferring words from one to another, as Musyoka and Karanja (2014) explained, “it involves understanding the meaning, the sense of what is being said before redelivering it into the targeted language. This means that to concentrate on the message, the interpreter has to be acquainted with the topic at hand and integrate it in the communicative setting” (p.196). In this particular working task, the interpreter may encounter difficulties with language features. Hatim and Mason explained that problems of interpretation arose when the interpreter cannot transfer the meaning that involves
relaying lexical meaning, grammatical meaning and rhetorical meaning, including implied or inferable meaning (as cited in Musyoka and Karanja, 2014, p. 197).

Another difficulty with spoken communication according to the participants was the fact that the participants had few chances to perform speaking skills at work since the responsibilities for tasks involving the interaction and coordination with foreign organizations were limited. The chance to take part in the missions that needed the officers to interact with foreign officials was only limited to the officers who already had good English proficiency. As a result, the officers who are willing to improve English language skills are not given the chance to practice their skills in the actual settings.

5.3.2.3 The problems with English reading skill

According to the findings of the study, reading appeared to be the least problematic skill among the participants. The participants rated the level of their problems in reading skills at moderate. In the context of military activity, it can be assumed that the reading skills are less frequently used than other skills as the tasks seemed to rarely involve reading materials. However, some officers still need to master the use of reading skill for performing their duties, and apparently, they can meet with many problems which challenge their reading comprehension.

The lack of opportunities to use their reading skills could possibly be the most common factor among the officers that obstructs their skills. This is similar to other skills where few officers are selected to join the tasks involving the use of English language skills for interacting with foreign officials. Many officers who may want to practice their reading skills, have insufficient chance to read texts and documents in English. Therefore, this factor could affect the motivation to improve as they may realize that they have few chances to use it for interaction with foreign officials.

The reading, which include reading procurement contracts, reading operation orders or field manuals, or reading news and information from foreign sources to prepare talking points for senior commanders, certainly require the officers to use their
reading comprehension skills. It can be explained that the major problems which obstruct them in performing these tasks successfully are the limited knowledge of vocabulary and sentence structure, including word order, technical terminology, synonyms and antonyms, or words that contain more than one meaning. Vocabulary knowledge and reading comprehension are closely related; the limited knowledge of vocabulary may lead to the failure of reading comprehension. According to Anjomshoa and Zamanian (2014), a larger vocabulary enables learners to recall more information from the text they read and also allows deeper knowledge of words to help learners comprehend the text better. Moreover, the officers may also lack the ability to comprehend the main idea by placing emphasis on specific details and ignoring key words that could help them succeed in reading comprehension. If the readers are not familiar with strategies to acquire knowledge of words, they could encounter difficulties and not succeed in reading comprehension on the reading materials they are assigned to read, especially when they need to read documents with complex language features and vocabulary.

5.3.2.4 The problems with English writing skill

According to the findings, writing skills were rated as a high level problem. The results show that writing terms, conditions, and regulations for military procurement agreements was the most problematic working scenario among the participants. It can be assumed that the documents related to military procurement require the writer to use specific and sophisticated terminology when writing them. The officers who are responsible for these writing tasks may have difficulties with choosing the correct terminology or vocabulary to express ideas. Moreover, some may not have sufficient background knowledge and information about the details of product or sales contract that they are assigned to write.

Another factor that potentially affects writing competency is the lack of knowledge on how to write a correct formal English sentence and arrange the contents of speeches in correct order, particularly when they need to write speeches for senior commanders and officials. Moreover, the writing tasks for military work mostly consist of letters for requesting permission to visit, inviting foreign organizations to visit,
congratulating, expressing for condolence, expressing appreciation, and preparing speeches for senior commanders, so they may encounter writing problems with the use of the expository language which delivers messages and expressions to the readers and audiences effectively.

Moreover, they may also struggle to put the ideas together in a coherent way and to arrange the contents in the required formats and organization of formal documents, i.e., introduction, integrated body, and concluding paragraphs. The results of this study are related to Tangniam’s study (2006) on the difficulties in conducting English written language in the correct format for aviation documents. Thai Airways ground staff need to communicate with other stations for passengers’ services purposes in writing. Since the format and standards of communication in the airline industry are internationally used, the staff has to correspond appropriately and they encounter some problems with written messages.

5.3.3 RTA officers’ ‘wants’ for improving English language skills

The findings of the study reveal that listening and speaking skills were reportedly the two skills that the RTA officers ‘want’ to improve most. This is relatively similar to naval officers in Korea (Park, 2015). Even though Korean naval officers are not highly motivated to improve listening and speaking skill, these capabilities are needed to be improved as they are necessary for performing various tasks and missions. According to the findings, both listening and speaking skills were the two most needed skills at work and they were also viewed as the most problematic. It is possible to contend that the participants felt motivated to improve their listening and speaking skills as they are necessary for performing their work and helping them to overcome communicative problems obstructing their ability to interact with foreigners, particularly the interactive situations where they cannot avoid using English.

The information about RTA officers’ ‘wants’ to improve English language skills also provides suggestions to all stakeholders who are taking part in English language teaching in a military context by putting emphasis on the development of the
listening skills while improving speaking skills of the officers in order to solve communicative problems they encounter in real–life communicative situations.

In terms of writing skill, the results of this study show that it is ranked as the third most preferable skill to be improved, after listening and speaking. Park (2015) also reported that the use of writing skill is less frequent than listening and speaking skills in the context of Korean naval officers. However, the development of writing skill should not be avoided as it is also necessary for performing military tasks. In the context of the RTA, writing skill is used for exchanging information via online chat applications and emails. According to Palmer et al. (1994), it can be argued that since writing skill is a difficult skill that requires writers to express ideas through words, sentences, and paragraphs, officers could possibly need to have the ability of writing skill to communicate successfully. Therefore, they view the importance of writing skill as one of the most needed skills they want to develop. For reading skills, the results of the study show that it is the least preferable skill that the participants want to improve as the participants could possible feel it is a less necessary skill to perform at work and its opportunities for the participants to encounter it at work are relatively limited when compared with other skills. As a result, this could affect the participants’ motivation to improve it as they may realize that they have few chances to use it for communicating with foreigners. However, the development of reading skill, including the improvement of reading accuracy and fluency, should be taken into account among those officers who are responsible or being assigned to take part in working tasks that require reading skills.

5.3.4 RTA officers’ ‘ways’ to improve English language skills

Zafarghandi and Jodai (2012) stated that Iranian military personnel also showed positive attitudes toward learning English outside the classroom through watching films, especially ones without subtitles, and listening to English music. In the context of the RTA, most participants also believed that self-directed learning and practicing through online media or traditional media, such as watching the spoken English in movies, or reading English newspapers, was the most suitable way to help them improve their English language skills. Dueraman (2013) suggested that it is
effective to use technology to assist language learning. Language learners can independently use Internet to look up the meaning of unfamiliar words, seek for English conversation samples, and listen to pronunciation outside the classroom without the influence of a teacher. It can be concluded that such an approach is regarded as a time and cost saving approach which learners can access from anywhere and at any time for learning and practicing by themselves. It also provides motivation to the officers as it offers interesting material related to their desires.

In addition, some participants revealed that studying abroad funded by their organization could possibly help them improve their communicative skills. Unlike Iranian military personnel (Zafarghandi & Jodai, 2012), they seem to show less interest in going overseas and using English language skills in a real English speaking environment although they do look for opportunities to use English. It is possible to explain that going overseas should motivate RTA officers to improve English language skills and not only offers new travel experiences but also the chance to interact with foreigners in a multinational environment in which the English language is used in daily life. This would allow them to practice listening to various accents and learn the culture of English language speakers.

However, the availability of a chance to study abroad is quite limited. Any officers who plan to receive funding from the organization to attend an English training course abroad need to pass a qualifying examination, but for those officers who do not pass the examinations, supposing that they are willing to improve English language skills, they may need to take English courses offered by domestic language institutions instead. However, the officers seemed to show the least interest in participating in domestic English courses. This could possibly be explained by the fact that the arrangement of the English curriculum provided by domestic institutions, particularly English courses provided by their own organizations, do not match their preference.

In this study, the participants were asked to rate the most appropriate time for them to attend English courses. The results show that Saturday morning and the weekday evenings were the two most suitable times for them to attend the classes, and
two hours was the most appropriate length of period to take each class. This can be interpreted as meaning that the officers who want to improve English language skills need to attend English language class but only after working hours.

In terms of English language teachers, the results show that the participants wanted to study with both English native-speaking and Thai teachers. English native–speaking teachers help students to become familiar with listening to native speakers’ accents and correcting their pronunciation, while Thai teachers can play a crucial part to support the English native–speaking teachers by helping learners understand the grammatical rules, complex sentence structures and vocabulary in order to prepare learners to be able to master communicative skills effectively. Moreover, the English training courses taught by English native–speaking teachers could also provide chances for learners to experience cultural contexts in which the language is properly used in each circumstance.

Most of the language training courses provided by domestic language institutions tend to focus their curriculum on the general English language for daily life, but place less emphasis on the specific purposes related to occupational careers. Besides, most officers have few opportunities to use English to interact with foreigners at work. Therefore, it is possible to argue that the officers may not value the usefulness of English for pursuing advancement in their career, so they are not motivated enough to improve English language used specifically for military tasks and operations, but rather pursuing self and personal development by improving English in general skills to serve personal purposes.

5.4 CONCLUSION

This study attempted to investigate the needs and problems of English language skill used among Royal Thai Army officers. Of the four communicative English skills, the most needed skill, according to the participants, is listening skill, for example, the situation that requires the participants to listen to questions from foreign visitors or to international news and information. In terms of problems, the listening and speaking
difficulties were reported as the most problematic. The participants felt that listening and speaking in conversation for negotiating terms and conditions of military procurements could possibly be the most challenging if they had been assigned to perform such working activities. Moreover, findings also show that these two skills are reportedly the two skills that the participants wanted to improve the most. The answers from the open-ended questions reveal that the officers fear to make mistakes. Therefore, they are likely to avoid using the English language for communication. Moreover, when the participants were asked to select the most preferable approach that they perceive as the most effective way to improve their English, the self-learning approach through online media appears to be the most preferred way to help improve their level of English proficiency, and officers often seek for chances to practice these communicative skills through watching English speaking news and movies or listening to English music.

The findings from this study can be used as a guideline for syllabus designers and course planners to prepare the most useful English language courses. These courses should utilize technology and multi-media tools to help expose army personnel learners to the environments where English language is used in real-life situations. They should also meet the goal of improving level of proficiency and enable officers to master English in communicative real-life working situations. As a result, they can effectively help the organization to succeed in any international missions and tasks, which, in turn, would be beneficial for the organization itself as a whole.

5.5. IMPLICATIONS OF THE STUDY

The main objective of this study was to investigate needs and problems in English language skills used among RTA officers, and discover the English language skills they want to improve and the ways to improve them. The findings of this present study reveal that English language skills are moderately needed in the field of military affairs and most of the officers still experience problems obstructing their ability to communicate in English, and they accepted that these problems really needed to be solved.

Accordingly, the first major practical contribution of the findings is that they provide recommendations on how English language courses should be arranged to help
RTA officers to deal with the working situations that require the use of English language skills to interact with foreigners. Most of the working situations and the communicative problems indicated in this study are frequently encountered by the participants. For example, the results of study suggests that the officers need to listen to questions from foreign visitors and to provide details regarding protocol procedures and sequences of events involving foreign visitors the most. These situations can be modeled in English language classes by allowing learners to practice the English language skills required. The targeted situations can be provided for students to listen to the potential sets of questions that they might encounter while receiving foreign delegations, and learners are also given a chance to take a role in providing requested information. English native-speaking teachers can play a role in preparing learners to be able to communicate effectively by correcting their accents and pronunciation, while Thai teachers can help providing suggestions on grammatical rules, complex sentence structures, and necessary vocabulary. As a result, the officers are given a chance to use English skills and to deal with potential communicative situations that they may encounter while performing English language skills in multinational working environments.

A second implication of this study derives from the findings on the needs and problems in English language skills used among the RTA officers. Since most of the interactive situations for RTA officers heavily rely on aural and oral communication, both teachers and learners must give priority in the language training to listening skill, along with the development of speaking skill, although other skills should not be overlooked. Along with training on listening and providing details to foreign visitors, the officers may need to be trained to write messages or letters for coordinating with foreign agencies regarding events or activities, write congratulatory/condolence/thank you letters and messages, or write speeches for senior commanders. Moreover, officers could be given opportunities to practice their reading skills by reading news and information from foreign sources.

The findings of the study also imply that the styles and preferences of language learners should be taken into account before determining what teaching approaches are
suitable for learners. The use of technology and multi–media can be used as supplementary tools to assist language learning. Some RTA officers may not be greatly motivated to learn English language, but they feel it is necessary to use it for finishing some of their tasks successfully. Technology can be very helpful in terms of encouraging the officers in self–studying and practicing as learners are allowed to choose their own materials, the materials that most interest them. Therefore, the English language learning and teaching provided by army organizations should take advantage of the potential of technology in order to arouse the motivation and interest of the learners in order to help them succeed in developing English language skills.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

In this study, there were some complaints made by the participants in the piloting session regarding the length of the questionnaire, especially the items in the need and problem sections. The length of this section was relatively long and time–consuming as it was strictly determined by a number of working targeted situations which the participants would possibly encounter. It can be suggested that more items about targeted situations in this section should not be added in order to avoid causing boredom among the participants. In the case that further study aims to explore more targeted situations, the participants could provide additional information regarding the potential working situations that require the use of English in open–ended questions.

In terms of the characteristics of participants, future research should also invite some foreign officials, such as defense attachés, foreign coordinators or officers, to take part in the study in order to provide experiences of interacting with Thai officers which shed light on the English needs and problems of RTA officers.

The focus of this present study was to identify the needs and problems in English language usage among Thai army personnel; it also aimed to pinpoint the most preferable ways for improving English language skills. Future study may also need to focus on the use of technology and multi–media functions as the supporting tools for teaching and learning strategies that help motivate learners to enhance levels of English proficiency.
REFERENCES


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APPENDIX A
THE TARGET SITUATIONS OF USING ENGLISH SKILLS
FOR ROYAL THAI ARMY OFFICERS

| The target situations for Royal Thai Army officers: Listening | • Receiving / Visiting foreign dignitaries  
  o Listening for interpreting for the senior commanders or officials  
  o Listening to general Q/A situations with foreign visitors  
  o Listening to request from foreign visitors  
  o Listening to questions from foreign visitors  
  o Listening to conversation in receptions  
• Listening for receiving information  
  o Listening and monitoring of international / global news and information  
  o Listening to issues concerning political issues  
  o Listening to issues concerning humanitarian affairs  
  o Listening to issues concerning military cooperation  
  o Listening for exchanging information  
  o Listening to conversation when negotiating terms and conditions of military procurements  
  o Listening to presentation conducted by foreign organizations  
  o Listening protocol procedures concerning the information of events involving foreign visitors  
  o Listening to general conversation  
• Coordinating between the RTA and other foreign representatives:  
  o Listening for collaborating with foreign embassies or defense attaché  
  o Listening for negotiating terms and conditions of military procurement with foreign private agencies  
• Participating in joint military operations and exercises  
  o Listening to pre-briefing or discussions in preparation for exercises or operations.  
  o Listening to orders from headquarter |
The target situations for Royal Thai Army officers: *Speaking*

- **Providing information and answering questions**
  - Providing requested information on current social and political issues to foreign visitors
  - Providing requested information about existing cooperation between Thai and foreign militaries
  - Providing information on terms and agreements of military procurement

- **Receiving or visiting foreign dignitaries**
  - Introducing senior commanders or officials to foreign visitors
  - Recommending tourists spots and attractions
  - Providing requested information about the Royal Thai Army to foreign visitors
  - Explaining Thai military culture to foreign visitors
  - Providing protocol procedures and sequences of events to foreign visitors
  - Providing information on official functions, transportation, dinner reception, names and details of participants, locations, etc.
  - Speaking for interpreting for senior commanders or officials
  - Speaking as MC in receptions
  - Speaking in general discussion or conversation with foreign visitors

- **Participating in joint military operations and exercises**
  - Presenting exercises or operations daily summaries
  - Exchanging information or providing opinion during conference debriefs
  - Issuing of orders and instructions during exercises or operations
  - Communicating with foreign troops during exercises (collaborating with foreign troops)
  - Participating in general discussion or conversation with foreign troops

- Listening for exchanging information during operations
- Listening to After Actins Report (AAR) meeting
- Listening in general conversation
<table>
<thead>
<tr>
<th>The target situations for Royal Thai Army officers: <strong>Reading</strong></th>
<th><strong>Reading letters, documents, and information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coordinating between the RTA and other foreign agencies</td>
<td>• Reading letters, documents, and information</td>
</tr>
<tr>
<td>o Contacting foreign embassies or defense attaché</td>
<td>o Reading invitation letters to attend events hosted</td>
</tr>
<tr>
<td>o Speaking for negotiating terms and conditions of</td>
<td>by foreign organizations</td>
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<tr>
<td>military procurements</td>
<td>o Reading congratulatory / condolence / thank you</td>
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<td>letters / messages</td>
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<td>o Reading news and information from foreign</td>
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<td>sources to prepare talking points for senior</td>
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<td>commanders and officials</td>
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<td>o Reading events or activities details such as</td>
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<td>schedules, profile of participants, etc.</td>
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<td>o Studying and up-dating foreign military</td>
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<td>information form military or foreign defense</td>
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<td>journal</td>
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<td>o Reading profiles of foreign invitees or visitors</td>
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<td>o Reading information on schedule of events hosted</td>
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<td>by foreign organizations</td>
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<td>o Reading for travel preparation such as visa</td>
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<td>application form</td>
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<td>o Reading information on standard of goods and</td>
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<td>products for military procurements</td>
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<td>o Reading the applications forms for further</td>
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<td>education abroad</td>
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<td></td>
<td>• Participating joint military operations and exercises</td>
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<td>o Reading Operation Order</td>
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<td>o Reading Field Manual</td>
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<td>o Reading information and instruction on current</td>
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<td></td>
<td>and upcoming military exercises</td>
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<tr>
<td></td>
<td>• Coordinating between the RTA and other foreign</td>
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<td>agencies</td>
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<td></td>
<td>o Writing for requesting permissions to visit foreign</td>
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<td>agencies or organizations</td>
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<td>o Writing for inviting organizations to visit</td>
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<td>o Writing cooperation plans and agreements</td>
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<td>between Thai and foreign military</td>
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<td></td>
<td>o Writing congratulatory / condolence / thank you</td>
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<td></td>
<td>letters and messages</td>
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</tbody>
</table>

**Writing**
| Writing for preparing itineraries for visiting delegations |
| Writing messages or letters for coordinating with foreign agencies regarding the events or activities |
| Writing welcome banners or messages |
| **Writing forms and agreements** |
| Writing for coordinating travels such as filling in visa application forms |
| Writing terms, conditions, and regulations for military procurement agreements |
| Completing application forms for continuing further education abroad |
| Writing speeches for senior commanders or officials |

Ref. code: 256052104205B/WNU
APPENDIX B
QUESTIONNAIRE IN ENGLISH

Questionnaire
Needs and Problems of English Language Skills for the Royal Thai Army Officers

This questionnaire is part of a thesis which is one of the requirements for curriculum of a Master of Arts in Teaching English as a Foreign Language, Language Institute, Thammasat University. The researcher, Mr. Jakthaveethip Khocharatana, conducted this study for the purpose of investigating the needs and problems of English language skills for the Royal Thai Army Officers.

The importance of this study is that the data obtained from the sets of a questionnaire and interviews would illustrate needs for English language used among the Royal Thai Army officers when they have to engage in English interaction with foreign officials. In addition, the study help identifying the necessities and difficulties in the use of English language skills to perform military duties, along with their preference to improve English language skills. The data can be used as guideline for develop English curriculum for army personnel.

To participate this questionnaire, there is no right or wrong answers. Please truthfully answer the questionnaire and freely express your opinions. Your answers and information will be kept confidential and will be presented in overall image only. Moreover, your responses will help to make this study become successful. Thank you for your cooperation.
Part 1: Demographic Data

Instruction: Please tick (✓) the most appropriate response or complete the following questions to reflect your opinions as accurately as possible.

1. Gender

☐ Male  ☐ Female

2. Age

☐ 20 – 30 year-old  ☐ 31 – 40 year-old
☐ 41 – 50 year-old  ☐ 51 – 60 year-old

3. Your highest level of education

☐ Vocational Certificate
☐ High Vocational Certificate
☐ B.A. (Bachelor of Arts)
☐ M.A. (Master of Arts)
☐ Ph.D. (Doctor of Philosophy)

4. How many years have you served in the Royal Thai Army?

☐ Less than 1 year
☐ 1-5 years
☐ 6-10 years
☐ 11-15 years
☐ More than 15 years

5. Your current position ..........................................................

6. Which career field have you been serving?

☐ Command Component
☐ Combat and Combat support Component
☐ Education and Training Component
☐ National Development Support Component

7. How often is your chance of using English skills to participate in talks with foreigners?

☐ Always  ☐ Most of the time  ☐ Sometimes  ☐ Rarely  ☐ Never
8. Have you ever experienced studying or staying abroad?
   ☐ yes  ☐ no

9. Have you ever participated in the joint exercises or missions with foreign troops?
   ☐ yes  ☐ no

10. Have you ever participated in the receiving events or coordination tasks with foreign liaisons and representatives?
    ☐ yes  ☐ no

11. How many years have you learned English?
    ☐ Less than 5 years  ☐ 11-15 years
    ☐ 5-10 years  ☐ More than 15 years

12. Have you ever had an experience attending English language class conducted by foreigner?
    ☐ yes  ☐ no

13. What is your attitude toward learning English?
    ☐ I like to learn English because ...........................................
    ☐ I dislike learning English because ...........................................

14. Based on your opinion, what is your level of English proficiency when you use it for communication?

14.1 Listening Skill
    ☐ very high  ☐ high  ☐ moderate  ☐ low  ☐ very low

14.2 Speaking Skill
    ☐ very high  ☐ high  ☐ moderate  ☐ low  ☐ very low

14.3 Reading Skill
    ☐ very high  ☐ high  ☐ moderate  ☐ low  ☐ very low

14.4 Writing Skill
    ☐ very high  ☐ high  ☐ moderate  ☐ low  ☐ very low
Part 2: Necessities and problems of English language skills for RTA officers

**Instruction**: Please tick (✓) in the boxes which best describe your opinion

<table>
<thead>
<tr>
<th>Levels of necessity in English language use</th>
<th>Targeted Situation of English Language Use</th>
<th>Levels of problems in English language use</th>
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</thead>
<tbody>
<tr>
<td>Very low</td>
<td>Low</td>
<td>Moderate</td>
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<td>1</td>
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</tbody>
</table>

1. **Listening**

1.1 Listening and monitoring of international global news and information

1.2 Listening to questions from foreign visitors

1.3 Listening to requests from foreign visitors

1.4 Listening to presentations conducted in English

1.5 Listening to general Q/A situations with foreign visitors

1.6 Listening for interpreting for the senior commanders or officials

1.7 Listening to conversation in receptions

1.8 Listening to the pre-briefing or discussions in preparation of training or exercise

1.9 Listening to instruction or operating procedure from headquarters

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<th>Levels of necessity in English language use</th>
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<th>Levels of problems in English language use</th>
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<tr>
<td>Very low</td>
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<td>Moderate</td>
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</table>

1.10 Listening to suggestions and information shared by foreign troops

1.11 Listening to After Action Report (AAR)

1.12 Listening to orders when participating in joint exercises and operations with foreign troops

1.13 Listening to general conversation with foreign troops

1.14 Listening to conversation when collaborating with foreign embassies or defense attaché

1.15 Listening to conversation when negotiating terms and conditions of military procurements

2. Speaking

2.1 Providing requested information on current social and political issues to foreign visitors

2.2 Providing requested information about the Royal Thai Army to foreign visitors

2.3 Providing requested information about existing cooperation between Thai and foreign militaries

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<table>
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<tr>
<th>Levels of necessity in English language use</th>
<th>Targeted Situation of English Language Use</th>
<th>Levels of problems in English language use</th>
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<tbody>
<tr>
<td>Very low       Low       Moderate       High       Very High</td>
<td>2.4 Explaining Thai military culture to foreign visitors</td>
<td>Very low       Low       Moderate       High       Very High</td>
</tr>
<tr>
<td>1             2             3             4             5</td>
<td>2.5 Providing protocol procedures and sequences of events involving foreign visitors</td>
<td>1             2             3             4             5</td>
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<td></td>
<td>2.6 Providing, as request, information on terms and agreements of military procurement</td>
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<td></td>
<td>2.7 Inquiring about visitors’ requirements</td>
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<td></td>
<td>2.8 Coordinating and preparing visits before and upon arrival especially for senior commanders and officials visiting foreign countries such as setting itineraries, interacting with foreign counterparts, arranging study visits, coordinating the entry and departure procedures at airports, etc.</td>
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<td></td>
<td>2.9 Introducing senior commanders or officials to foreign visitors</td>
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<td></td>
<td>2.10 Recommending tourist spots and attractions</td>
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<tr>
<td>Levels of necessity in English language use</td>
<td>Targeted Situation of English Language Use</td>
<td>Levels of problems in English language use</td>
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<td>Very low</td>
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</table>

2.11 Providing information on official functions, transportation, dinner reception, names and details of participants, locations, etc.

2.12 Speaking for interpreting for senior commanders or officials

2.13 Speaking as MC in receptions

2.14 Speaking in general discussion or conversation with foreign visitors

2.15 Presenting procedures or exercise information and instructions or operating procedures

2.16 Answering questions in English

2.17 Communicating with foreign troops during exercises (collaborating with foreign troops)

2.18 Presenting exercises or operations daily summaries

2.19 Exchanging information or providing opinions during conference debriefs
## Levels of necessity in English language use

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<th>Levels of necessity in English language use</th>
<th>Targeted Situation of English Language Use</th>
<th>Levels of problems in English language use</th>
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</table>

2.20 Issuing of orders and instructions during exercises or operations

2.21 Contacting foreign embassies or defense attachés

2.22 Speaking for negotiating terms and conditions of military procurements

### 3. Reading

<table>
<thead>
<tr>
<th>3.1 Reading invitation letters to attend events hosted by foreign organizations</th>
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<tbody>
<tr>
<td>3.2 Reading events or activities details such as schedules, profile of participants, etc.</td>
</tr>
<tr>
<td>3.3 Reading congratulatory/condolence/thank you letters/messages</td>
</tr>
<tr>
<td>3.4 Reading news and information from foreign sources to prepare talking points for senior commanders and officials</td>
</tr>
<tr>
<td>3.5 Studying and up-dating foreign military information from military or foreign defense journals</td>
</tr>
<tr>
<td>Levels of necessity in English language use</td>
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<tr>
<td>-------------------------------------------</td>
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<tr>
<td>Very low</td>
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<tr>
<td>3.6 Reading profiles of foreign invitees / visitors</td>
</tr>
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<td>3.7 Reading information on schedule of events hosted by foreign organizations</td>
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<tr>
<td>3.8 Reading for travel preparation such as visa application forms</td>
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<td>3.9 Reading procurement contracts such as sale contracts</td>
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<td>3.10 Reading information on standard of goods and products</td>
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<td>3.11 Reading the applications forms for further education abroad</td>
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<td>3.12 Reading Operation Order</td>
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<tr>
<td>3.13 Reading Field Manual</td>
</tr>
<tr>
<td>3.14 Reading information and instructions on current and upcoming military exercises</td>
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</table>

4. Writing

4.1 Writing for requesting permissions to visit foreign agencies or organizations
<table>
<thead>
<tr>
<th>Levels of necessity in English language use</th>
<th>Targeted Situation of English Language Use</th>
<th>Levels of problems in English language use</th>
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<td>Very low</td>
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<td>4.2 Writing for inviting organizations to visit</td>
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<td>4.3 Writing cooperation plans and agreements between Thai and foreign military</td>
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<td>4.4 Writing congratulatory/condoience/thank you letters and messages</td>
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<td>4.5 Writing for preparing itineraries for visiting delegations</td>
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<td>4.6 Setting and providing information on official functions or protocol procedures</td>
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<td>4.7 Writing messages or letters for coordinating with foreign agencies regarding events or activities</td>
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<td>4.8 Writing welcome banners or messages</td>
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<td>4.9 Writing for coordinating travels such as filling in visa application forms</td>
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<td>4.10 Writing terms, conditions, and regulations for military procurement agreements</td>
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<td>4.11 Completing application forms for continuing further education abroad</td>
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<td>4.12 Writing speeches for senior commanders or officials</td>
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</tbody>
</table>
Part 3: ‘Wants’ to improve English language skills

**Instruction:** Please tick (✓) in the boxes which best describe your opinion

1. Please rate the English skills you want to improve.

<table>
<thead>
<tr>
<th>Levels of ‘wants’ to improve English language skills</th>
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<tbody>
<tr>
<td>Very High</td>
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<tr>
<td>5</td>
</tr>
</tbody>
</table>

1. Reading

2. Speaking

3. Reading

4. Writing

2. Please rate the ‘ways’ for assisting you to improve English language skills.

<table>
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<tr>
<th>Levels of ‘wants’ for the ways to improve English language skills</th>
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</thead>
<tbody>
<tr>
<td>Very High</td>
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<td>5</td>
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</table>

1. Self-learning through traditional media such as reading English newspaper or magazine, watching English channel, etc.
<table>
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<th></th>
<th>Levels of ‘wants’ for the ways to improve English language skills</th>
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<tbody>
<tr>
<td></td>
<td>Very High</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Self-learning through online media</td>
</tr>
<tr>
<td>3</td>
<td>Learning through online English courses</td>
</tr>
<tr>
<td>4</td>
<td>Learning through English courses provided by external organizations, which is not military</td>
</tr>
<tr>
<td>5</td>
<td>Learning through English courses provided by your unit and organization, e.g. unit school.</td>
</tr>
<tr>
<td>6</td>
<td>Learning through English courses provided by Army Training Command Department</td>
</tr>
<tr>
<td>7</td>
<td>Learning through English courses funded by your organization in the renowned English language institutions, such as AUA or British Council</td>
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<tr>
<td>8</td>
<td>Receiving funds from your organization for studying abroad</td>
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3. Please rate the most suitable time for attending English language courses

<table>
<thead>
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<th>The most suitable time for attending English language courses</th>
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<tr>
<td><strong>Very High</strong></td>
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<td>5</td>
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</tbody>
</table>

1. In the evening after work

2. Saturday morning

3. Saturday afternoon

4. Sunday morning

5. Sunday afternoon

4. You prefer to have English class ............... class(s) per week

.............. hour(s) per class

5. In your English class, what type of English teacher you prefer the most?

- [ ] Thai nationality teacher
- [ ] Foreign teachers (native English speaker)
- [ ] Foreign teachers (non-native English speaker)
- [ ] Both Thai and foreign teachers
Part 4: Wants, problems, and the development of English language skills

Instruction: Please write a short answer which best describe your opinion

1. What is the most needed English skill for carrying on military tasks?

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2. What is the major problem in using English language skills for communication?

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3. What are the approaches to deal with the problems in using English skills?

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4. In your opinion, what is the most wanted English skills to be improved?

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5. In your opinion, what is the most effective way to improve English skills?
แบบสอบถามวิเคราะห์ความต้องการและปัญหาในการใช้ภาษาอังกฤษของกำลังพลกองทัพบก

แบบสอบถามนี้เป็นส่วนหนึ่งของการจัดทำวิทยานิพนธ์ ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตร์มหาบัณฑิต สาขาวิชาภาษาอังกฤษในสถาบันภาษาการประยุกต์ (มหาวิทยาลัยอินทรและวิจัย ครุศาสตร์) มีวัตถุประสงค์เพื่อศึกษาและวิเคราะห์ความต้องการความจำเป็นในการใช้ภาษาอังกฤษของกำลังพลกองทัพบกซึ่งต้องมีการติดต่อและประสานงานกับเจ้าหน้าที่และกำลังพลต่างชาติอยู่เสมอ

ความสำคัญของงานวิจัยนี้คือข้อมูลที่ได้จากการสำรวจ ทั้งโดยการสังเกตการณ์ การทำแบบสอบถามและการสัมภาษณ์ที่ทำให้ทราบถึงความต้องการ ความจำเป็น และปัญหาในการใช้ภาษาอังกฤษของกำลังพลกองทัพบกในการติดต่อประสานงานกับเจ้าหน้าที่และกำลังพลที่เป็นชาวต่างชาติ ข้อมูลที่ได้มีส่วนสำคัญในการนำไปสู่การพัฒนาและการออกแบบหลักสูตรภาษาอังกฤษที่เหมาะสมตามความต้องการ ความจำเป็น และปัญหาในการใช้ภาษาอังกฤษของกำลังพลกองทัพบกในส่วนของทักษะพื้นฐานทางภาษาอังกฤษ ได้แก่ ทักษะการฟัง การพูด การอ่าน และการเขียนในการทำแบบสอบถามจะไม่มีค่าตอบใดที่ถูกหรือผิด ดังนั้นเจ้าของข้อมูลควรที่จะตอบ โปรดตอบแบบสอบถามตามความเป็นจริงและแสดงความคิดเห็นที่แท้จริงอย่างอิสระ ค่าตอบและข้อมูลของท่านจะถูกเก็บเป็นความลับและการนำเสนอข้อมูลจะนำเสนอเป็นภาพรวมเท่านั้น ค่าตอบของท่านมีส่วนช่วยให้การศึกษาครั้งนี้สำเร็จลุล่วง ขอขอบพระคุณอย่างสูงในความร่วมมือของท่าน

ส่วนที่1: ข้อมูลตัวบ่งชี้ของผู้ตอบแบบสอบถาม

ค่าชี้แจง: โปรดทำเครื่องหมาย (√) ลงในช่องที่ท่านเห็นว่าเหมาะสมและตรงกับความเป็นจริงมากที่สุดเพื่อง่ายตอบได้ที่สุด หรือแท้จริงในช่องว่างตามความคิดเห็นของท่าน

1. เพศ

☐ ชาย  ☐ หญิง
2. อายุ
☐ 20 – 30 ปี ☐ 31 – 40 ปี
☐ 41 – 50 ปี ☐ 51 ปี ขึ้นไป

3. การศึกษาขั้นสูงสุด
☐ ปวช. ☐ ปวส.
☐ ปริญญาตรี ☐ ปริญญาโท

4. ท่านรับราชการทหารเป็นระยะเวลาเท่าใด
☐ น้อยกว่า 1 ปี ☐ 1-5 ปี ☐ 6-10 ปี
☐ 11-15 ปี ☐ มากกว่า 15 ปี

5. ปัจจุบันท่านดำรงตำแหน่ง
.............................................................................................................................

6. กรุณาระบุสายงาน/การกิจหน้าที่ในหน่วยงานท่าน
☐ ส่วนบัญชาการ
☐ ส่วนกำลังรบ / ส่วนสนับสนุนการรบ / ส่วนสนับสนุนการข่าวรบ
☐ ส่วนการศึกษา
☐ ส่วนช่วยพัฒนาประเทศ

7. ท่านมีโอกาสใช้ทักษะภาษาอังกฤษในการสื่อสารกับข้าราชการต่างชาติบ่อยเพียงใด
☐ บ่อยมาก ☐ บ่อย ☐ บางครั้ง ☐ เกือบไม่เคย ☐ ไม่เคย

8. ท่านเคยเดินทางไปศึกษาต่อหรือเคยเข้ารับการฝึกอบรมในหลักสูตรต่างๆซึ่งจำเป็นต้องอาศัยอยู่ในต่างประเทศหรือไม่
☐ ใช่ ☐ ไม่ใช่

9. ท่านเคยเข้าร่วมการฝึกหรือปฏิบัติการกิจร่วมกับกำลังพลต่างชาติหรือไม่
☐ ใช่ ☐ ไม่ใช่
10. ท่านเคยทำหน้าที่ประสานงานหรือให้การต้อนรับหน่วยงานรัฐหรือองค์กรจากต่างประเทศหรือไม่
☐ ใช่ ☐ ไม่ใช่

11. ท่านได้เรียนภาษาอังกฤษมาเป็นระยะเวลาสำหรับใด
☐ น้อยกว่า 5 ปี ☐ 11-15 ปี
☐ 5-10 ปี ☐ มากกว่า 15 ปี

12. ท่านเคยเรียนภาษาอังกฤษกับชาวต่างชาติหรือไม่
☐ เคย ☐ ไม่เคย

13. ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการเรียนภาษาอังกฤษ
☐ ชอบ / เพราะว่า ……………………………….
☐ ไม่ชอบ / เพราะว่า ……………………………….

14. ท่านคิดว่าท่านมีความสามารถในการใช้ทักษะภาษาอังกฤษเหล่านี้อยู่ในระดับใด
14.1 ทักษะการฟัง
☐ ดีเยี่ยม ☐ ดีมาก ☐ ดี ☐ พอใช้ ☐ ต้องปรับปรุง
14.2 ทักษะการพูด
☐ ดีเยี่ยม ☐ ดีมาก ☐ ดี ☐ พอใช้ ☐ ต้องปรับปรุง
14.3 ทักษะการอ่าน
☐ ดีเยี่ยม ☐ ดีมาก ☐ ดี ☐ พอใช้ ☐ ต้องปรับปรุง
14.4 ทักษะการเขียน
☐ ดีเยี่ยม ☐ ดีมาก ☐ ดี ☐ พอใช้ ☐ ต้องปรับปรุง

Ref. code: 25605721042058WNU
ระดับความจำเป็นในการใช้ภาษาอังกฤษ | สถานการณ์และวัตถุประสงค์ในการใช้ภาษาอังกฤษ | ระดับปัญหาในการใช้ภาษาอังกฤษ
--- | --- | ---
น้อยที่สุด | น้อย | ปานกลาง | มาก | มากที่สุด | น้อยที่สุด | น้อย | ปานกลาง | มาก | มากที่สุด
1 | 2 | 3 | 4 | 5 |

1. การฟัง

1.1 การฟังสถานการณ์ข่าวต่างประเทศเป็นภาษาอังกฤษ

1.2 การฟังคำกล่าวจากผู้มาเยือนชาวต่างชาติ

1.3 การฟังคำร้องขอจากผู้มาเยือนชาวต่างชาติ

1.4 การฟังการนำเสนอข้อมูลหรือฟังการบรรยายเป็นภาษาอังกฤษในเรื่องทั่วไป

1.5 การฟังสถานการณ์ที่มีการถามตอบทั่วไปเป็นภาษาอังกฤษ

Ref. code: 25605721042058WNU
ระดับความจำเป็นในการใช้ภาษาอังกฤษ | สถานการณ์และวัตถุประสงค์ในการใช้ภาษาอังกฤษ | ระดับปัญหาในการใช้ภาษาอังกฤษ

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>น้อยที่สุด</td>
<td>น้อย</td>
<td>บานกลาง</td>
<td>มาก</td>
<td>มากที่สุด</td>
<td></td>
</tr>
</tbody>
</table>

1.6 การฟังฟังเพื่อปฏิบัติหน้าที่ลำบากให้กับผู้บังคับบัญชา
1.7 การฟังบทสนทนานานขั้นตอนค่อนข้างต้านรับภาษาต่างชาติ
1.8 การฟังการบรรยายสรุปหรือการแฉ่งเพื่อเตรียมการเกิดหรือการปฏิบัติการ
1.9 การฟังการเกิดจากสถานะปัญหาการเกิดหรือปฏิบัติการเป็นภาษาต่างชาติ
1.10 การฟังคำแนะนำในกรณีปฏิบัติการเกิดจากสื่อภาษาต่างชาติ
1.11 การฟังการบรรยายผลการปฏิบัติการเกิดเป็นภาษาต่างชาติ
1.12 การฟังคำแนะนำในกรณีการเกิดหรือปฏิบัติการเกิดร่วมกับกลุ่มต่างชาติเป็นภาษาต่างชาติ
1.13 การฟังบทสนทนารวมกับกลุ่มต่างชาติ
1.14 การฟังข้อมูลสำหรับประสานงานกับสถานทูตหรือผู้ช่วยทูตฝ่ายทหาร

Ref. code: 25605721042058WNU
ระดับความจำเป็นในการใช้ภาษาอังกฤษ | สถานการณ์และวัตถุประสงค์ในการใช้ภาษาอังกฤษ | ระดับปัญหาในการใช้ภาษาอังกฤษ
| น้อยที่สุด | น้อย | ปานกลาง | มาก | มากที่สุด |
| 1 | 2 | 3 | 4 | 5 |

1.15 การฟังเพื่อจดจำเรื่องลูกษาญุการพิจารณาจัดจำของกองทัพ

2. การพูด

2.1 การบรรยายเกี่ยวกับสถานการณ์ด้านสังคมและการเมืองกับผู้มาเยือนเป็นภาษาอังกฤษ

2.2 การให้ข้อมูลแก่ผู้มาเยือนเกี่ยวกับกองทัพเป็นภาษาอังกฤษ (เช่น ข้อมูลทั่วไปเกี่ยวกับหน่วยงาน ข้อมูลด้านสถานที่และที่ตั้ง)

2.3 การให้ข้อมูลเกี่ยวกับกิจการและความร่วมมือทางทหารระหว่างไทยและต่างประเทศเป็นภาษาอังกฤษ

2.4 การอธิบายวัฒนธรรมทหารของไทยให้กับผู้มาเยือนเป็นภาษาอังกฤษ

2.5 การให้ข้อมูลด้านพิธีการ กำหนดการกิจกรรมและข้อมูลด้านต่างๆ ในการที่หน่วยงานมีการจัดงานหรือพิธีการที่เกี่ยวกับทหารตำแหน่งเป็นภาษาอังกฤษ

2.6 การชี้แจงข้อมูลเกี่ยวกับเงื่อนไขและกฎระเบียบการจัดซื้อจัดจ้างของกองทัพเป็นภาษาอังกฤษ

2.7 การสอบถามความต้องการของผู้มาเยือน
ระดับความจำเป็นในการใช้ภาษาอังกฤษ | สถานการณ์และวัตถุประสงค์ในการใช้ภาษาอังกฤษ | ระดับปัญหาในการใช้ภาษาอังกฤษ
---|---|---
1 | 2 | 3 | 4 | 5

2.8 การประสานงานและเตรียมการก่อนการเดินทางและเมื่อดีเดินทางไปต่างประเทศ เช่นการจัดทำแผนการเดินทาง การติดต่อกับผู้ประสานงานชาวต่างชาติ การเตรียมกำหนดการเดินทาง การดำเนินการพิธีการขาเข้าที่สนามบิน

2.9 การแนะนำผู้บังคับบัญชาหรือเจ้าหน้าที่อาวุโสให้กับผู้มาเยือน

2.10 การแนะนำสถานที่ท่องเที่ยวให้กับผู้มาเยือนชาวต่างชาติ

2.11 การให้ข้อมูลเกี่ยวกับงานพิธีการ เช่นข้อมูลกำหนดการพิธีการ ข้อมูลยานพาหนะ ข้อมูลการจัดเลี้ยงอาหาร ข้อมูลเกี่ยวกับผู้เข้าร่วมพิธี ข้อมูลสถานที่เป็นภาษาอังกฤษ

2.12 การทำหน้าที่ล่ามให้กับผู้บังคับบัญชา

2.13 การพูดในฐานะพิธีกรเป็นภาษาอังกฤษในงานเลี้ยงต้อนรับชาวต่างชาติ

2.14 การพูดคุยกับผู้มาเยือนในบทสนทนาทั่วไป

2.15 การแจ้งการปฏิบัติการทางทหาร เช่น
ระดับความจำเป็นในการใช้ภาษาอังกฤษ  | สถานการณ์และวัตถุประสงค์ในการใช้ ภาษาอังกฤษ  | ระดับปัญหาในการใช้ภาษาอังกฤษ
| น้อย ที่สุด | น้อย | ปานกลาง | มาก | มากที่สุด | น้อย ที่สุด | น้อย | ปานกลาง | มาก | มากที่สุด |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

2.16 การตอบคำถามทั่วไปเป็นภาษาอังกฤษ

2.17 การสื่อสารกับผู้เข้าร่วมการฝึกหรือการปฏิบัติการ เช่น กรณีที่มีการปฏิบัติงานร่วมกัน

2.18 การแผนการและผลของการฝึกหรือการปฏิบัติการประจาวัน

2.19 การแสดงข้อมูลหรือแสดงความคิดเห็นในการประชุม

2.20 การออกคำสั่งในทางการฝึกหรือการปฏิบัติการเป็นภาษาอังกฤษ

2.21 การติดต่อประสานงานกับสถานทูตหรือผู้ช่วยทูตฝ่ายทหาร

2.22 การเจรจาเรื่องการจัดซื้อจัดจ้างของกองทัพเป็นภาษาอังกฤษ

3. การอ่าน

3.1 การอ่านหนังสือเชิงนโยบายข่าวร่วมกิจกรรมของหน่วยงานต่างประเทศ
ระดับความจำเป็นในการใช้ภาษาอังกฤษ | สถานการณ์และวัตถุประสงค์ในการใช้ภาษาอังกฤษ | ระดับปัญหาในการใช้ภาษาอังกฤษ
--- | --- | ---
น้อย | น้อย | ปานกลาง | น้อย | น้อย | ปานกลาง | น้อย | น้อย | ปานกลาง
น้อยที่สุด | บานกลาง | มาก | มากที่สุด

3.2 การอ่านข้อมูลของกิจกรรมหรืองานพิธีการ เช่น กิจกรรมการเดินทางประวัติของผู้เข้าร่วมพิธีเป็นภาษาอังกฤษ

3.3 การอ่านจดหมายแสดงความยินดี/แสดงความเสียใจ/แสดงการขอบคุณเป็นภาษาอังกฤษ

3.4 การอ่านข้อมูลข่าวสารจากสื่อต่างประเทศเพื่อจัดทำประเด็นสนทนากับผู้ทั่วไป

3.5 การอ่านข้อมูลด้านกิจการกองทุนของต่างประเทศจากวารสารหรือนิตยสารของกองทุนของต่างประเทศ

3.6 การอ่านข้อมูลประวัติของผู้มีอิทธิพลต่างชาติ

3.7 การอ่านข้อมูลของกิจกรรมหรือพิธีการที่จัดขึ้นโดยหน่วยงานต่างชาติ

3.8 การอ่านแบบฟอร์มที่ใช้ในการเดินทางเป็นภาษาอังกฤษ เช่น แบบฟอร์มการขอวีซ่า

3.9 การอ่านข้อมูลสัญญาณการจัดขึ้นของกองทุน เช่น
ระดับความจำเป็นในการใช้ภาษาอังกฤษ | สถานการณ์และวัตถุประสงค์ในการใช้ภาษาอังกฤษ | ระดับปัญหาในการใช้ภาษาอังกฤษ
--- | --- | ---
น้อยที่สุด | น้อย | บานกลาง | มาก | มากที่สุด | น้อยที่สุด | น้อย | บานกลาง | มาก | มากที่สุด
1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5

ตัวอย่างการข้อเขียน เป็นภาษาอังกฤษ

3.10 การอ่านข้อมูลเกี่ยวกับมาตรฐาน คุณภาพสินค้าและผลิตภัณฑ์สำหรับ การจัดซื้อจัดจ้างที่เป็นภาษาอังกฤษ

3.11 การอ่านแบบฟอร์มการสมัครเพื่อศึกษาต่อในสถาบันการศึกษาต่างประเทศ

3.12 การอ่านคำสั่งยุทธการ (Operation Order) เป็นภาษาอังกฤษ

3.13 การอ่านคู่มือราชการสนาม (Field Manual) เป็นภาษาอังกฤษ

3.14 การอ่านข้อมูลที่ถูกน้ำเสียบอ เกี่ยวกับการปฏิบัติการหรือการฝึก ทางทหารเป็นภาษาอังกฤษ

4. การเขียน

4.1 การเขียนลงมติของอนุญาตเข้าเยี่ยมชมหน่วยงานหรือองค์กรต่างประเทศ

4.2 การเขียนลงมติประจำหน่วยงาน ต่างชาติเข้าเยี่ยมหน่วยงานทางราชการเป็นภาษาอังกฤษ

4.3 การเขียนแผนการร่วมมือระหว่างหน่วยงานฝ่ายไทยและต่างประเทศ

4.4 การเขียนลงมติแสดงความยินดี/แสดงความเสียใจ/แสดงความ

Ref. code: 25605721042058WNU
ระดับความจำเป็นในการใช้ภาษาอังกฤษ | สถานการณ์และวัตถุประสงค์ในการใช้ภาษาอังกฤษ | ระดับปัญหาในการใช้ภาษาอังกฤษ
<table>
<thead>
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<tr>
<td>1</td>
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</table>

ขอบคุณ

4.5 การจัดทำข้อมูลการเดินทางให้กับผู้มาเยือนชาวต่างชาติ

4.6 การเขียนกำหนดการในงานพิธีการต่างๆที่หน่วยงานเป็นผู้จัดขึ้นเป็นภาษาอังกฤษ

4.7 การเขียนข้อความ/จดหมายได้ตอบกลับผู้ประสานงานชาวต่างชาติในงานพิธีการต่างๆเป็นภาษาอังกฤษ

4.8 การเขียนป้ายหรือข้อความต้อนรับเป็นภาษาอังกฤษ

4.9 การออกแบบฟอร์มของวิชาและเอกสารต่างๆที่ใช้ในการเดินทางไปต่างประเทศ

4.10 การเขียนสัญญาและระเบียบการจัดซื้อจัดจ้างเป็นภาษาอังกฤษ

4.11 การออกแบบฟอร์มเพื่อใช้ในการสมัครเรียนในสถาบันการศึกษาต่างประเทศ

4.12 การเขียนสุนทรพจน์ต่างๆเป็นภาษาอังกฤษ

Ref. code: 25605721042058WNU
ส่วนที่ 3: ความต้องการในการพัฒนาการใช้ทักษะภาษาอังกฤษ

คำชี้แจง: โปรดทําเครื่องหมาย (✓) ลงในช่องที่ท่านเห็นว่าเหมาะสมและตรงกับความเป็นจริงมากที่สุดเพียงคำตอบเดียว หรือเติมคําในช่องว่างตามความคิดเห็นของท่าน

1. ในการพัฒนาการใช้ทักษะภาษาอังกฤษ ท่านต้องการให้พัฒนาทักษะต่างๆต่อไปนี้มากน้อยเพียงใด

<table>
<thead>
<tr>
<th>ระดับความต้องการ</th>
<th>มากที่สุด</th>
<th>มาก</th>
<th>ปานกลาง</th>
<th>น้อย</th>
<th>น้อยที่สุด</th>
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</thead>
<tbody>
<tr>
<td>1. การฟัง</td>
<td>5</td>
<td>4</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. การพูด</td>
<td></td>
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<td>3. การอ่าน</td>
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<td>4. การเขียน</td>
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</tbody>
</table>

2. ท่านต้องการพัฒนาทักษะภาษาอังกฤษด้วยวิธีต่อไปนี้มากน้อยเพียงใด

<table>
<thead>
<tr>
<th>ระดับความต้องการ</th>
<th>มากที่สุด</th>
<th>มาก</th>
<th>ปานกลาง</th>
<th>น้อย</th>
<th>น้อยที่สุด</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. เรียนรู้ด้วยตนเองจากสื่อทั่วไป เช่น อ่านหนังสือพิมพ์ภาษาอังกฤษ ฟังข่าวจากสื่อต่างประเทศ ฯลฯ</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
ระดับความต้องการ

<table>
<thead>
<tr>
<th>น้อยที่สุด</th>
<th>น้อย</th>
<th>ปานกลาง</th>
<th>มาก</th>
<th>มากที่สุด</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. เรียนรู้ด้วยตนเองจากสื่อออนไลน์

3. สมัครเรียน Course ภาษาอังกฤษ Online

4. สมัครเรียน Course ภาษาอังกฤษที่จัดโดยหน่วยงานภายนอก

5. สมัครเรียน Course ภาษาอังกฤษที่จัดโดยหน่วยงานของท่านเอง (เช่น unit school)

6. สมัครเรียน Course ภาษาอังกฤษที่จัดโดยกรมยุทธศึกษาทหารบก

7. รับทุนจากหน่วยงานเพื่อพัฒนาภาษาอังกฤษจากสถาบันภาษาในประเทศไทย เช่น AUA, British Council

8. รับทุนจากหน่วยงานเพื่อพัฒนาภาษาอังกฤษในต่างประเทศ
3. ท่านคิดว่าเวลาใดเหมาะสมกับการเรียนภาษาอังกฤษมากที่สุด

<table>
<thead>
<tr>
<th>สัปดาห์</th>
<th>ความเหมาะสมของเวลาในการเรียนภาษาอังกฤษ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. หลังจากเลิกงานช่วงเย็น</td>
<td></td>
</tr>
<tr>
<td>2. วันเสาร์ครึ่งวันเช้า</td>
<td></td>
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<tr>
<td>3. วันเสาร์ครึ่งวันบ่าย</td>
<td></td>
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<tr>
<td>4. วันอาทิตย์ครึ่งวันเช้า</td>
<td></td>
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<tr>
<td>5. วันอาทิตย์ครึ่งวันบ่าย</td>
<td></td>
</tr>
</tbody>
</table>

4. ในการเรียนภาษาอังกฤษแต่ละสัปดาห์ ท่านต้องการเรียนสัปดาห์ละ .................................. ครั้ง
   ครั้งละ ........................................... ชั่วโมง

5. ในการเรียนภาษาอังกฤษ ท่านต้องการเรียนกับผู้สอนแบบใดมากที่สุด
   - อาจารย์ชาวไทย
   - อาจารย์ชาวต่างชาติ (เจ้าของภาษา)
   - อาจารย์ชาวต่างชาติ (ไม่ใช่เจ้าของภาษา เช่น ชาวฟิลิปปินส์ หรือ ชาวอินเดีย)
   - ทั้งอาจารย์ไทยและชาวต่างชาติ

Ref. code: 25605721042058WNU
ส่วนที่ 4: ความต้องการ ปัญหา และการพัฒนาทักษะภาษาอังกฤษ

ค่าขึ้นต่อน: โปรดเติมค่าในช่องว่างตามความคิดเห็นของท่าน

1. ท่านคิดว่าทักษะภาษาอังกฤษทักษะใดมีความจำเป็นมากที่สุดในการปฏิบัติงานของกำลังพลกองทัพบก โปรดอธิบาย?

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4. ท่านคิดว่าทักษะภาษาอังกฤษด้านใด ที่ท่านต้องการพัฒนามากที่สุด เพราะเหตุใด?

5. ท่านคิดว่าวิธีใดคือวิธีที่ดีที่สุดในการพัฒนาทักษะภาษาอังกฤษของท่าน?

ขอบพระคุณทุกท่านเป็นอย่างสูงที่ให้ความร่วมมือ
<table>
<thead>
<tr>
<th>No.</th>
<th>Semi – interview questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is your highest level of education?</td>
</tr>
<tr>
<td>2.</td>
<td>What is your current position?</td>
</tr>
<tr>
<td>3.</td>
<td>How many years have you served in the Royal Thai Army?</td>
</tr>
<tr>
<td>4.</td>
<td>Have you ever experienced studying or working that requires you to stay abroad?</td>
</tr>
<tr>
<td>5.</td>
<td>Have you ever participated in the receiving events or coordination tasks with foreign liaisons and representatives?</td>
</tr>
<tr>
<td>6.</td>
<td>How often is your chance of using English skills to participate in talks with foreigners?</td>
</tr>
<tr>
<td>7.</td>
<td>Based on your opinion, what is your level of English proficiency when you use it for communication?</td>
</tr>
<tr>
<td>8.</td>
<td>How many years have you learned English? Have you ever learned English with foreign teachers?</td>
</tr>
<tr>
<td>9.</td>
<td>What is your attitude toward learning English?</td>
</tr>
<tr>
<td>10.</td>
<td>Based on your opinion, do you think the communicative English skills are important to your working tasks or missions? How?</td>
</tr>
<tr>
<td>11.</td>
<td>Based on your opinion, do you think the communicative English skills are important to your daily life? How?</td>
</tr>
<tr>
<td>12.</td>
<td>What type of working situation does it require the use of English skills for communicating with senior officials and commanders?</td>
</tr>
<tr>
<td>13.</td>
<td>Based on your opinion, do you think the use of English determine your chance of career advancement? How?</td>
</tr>
<tr>
<td>14.</td>
<td>What English skills are you struggling when using it?</td>
</tr>
<tr>
<td>15.</td>
<td>What is the most problematic English skills to you? Please explain your answer</td>
</tr>
<tr>
<td>16.</td>
<td>Have you ever experienced miscommunication in the situation that requires the use of English? Please explain that situation</td>
</tr>
<tr>
<td>17.</td>
<td>What are the approaches to deal with such problems of communication?</td>
</tr>
<tr>
<td>18.</td>
<td>Based on your opinion, do you like to have English language training courses to be offered? Why?</td>
</tr>
<tr>
<td>19.</td>
<td>In case that English training course is already offered, what English skills do you prefer the courses to focus on? Why?</td>
</tr>
<tr>
<td>No.</td>
<td>Semi – interview questions</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>21.</td>
<td>Apart from attending English training courses, how do you plan your development of English language skills? Please explain your answer.</td>
</tr>
</tbody>
</table>
APPENDIX E  
QUESTION ITEMS FOR THE SEMI-STRUCTURED INTERVIEW  
IN THAI

<table>
<thead>
<tr>
<th>ลำดับที่</th>
<th>ชุดคำถามสำหรับสัมภาษณ์</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ท่านจบการศึกษาขั้นสูงสุดในระดับใด?</td>
</tr>
<tr>
<td>2.</td>
<td>ปัจจุบันท่านดำรงตำแหน่งใด?</td>
</tr>
<tr>
<td>3.</td>
<td>ท่านรับราชการทหารมาเป็นระยะเวลาเท่าใด?</td>
</tr>
<tr>
<td>4.</td>
<td>ท่านเคยมีโอกาสเดินทางไปศึกษาอบรมหรือปฏิบัติการกิจและต้องอาศัยอยู่ในต่างประเทศหรือไม่?</td>
</tr>
<tr>
<td>5.</td>
<td>ท่านเคยเข้าพนักงานที่เป็นผู้ประสานงานหรือต้อนรับผู้มาเยือนจากต่างชาติหรือไม่?</td>
</tr>
<tr>
<td>6.</td>
<td>ท่านมีโอกาสได้ใช้ภาษาอังกฤษในการสื่อสารกับเจ้าหน้าที่หรือผู้บังคับบัญชาที่เป็นชาวต่างชาติในการปฏิบัติหน้าที่หรือไม่? ปลอดเทคโนโลยี?</td>
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<td>7.</td>
<td>ท่านคิดว่าท่านมีความสามารถในการสื่อสารภาษาอังกฤษกับเจ้าหน้าที่หรือผู้บังคับบัญชาที่เป็นชาวต่างชาติในระดับใด? เพราะอะไร</td>
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<td>8.</td>
<td>ท่านเรียนภาษาอังกฤษมาเป็นระยะเวลาเท่าใด? และท่านเคยเรียนภาษาอังกฤษกับชาวต่างชาติหรือไม่?</td>
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<td>9.</td>
<td>ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการเรียนภาษาอังกฤษ?</td>
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<td>10.</td>
<td>ท่านคิดว่าการใช้ภาษาอังกฤษในการสื่อสาร มีความจำเป็นต้องปฏิบัติหน้าที่ของท่านอย่างไร?</td>
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<td>11.</td>
<td>ท่านคิดว่าการใช้ภาษาอังกฤษในการสื่อสาร มีความจำเป็นต้องมีการจัดประชุมของท่านอย่างไร?</td>
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<td>12.</td>
<td>ภาษาอังกฤษที่ท่านคิดว่าท่านควรจะใช้ในการสื่อสารกับเจ้าหน้าที่หรือผู้บังคับบัญชาที่เป็นชาวต่างชาติมีอะไรบ้าง? เช่น พูดทักทายนะ, การชี้แจงข้อมูลต่างๆ</td>
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<td>13.</td>
<td>ความสามารถในการใช้ภาษาอังกฤษในการสื่อสาร มีผลต่อความก้าวหน้าตัวท่านอย่างไร?</td>
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<td>14.</td>
<td>ท่านประสบปัญหาการใช้ภาษาอังกฤษในด้านใดบ้าง โปรดอธิบาย</td>
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<td>15.</td>
<td>ปัญหาในการใช้ภาษาอังกฤษในการสื่อสารด้านใดที่ท่านประสบปัญหามากที่สุด เพราะอะไร โปรดอธิบาย</td>
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<td>16.</td>
<td>ท่านเคยประสบปัญหาจากความผิดพลาดในการสื่อสารระหว่างตัวท่านและคู่สนทนาก่อนท่านหรือไม่? โปรดระบุรายเหตุการณ์</td>
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<td>17.</td>
<td>เมื่อมีปัญหาในการใช้ภาษาอังกฤษสื่อสารกับเจ้าหน้าที่หรือผู้บังคับบัญชาที่เป็นชาวต่างชาติ ท่านมีวิธีการจัดการแก้ไขปัญหานั้นอย่างไร?</td>
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<td>18.</td>
<td>ท่านต้องการให้มีการจัดฝึกอบรมพัฒนาการใช้ภาษาอังกฤษหรือไม่? เพราะอะไร</td>
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<td>19.</td>
<td>ท่านต้องการให้มีการจัดฝึกอบรมพัฒนาการใช้ภาษาอังกฤษให้กับกำลังพลนั้น ทักษะภาษาอังกฤษด้านใดที่ท่านต้องการให้มีการสอนบนเน้นย้ำมากที่สุด เพราะอะไร?</td>
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<td>20.</td>
<td>ในการเรียนภาษาอังกฤษ ท่านต้องการเรียนกับครูที่เป็นชาวต่างชาติเจ้าของภาษา ครูต่างชาติที่ไม่ใช่เจ้าของภาษาครูคนไทย หรือแบบรวมกัน เพราะเหตุใด? โปรดอธิบาย</td>
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<td>21.</td>
<td>นอกจากการอบรมหรือการเรียนเพิ่มเติม ท่านได้มีการวางแผนในการพัฒนาทักษะภาษาอังกฤษของท่านอย่างไรบ้าง? โปรดอธิบาย</td>
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# BIOGRAPHY

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<tr>
<th>Name</th>
<th>Mr. Jakthaveethip Khocharatana</th>
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</thead>
<tbody>
<tr>
<td>Date of Birth</td>
<td>October 11, 1986</td>
</tr>
</tbody>
</table>
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| Work Position         | Officer, Personnel Policy and Plans Section, Personnel Policy and Plans Division, Secretariat Department, Office of the Permanent Secretary for Defence |
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