



**ENGLISH COMMUNICATION PROBLEMS OF THAI
OFFICERS: A CASE STUDY OF A THAI HUMAN
RIGHTS ORGANIZATION**

BY

MR. JEDSADA PANYAWONG

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2019
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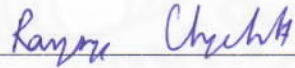
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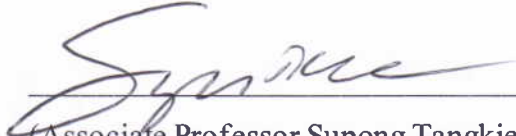
(Rangsiya Chaengchenkit, Ph.D.)

Member and Advisor



(Pimsiri Taylor, Ed.D.)

Director



(Associate Professor Supong Tangkiengsirisin, Ph.D.)

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ABSTRACT

With the significant role of English among several international communities including human rights, this study focused on identifying the key English communication problems of Thai officers in a Thai human rights organization when they communicate in English as a lingua franca (ELF) in international community activities and seeking to establish guidelines for effective techniques for English communication skills improvement. The participants in this study were 46 Thai human rights organization officers who had the experience engaging in international activities at least one time during 2013 – 2020. The self-developed online questionnaire was adopted for gathering the data. The questionnaire was comprised of three parts: (1) general background information, (2) opinions on communication problems and (3) suggestions regarding English skills improvement. The data from part 1 and 2 were analyzed using the SPSS software in order to obtain the arithmetic means, standard deviations, frequencies and percentages while part 3 was analyzed based on thematic content analysis.

The results displayed that all problems in using English in general, except reading, were at an extensive level with writing as the most problematic skill while reading was at a moderate level. Listening to group discussions on human rights activities, giving oral presentations about human rights situations in Thailand and

summaries of the research in the field of human rights, reading international human rights law and writing English formal letters and writing English letters and/or emails for human rights purposes were the most problematic situations of each skills. The main suggestions regarding English skills improvement for Thai human rights officers were creating learning modules, activities or training programs.

Keywords: English as a lingua franca, Human rights officer, Communication-problems, Human rights organization



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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
BELF	Business English as a Lingua Franca
CEIC	Career English for International Communication
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
HRD	Human Rights Defender
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
NGO	Non-Governmental Organization
SPSS	Statistical Package for the Social Sciences
UDHR	Universal Declaration of Human Rights
USA	United States of America

CHAPTER 1

INTRODUCTION

1.1 Background

From the twentieth century, English has been becoming widely learnt at the global level because of the superior power of the United States of America (USA) in military, culture, technology, science, business, media and education. Another factor is the expansion of knowledge of English within territories once colonized by Britain and the USA. For these reasons, English is used as the global lingua franca within groups of people who do not belong to the local language group. Furthermore, it is also used for foreign language situations and international communities, especially international organizations (Melchers & Shaw, 2011). This shows that today English has influenced almost every international field, such as, politics, economics, business, technology, and education.

Additionally, with globalization having brought people, capital, commodity, information and service closer, English language is playing a crucial role among the international community. However, communicating to people of different cultures always leads to miscommunication. Moreover, various patterns of using verbal and non-verbal languages can be the cause of different interpretations and lead to misunderstanding in the communication process (Comstock, 1985).

An organization that carry out human rights works always has activities in the international community with many stakeholders, such as the United Nations, international organizations, and non-governmental organizations (NGOs). Their aims are to develop human rights knowledge and skills by means of conducting and participating in international human rights forums or workshops that discuss human rights issues and strengthen the relationships among their human rights networks. In Thailand, there are several human rights organizations established for developing human rights for Thai society. For example, the National Human Rights Institution — one of Thai human rights mechanism — was initiated by the United Nations, which recommended all state members including Thailand to set up this function in order to promote and protect human rights in their respective countries (Sidoti, 2018).

In this regard, Thai human rights organizations must inevitably attend events and activities in the international community from time to time. It is a challenging issue when participants from these organizations have to deal with English communication problems when they communicate in international forums. Although many human rights organizations have to participate in international activities, only a few studies have focused on English communication problems in the human rights field.

To fill this gap, this study focuses on identifying the key English communication problems of Thai officers in a Thai human rights organization when they communicate in English as a lingua franca (ELF) in international community activities during 2013 - 2020 and seeking to establish guidelines for effective techniques for English communication skills improvement. The results of this study may be advantageous not only for the Thai officers of Thai human rights organization in terms of helping them to understand their English communication problems and obtain some guidelines to improve their English communication skills when they communicate in international community activities but also for other researchers studying English communication problems in the human rights field.

1.2 Research Questions

1.2.1 What are the key English communication problems of Thai officers in a Thai human rights organization?

1.2.2 What are the practical suggestions and implications for English communication skills improvement of Thai officers in a Thai human rights organization?

1.3 Research Objectives

1.3.1 To identify the key English communication problems of Thai officers in a Thai human rights organization

1.3.2 To establish guidelines for effective techniques for English communication skills improvement of Thai officers in a Thai human rights organization

1.4 Definition of Terms

1.4.1 English communication problems refer to the misunderstanding and being unclear during the process of communication of ELF users.

1.4.2 Thai human rights organization refers to one type of organization which has the main function of promoting and protecting human rights in Thailand.

1.4.3 The officers of a Thai human rights organization refer to personnel employed in a Thai human rights organization.

1.5 Scope of the Study

This study focuses only on the Thai officers of a Thai human rights organization who have an experience engaging in international community activity, and the results therefore may not be generalized to other contexts. English communication problems were explored in this study.

1.6 Significance of the Study

This study identified the English communication problems of Thai officers in a Thai human rights organization using English for participating in international community activities. The result of this study may be applied for understanding the major causes of English communication problems and providing guidelines for effective techniques for English communication skills improvement for Thai officers in Thai human rights organizations.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature related to the research questions of what are the key factors that cause English communication problems of Thai officers in a Thai human rights organization as ELF users, and what are their practical suggestions and the implications for English communication skills improvement. There are three main sections in this chapter. The first section explores the concepts and definitions related to communication with a specific focus on the difficulties of English communication of ELF users in accordance with the research context of the research participants in this study. The second section reviews the main factors affecting communication in the four skills, which officers can have problems within their ELF communication. The third section explores previous empirical studies related to English communication problems in similar contexts.

2.1 English Communication

2.1.1 Communication: concepts and definition

There are several definitions of communication. Realizing that the expression of people's thoughts and emotions must be comprehended by both sender and receiver, Hamilton and Kroll (2017) define communication as 'the process of people sharing thoughts, ideas, and feelings with each other in commonly understandable way.'

To understand more about the communication concept, the transaction model, a state-of-art model of communication, is rather helpful (Barnlund, 1970). In this model, communication is viewed as a simultaneous, transactional process between person A (encoder) and person B (decoder) (Hamilton & Kroll, 2017, p. 9). As shown in figure 2.1, it is synchronous as the one who is involved in the communication can be encoding and decoding at the same time; meanwhile, it is transactional since both persons are accountable for building meaning and both convincing and being convinced by the other party. Moreover, the environment and stimulus/motivation can also influence understanding. There are nine core components of the transaction model: (1)

person A/person B, (2) stimulation and motivation, (3) encoding and decoding, (4) frames of references, (5) code, (6) channel, (7) feedback, (8) environment, and (9) noise.

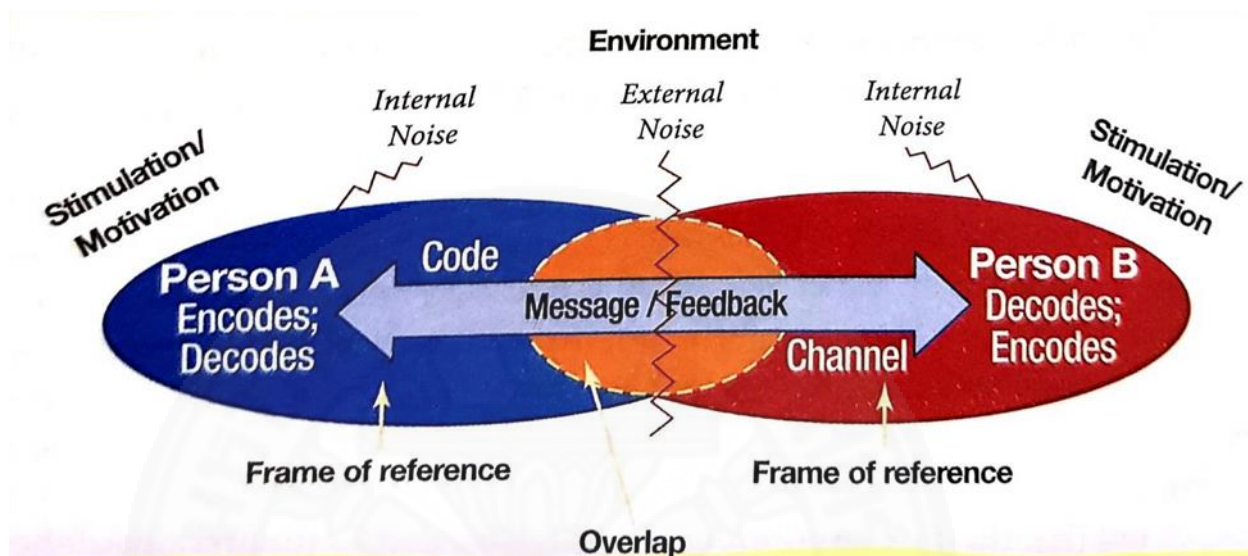


Figure 2.1 Transaction Model

Source: Adapted from Hamilton and Kroll (2017). Transaction model. *Communicating for Results: A Guide for Business and the Professions*, Eleventh Edition, pp 9.

In light of the concepts and definition of communication, it is very useful to consider that all elements of the transaction model need to be analyzed to identify the key English communication problems. Regarding miscommunication in international community activities, for example, one element of the transaction model, frame of reference¹, is an appropriate tool to be used for analysis because the participants of Thai officers in a Thai human rights organization in international community activities consist of people with many backgrounds and experiences across the world. Moreover, the participants have a unique culture including Thailand while some could share common values. Accordingly, misunderstandings can easily occur when the representatives communicate in the events as the participants' culture and experiences are not the same.

¹ Frame of reference refers to the background and experiences of person A and person B when interpreting a communication message.

2.1.2 English Communication: English as a lingua franca

In addition to being used in schools and state bodies, English is employed broadly among speakers when they select the language to communicate with other non-native speakers. The number of users in this group seems very high compared to others. The situation can be called **English as a lingua franca (ELF)**. A lingua-franca situation is one where communication is mainly with people who speak some other language but have also learned the lingua franca. Over the centuries, English has played an increasingly vital role as a lingua franca around the world in almost every sector.

ELF users' proficiencies vary greatly. The distinction between proficient and non-proficient ELF users can cause English communication problems since proficient users are competent users of ELF, while the others have not yet learnt to use the language competently (Melchers & Shaw 2011).

All participants in this study were ELF users. They probably encountered the same situation as other ELF users in terms of varying proficiencies. To gain insight into this, one should understand the concept of ELF.

2.2 Factors affecting communication in the four skills which officers can have problems within their ELF communication

2.2.1 Problems in listening and speaking skills

2.2.1.1 Phonetics and phonology

From monitoring speakers communicating in a lingua-franca situation, Jenkins (2000) found that the characterization of an internationally valid accent is very crucial. Furthermore, the major cause of breakdowns in communication was pronunciation, more so than syntax and vocabulary. Jenkins study showed that different pronunciations in British or American patterns is on the list of causes while word stress is not. Regarding lingua-franca situations, the three key causes of miscommunication are (1) insufficient awareness of vowel-length distinctions, (2) word-stress placement and (3) aspiration of unvoiced stops. Therefore, the prerequisites for appropriate pronunciation in lingua-franca environments are important.

The participants in this study were Thai ELF users who may not have the same phonetic patterns. They confront problems when they communicate with other English speakers who have different pronunciations.

2.2.1.2 Barriers to Good Listening: Semantic Barriers

According to Callarman and McCarney (1995), there are many signs of poor listening since people do not have a good listening skill naturally. The recognized listening barriers include physical, personal, gender, age/generational, semantic and technological. This study focused only on semantic barriers because these not only relate to the frames of reference but also the words that participants use in the events are quite specific area and most of them are formal and legal terminology. Some participants may not have enough background knowledge or have less knowledge of technical terms which are commonly used in the forum, causing them to face semantic barriers.

2.2.1.3 Anxiety as a Communication Obstacle: Situational Anxiety

Feeling nervous, anxious, afraid or excited like butterflies in the stomach prior to a new specific communication situation is absolutely normal, and it can be an obstacle to effective communication (Booth-Butterfield, 1992). These negative feelings, on the other hand, could be considered as good for dealing with situational anxiety. To address situational anxiety, there are some guidelines, such as preparing and practicing, using an introduction for relaxing and using positive imagery.

The Thai officers of Thai human rights organization were also expected to have this type of anxiety, especially when they have to do a public speaking during an international activity. The researcher assumes that the results of this study can both reveals the cause of the English communication problems and recommend some techniques to solve these problems.

2.2.1.4 Cultural differences: High- and Low-Context Cultures

Culture has been defined as the “pattern of beliefs and expectations shared among group’s members, which produce norms and shape the behavior of individual and groups” (Schwarz & Davis, 1981). It is imperative to understand the difference in cultures as a key factor in successful communication. The

context that surrounds an event is one dimension to enrich the understanding of cultural differences (Hall, 1990). There are two different sides to be explained about the context: (1) low-context cultures and (2) high-context cultures. For low-context cultures, messages are clearly delivered, which can be found in most Western countries like the United States and European countries. On the other hand, high-context cultures rely only minimally on spoken words, which can be found in most Asian countries including Thailand.

This concept can be applied to listening skill. Understanding two completely different cultures enabled the researcher to have a broader perspective on why people attending international events present themselves differently. It can be assumed that high- and low-context cultures are one factor leading to communication problems when people from different cultures try to communicate with each other.

2.2.2 Problems in reading and writing skills

2.2.2.1 Spelling

Spelling English in simple forms tends to be applied among ELF speakers while an unconventional style of English seems not to be adapted. Moreover, they always have a written format complying with either American or British standard (Melchers & Shaw, 2011). As a result, many ELF users may become confused if they write or read English which contains many idioms or slang.

2.2.2.2 Lexis and phraseology

Jenkins (2000) mentions that the one of the top causes of miscommunication in lingua-franca situations is the word applications that the discourser could not clearly comprehend. Therefore, learners should analyze lingua-franca applications emphasizing terminology rather than grammar. It is quite obvious that vocabulary is very necessary for ELF users. This study assumes that the respondents also faced English communication problems in lexis and phraseology because there are several specific terminologies in the human rights field.

2.2.2.3 Syntax

The application of syntax among proficient and greatly educated speakers not only represents proficiency in English in lingua-franca situations, but also in ones in which there is similarity across native languages. Frequently, the similarity of syntax in corresponding native English users and non-native English speakers may enable effective communicative. Kirkpatrick (2008) found that distinguishing proficient lingua-franca usage from nonproficient can be done through an analysis of the functional nature of its innovations, as opposed to the nonfunctional nature, which can lead to errors.

According to this concept, although the syntax of corresponding of ELF users may not degrade if it reaches to the moderate proportion of deviance, it can be assumed that miscommunication can occur if ELF users vary greatly in the proportion of deviance. Accordingly, this can be one factor in English communication problems.

2.2.2.4 Pragmatics

English communication proficiency in lingua-franca situations is characterized by a broad range of practical strategies to ensure effective communication. These strategies can vary depending on each situation. Meierkord (1998) contends that the difficulties in the informal conversation topics are often ignored whilst Bjorkman (2010) views that this is very rare in highly purposeful student task groups.

ELF users commonly encounter several English communication situations, for example, the situation of writing casual letter or email. The concept of pragmatics in the concept of lingua franca broadened the point of view of the researcher, enabling a greater understanding of English communication problems.

2.3 Previous studies related to problems in English Communication

Quite a lot of previous research has studied English communication problems, especially in the situation of different cultures. The researcher selected five studies with scopes that are similar to this study.

Krabuansaeng (2011) investigated the needs and problems of the Thai human rights defenders (HRDs) in using English for their work and made practical suggestions to effectively improve English training courses for HRDs. A questionnaire was used to collect the data. The total number of respondents who completed and returned the questionnaire was 60 Thai HRDs. The findings showed that listening ability is the most essential skills, followed by speaking, reading, and writing respectively. Meanwhile, the most problematic proficiency was writing, followed by listening, speaking and reading.

The results also indicated that speaking and writing skills are important, especially the methods for delivering oral presentation and answering questions in the work and writing an email. The Thai HRDs strongly agreed that the textbooks and reading materials should be various and include human rights contexts. They also prefer a native-Thai instructor team for their training courses.

Dharmajiva (2017) studied the attitudes of Thai employees towards using business English as a lingua franca (BELF) in international companies and investigated the difficulties of L2 communication in English in the workplace. She employed a questionnaire which was distributed to 53 Thai employees working in various positions and companies in Bangkok, Thailand.

The results revealed that Thai employees had positive attitude towards using English for business purposes. Moreover, they were aware of the essentialness of English in the business world today. On the other hand, they had significant difficulties with BEFL because of lacking knowledge of business English. English language curriculums are expected to cover intercultural knowledge and technical terms to ensure better preparation for global business communication.

Chuandee (2016) investigated problems in written business English emails among Thai employees in an educational company. Furthermore, the research studied

the needs of Thai employees and sought methods for improving their business English written emails. A questionnaire was used as the instrument to collect the data, which consisted of close-ended and open-ended questions. The sample in this study is 18 Thai employees working in an educational company.

The results of this study revealed that Thai employees felt neutral and have no major problems regarding the process and format of email writing. Nevertheless, they agreed with having problems in using grammar correctly in business English emails, as well as problems in properly applying word choice and vocabulary. Moreover, the result showed that the employees have a significant need for using English writing to develop their English writing skill as well as spending time on English self-study. The participants also provided some guidelines for effective ways to develop business English email writing by self-study in their spare time and continuing to practice writing in English.

Worrasirithanan (2017) studied the problems of Thai financial workers of reading English academic texts as a foreign language (EFL) in the areas of linguistics and cognitive psychology. The number of participants of this study was 60 Thai financial workers which were separated into two groups: group A were those who graduated in the finance major while group B was those who graduated in other majors.

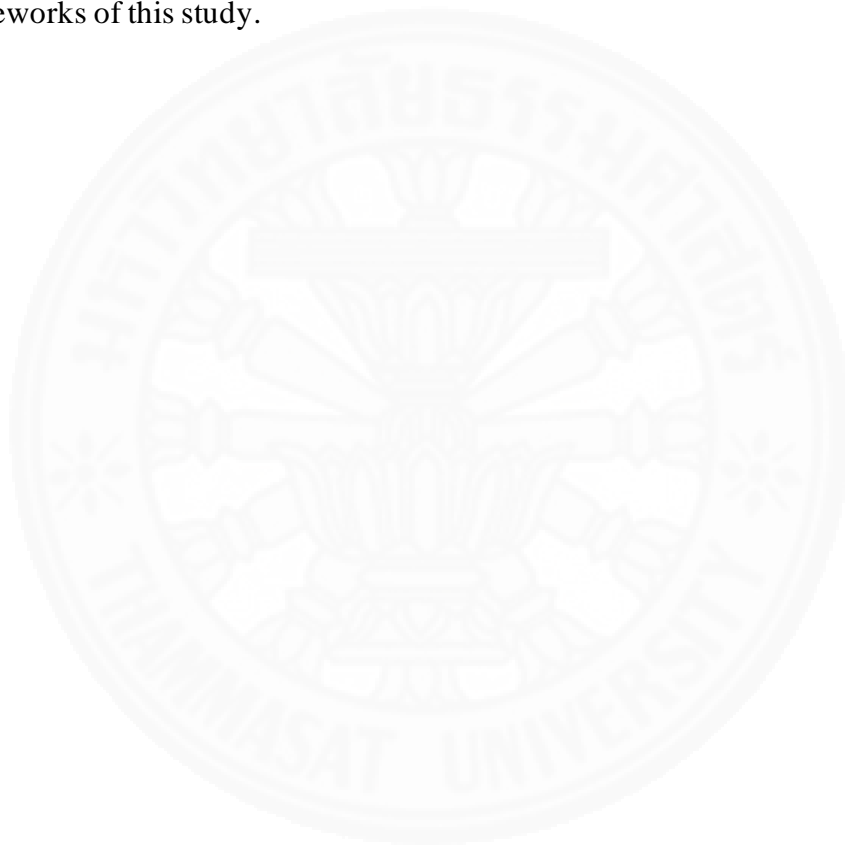
The results of the study showed that the workers who graduated from the finance major had a lower level of linguistic and cognitive reading problems compared to another group which had a moderate level of problems.

Wiwattanabunchong (2017) examined the level of anxiety at four different stages of public speaking: (1) pre-preparation, (2) preparation, (3) pre-performance, and (4) performance. The study sought to determine the factors affecting public speaking anxiety in each stage for EFL students. The number of participants was 50 graduate students in the Career English for International Communication (CEIC) program in academic year 2017 at Thammasat University.

The results of the study indicated that most of the students had different anxiety levels in public speaking class. The highest level of anxiety was at the performance stage followed by the stages of pre-preparation, pre-performance and preparation

respectively. In addition, three most influential factors affecting public speaking anxiety were English oral proficiency, personality and topic familiarity.

Although all of the studies that the researcher reviewed are different in contexts, theoretical frameworks and methodologies, they examine English communication problems as it pertains to English as lingua franca or English as a foreign language. These concepts align with this study, which focuses on English communication problems, especially in ELF and can guide the researcher some ideas, concepts and frameworks of this study.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents: (1) research context and participants, (2) research instrument, (3) data collection and (4) data analysis.

3.1 Research context and participants

3.1.1 Research context: A Thai human rights organization

A Thai human rights organization is one type of organization which has the main functions of promoting and protecting human rights across the country. It engages in several activities with the international community and has many stakeholders, such as the United Nations, the National Human Rights Institution of other countries, along with mechanisms for international cooperation among human rights organization. The aims of those activities are to share the experiences and their work, build co-operative relationships and develop practical approaches to address shared human rights concerns on a country-to-country basis.

Additionally, since the officers of Thai human rights organizations work at the frontline of human rights, such as inspecting places of detention, investigating allegations of abuse, monitoring issues and places of concerning human rights violations and training law enforcement officials, they are required to receive support from international agencies specializing in human rights in a broad range of professional development training programs and resources. Accordingly, the officers of Thai human rights organization can acquire effective and up-to-date knowledge and skills to undertake the core work of their organization. The support from international agencies mostly uses a blended learning approach to deliver professional development training programs. It combines online learning and discussion – usually held over a number of weeks – with face-to-face workshops. The participants are expected to contribute to weekly online discussions and to submit regular, short assignments.

It is a challenging issue when Thai officers in Thai human rights organization as ELF users face English communication problems. This study focuses on identifying the key English communication problems of Thai officers in Thai human

rights organization when they engaged with the international community during 2013 - 2020 and establishing some guidelines for effective techniques of English communication skills improvement for Thai officers in Thai human rights organization.

This study included nine departments which had officers engaging in activities in international community during 2013 – 2020. Their functions related to using English as follows.



Table 3.1

English skills related to work tasks of each department of the study

Department	Number of officers (Percentage)	Function of this department	English Skills	English related functional tasks
A	2 (3.6%)	Responsible for general administrative management of the organization	Listening	<ul style="list-style-type: none"> • General conversations • Conversations about office management
			Speaking	<ul style="list-style-type: none"> • General conversations • Introductions to working experience • Conversation about office management
			Reading	<ul style="list-style-type: none"> • General information • Information about office management • Newspaper and website
			Writing	<ul style="list-style-type: none"> • Short messages • Resumes • Letters or emails about office management purposes

Department	Number of officers (Percentage)	Function of this department	English Skills	English related functional tasks
B	6 (10.7%)	Responsible for research and development of the organization	Listening	<ul style="list-style-type: none"> • General conversations • Conversations about academic topics in human rights field
			Speaking	<ul style="list-style-type: none"> • General conversation- • Introduction to working experience • Presentations about human rights situations in Thailand • Discussion about human rights topics
			Reading	<ul style="list-style-type: none"> • General information • Newspapers and websites related to human rights news • Articles and textbooks about human rights • International human rights law • Reports about human rights and human rights commitments and pledges
			Writing	<ul style="list-style-type: none"> • Short messages • Resumes

Department	Number of officers (Percentage)	Function of this department	English Skills	English related functional tasks
				<ul style="list-style-type: none"> • Letters or emails about human rights purposes • Summaries of reports related to human rights
C	17 (30.3%)	Responsible for the protection of human rights of the organization	Listening	<ul style="list-style-type: none"> • General conversations • Conversations about human rights purposes
			Speaking	<ul style="list-style-type: none"> • General conversations • Introduction to working experience • Presentations about human rights situation in Thailand • Discussion about human rights topics
			Reading	<ul style="list-style-type: none"> • General information • Newspapers and websites related to human rights news • Articles and textbooks about human rights • International human rights law • Reports about human rights and human rights commitments and pledges

Department	Number of officers (Percentage)	Function of this department	English Skills	English related functional tasks
			Writing	<ul style="list-style-type: none"> • Short messages • Resumes • Letters or emails about human rights purposes • Report summaries related to human rights
D	10 (17.8%)	Responsible for the promotion of human rights works of the organization	Listening	<ul style="list-style-type: none"> • General conversations • Conversations about human rights purposes
			Speaking	<ul style="list-style-type: none"> • General conversations • Introduction to working experience • Presentations about human rights activities • Discussion about human rights topics
			Reading	<ul style="list-style-type: none"> • General information • Information related to the human rights field • Newspapers and websites related to human rights news • Articles and textbooks about human rights

Department	Number of officers (Percentage)	Function of this department	English Skills	English related functional tasks
				<ul style="list-style-type: none"> • International human rights law
			Writing	<ul style="list-style-type: none"> • Short messages • Resumes • Letters or emails about human rights purposes
E	3 (5.4%)	Responsible for monitoring the human rights situation making a report of the situation	Listening	<ul style="list-style-type: none"> • General conversations • Conversations about academic topics in human rights field
			Speaking	<ul style="list-style-type: none"> • General conversations • Introduction to working experience • Presentations about human rights situations in Thailand and research in the field of human rights • Discussion about academic topics in human rights field
			Reading	<ul style="list-style-type: none"> • General information • Newspapers and websites related to human rights news • Articles and textbooks about human rights

Department	Number of officers (Percentage)	Function of this department	English Skills	English related functional tasks
				<ul style="list-style-type: none"> • International human rights law • Reports about human rights and human rights commitments and pledges
			Writing	<ul style="list-style-type: none"> • Short messages • Resumes • Letters or emails about human rights purposes • Summaries of reports related to human rights
F	7 (12.5%)	Responsible for case follow-up of the organization	Listening	<ul style="list-style-type: none"> • General conversations • Conversations about human rights purposes
			Speaking	<ul style="list-style-type: none"> • General conversations • Introduction to working experience • Discussion about human rights situations in Thailand and research in the field of human rights

Department	Number of officers (Percentage)	Function of this department	English Skills	English related functional tasks
			Reading	<ul style="list-style-type: none"> • General information • Newspapers and websites related to human rights news • Articles and textbooks about human rights • International human rights law • Reports about human rights and human rights commitments and pledges
			Writing	<ul style="list-style-type: none"> • Short messages • Resumes • Letters or email about human rights purposes • Summaries of the related to human rights
G	7 (12.5%)	Responsible for international affairs of the organization	Listening	<ul style="list-style-type: none"> • General conversations • Conversations about human rights purposes
			Speaking	<ul style="list-style-type: none"> • General conversations • Introduction to working experience

Department	Number of officers (Percentage)	Function of this department	English Skills	English related functional tasks
				<ul style="list-style-type: none"> • Presentations about human rights situation in Thailand and summaries of the research in the field of human rights • Discussion about human rights topics • Acting as an English moderator or master of ceremonies
			Reading	<ul style="list-style-type: none"> • General information • Newspapers and websites related to human rights news • Articles and textbooks about human rights • International human rights law • Reports about human rights and human rights commitments and pledges
			Writing	<ul style="list-style-type: none"> • Short messages • Resumes • Letters or emails about human rights purposes • Summaries of reports related to human rights

Department	Number of officers (Percentage)	Function of this department	English Skills	English related functional tasks
				<ul style="list-style-type: none"> • Drafting English speeches for the leader of the organization
H	2 (3.6%)	Responsible for legal affairs of the organization	Listening	<ul style="list-style-type: none"> • General conversations • Conversations about human rights purposes • Conversations about legal purposes
			Speaking	<ul style="list-style-type: none"> • General conversations • Introduction to working experience • Discussion about human rights topics • Discussion about legal topics
			Reading	<ul style="list-style-type: none"> • General information • Newspapers and websites related to human rights news • Articles and textbooks about human rights • International human rights law • Legal documents

Department	Number of officers (Percentage)	Function of this department	English Skills	English related functional tasks
			Writing	<ul style="list-style-type: none"> • Short messages • Resumes • Legal documents
I	2 (3.6%)	Responsible for information and technology for the organization	Listening	<ul style="list-style-type: none"> • General conversations • Conversations about human rights purposes • Conversations about information technology topics
			Speaking	<ul style="list-style-type: none"> • General conversations • Introduction to working experience • Discussion about human rights topics • Discussion about information technology topics
			Reading	<ul style="list-style-type: none"> • General information • Newspapers and websites related to human rights news • Articles and textbooks about human rights • Articles and textbooks about information technology topics

Department	Number of officers (Percentage)	Function of this department	English Skills	English related functional tasks
			Writing	<ul style="list-style-type: none"> • Short messages • Resumes • Letters or emails in general purposes • Texts about information technology
Total	56 (100%)			

3.1.2 Participants

This study employed the purposive sampling technique by setting the specific criteria for obtaining the sample. The participants needed to have the qualification of having the experience engaging in activities of the international community during 2013 – 2020. According to internal data, there were 56 Thai officers in the Thai human rights organization, and they can be grouped into nine categories depending on the department that they are in as shown in table 3.1.

In this study, it was assumed that all participants' English skills were over the intermediate level² because most of the activities required the participants to have good skill in English.

3.2 Research Instrument

An online-based questionnaire was used in this study as the research instrument to gather the data. It consisted of three parts as follows:

Part 1: General Background Information

In this part, there were eight questions related to general information; i.e., gender, age, educational level, department, duration of learning English in formal education, working experience in the human rights field, frequency of participating in international community activities and English proficiency level. The type of questions was multiple choice, except for the department question provided as a short answer to conceal the specific department name in the organization. In addition, there was a self-assessment of their English language proficiency in which the participants had to rate it on a five-point scale from excellent, good, fair, poor and very poor.

Part 2: Opinions on English Communication Problems

In this part, the participants were asked to present their problems in applying the four English abilities — listening, speaking, reading and writing — to indicate how

² English Language Levels of Common European Framework of Reference for Languages (CEFR) standards

difficult these activities are for them. A five-point Likert scale was employed in the questionnaire, with the following criteria:

5	=	very extensive problem
4	=	extensive problem
3	=	moderate problem
2	=	slight problem
1	=	very slight problem

Alternatively, in each part of the question, there was a blank space for the participants to specify additional situations that they think were also problematic. Respondents also needed to rate the level of the problems for those situations.

Part 3: Suggestions regarding English skills improvement

In this part, an open-ended question was used for asking participants to provide any suggestions for English skills improvement.

3.3 Data Collection

This study was quantitative research employing a questionnaire for collecting the data regarding English communication problems. To make it convenient for collecting the data and receiving high cooperation from respondents, the questionnaire was made available online using Google Form and it was translated into Thai language.

Prior to collecting the data, the researcher invited the participants individually and asked for their consent for participation through their LINE (software) accounts. All the reasons and purposes for the questions and the study were explained to the participants, and they were informed that their information would be highly kept confidentially and used for study purposes only. The researcher briefly provided the guideline and direction for participants to access and answer the online questionnaire through their LINE (software) accounts.

The online questionnaire was designed to be completed in around 5 - 10 minutes per person. The questionnaire was available only during 7 – 10 April 2020 (4 days). Only 46 participants completed questionnaire in the link provided.

3.4 Data Analysis

The Statistical Package for the Social Sciences (SPSS) software was utilized for analyzing the data in section 1 and 2 as follows:

Section 1: Background information of the participants from item 1 – 7 were analyzed and summarized in frequencies and percentages. For item 8, the results were examined using a five-point Likert scale which was interpreted by adopting the criteria from Chuandee's study (2016). In her study, the criteria to interpret the level of problems from a five-point Likert scale asking about business English email writing problems among employees in the educational company were as shown below:

$$\begin{aligned} \text{Mean Score Range} &= \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Range}} \\ &= \frac{5.1}{5} = 0.8 \end{aligned}$$

Table 3.2
Ranges of scale values of English proficiency

Scale Value	Level of Proficiency
1.00 – 1.80	Very Poor
1.81 – 2.60	Poor
2.61 – 3.40	Fair
3.41 – 4.20	Good
4.21 – 5.00	Excellent

Section 2: In accordance with Chuandee's study (2016), a five-point Likert scale investigating participants' English communication problem of the participants was interpreted using the criteria below:

$$\begin{aligned} \text{Mean Score Range} &= \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Range}} \\ &= \frac{5.1}{5} = 0.8 \end{aligned}$$

Table 3.3

Ranges of scale values of English problems

Scale Value	Level of Problem
1.00 – 1.80	Very Little
1.81 – 2.60	Little
2.61 – 3.40	Moderate
3.41 – 4.20	Extensive
4.21 – 5.00	Very Extensive

For section 3, an open-ended question was used to obtain opinions of Thai officers in Thai human rights organization regarding the suggestions for English skills improvement. This part was summarized using thematic content analysis to discuss the practical suggestions and implications for English skills improvement for Thai human rights officers. The findings were manually coded by collecting repeated words and phrases in the same group to identify the themes and frequency before drawing conclusions according to the results of the themes of those suggestions.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter contains the results collected from the questionnaires and provides the discussion. There are four parts in this chapter: the results of the general background of participants, the results of opinions on problems of Thai officers in a Thai human rights organization, the results of suggestions regarding English skills improvement, and the discussion. A total of 56 Thai human rights officers were individually asked to complete questionnaires in Google Forms. The link was provided through their LINE application accounts; however, only 46 completed the questionnaire. A summary table is used to display the results. The results are divided into three parts according to the questionnaire while the discussion is divided into four parts according to the problems of each skill.

4.1 Participants' Background Information

Table 4.1

Gender

Gender	Frequency	Percentage
Male	15	32.6
Female	30	65.2
Not Specified	1	2.2
Total	46	100.0

Table 1 displays that 65.2% of respondents were female and 32.6% were male, while one did not specify gender (2.2%).

Table 4.2

Age

Age Ranges (years)	Frequency	Percentage
Below 26	0	0
26 – 30	8	17.4
31 – 35	6	13.0
36 – 40	8	17.4
41 – 45	7	15.2
46 – 50	4	8.7
51 – 55	3	6.5
Over 55	10	21.7
Total	46	100.0

Table 2 displays that most of respondents were over 55 years old (21.7%); 17.4 % of them were between 26 – 30 years old and 36 – 40 years old. The minority were those who were between 51 – 55 years old while no participant was below the age of 26 years.

Table 4.3

Level of Education

Level of Education	Frequency	Percentage
Bachelor's Degree	11	23.9
Master's Degree	32	69.6
Doctoral Degree	3	6.5
Total	46	100.0

Table 3 displays that most of the respondents (69.6%) held a master's degree and 23.9% of them had a bachelor's degree. A vast minority of respondents had a doctoral degree (6.5%).

Table 4.4

Department

Department	Frequency	Percentage
A	0	0
B	5	10.9
C	13	28.3
D	9	19.6
E	2	4.3
F	7	15.2
G	7	15.2
H	1	2.2
I	2	4.3
Total	46	100.0

Table 4 shows the most participants were working in department C (28.3%) and D (19.6%) respectively. The fewest participants have been working in department H (2.2%) while there was no participant from department A who completed the questionnaire.

Table 4.5

Experience Learning English

Learning Experience	Frequency	Percentage
Less than 2 years	3	6.5
2 – 5 years	4	8.7
6 – 10 years	8	17.4
More than 10 years	31	67.4
Total	46	100.0

From Table 5, most of the participants (67.4%) had learned English in formal education for over 10 years, while the vast minority had learned for less than 2 years (6.5%).

Table 4.6

Working Experience in Human Rights Field

Working Experience	Frequency	Percentage
Less than 2 years	1	2.2
2 – 5 years	18	39.1
6 – 10 years	10	21.7
More than 10 years	17	37.0
Total	46	100.0

From table 6, the majority of the participants (39.1%) had worked in a human rights organization for 2 – 5 years.; 37.0% of them had worked more than 10 years and the vast minority had worked for less than 2 years (2.2%).

Table 4.7

Participation in International Activities

Participation Experience	Frequency	Percentage
1 time	7	15.2
2 times	6	13.0
3 times	3	6.5
More than 3 times	30	65.2
Total	46	100.0

Most of the participants, 65.2 percent, had experience participating in international activities of more than 3 times, followed by those who attended only 1 time (15.2%) and 2 times (13.0%) respectively.

The participants assessed their English skills in the four proficiencies based on the following ranges:

Table 4.8

Five ranges for scale values of English proficiency

Scale Value	Level of Proficiency
1.00 – 1.80	Very Poor
1.81 – 2.60	Poor
2.61 – 3.40	Fair
3.41 – 4.20	Good
4.21 – 5.00	Excellent

The data revealed that the majority of respondents assessed their English as fair for proficiency in every skill. Reading had the highest ranking among the English skills.

Table 4.9

English Proficiency in the Four Skills

English Skills	Mean	S.D.	Rank	Scale
Listening	2.89	1.100	2	Fair
Speaking	2.67	1.012	3	Fair
Reading	3.22	1.052	1	Fair
Writing	2.61	0.977	4	Fair

4.2 Opinions on Problems in Using English**4.2.1 Opinion on Problems of Using English Language Skills in General**

The questionnaire asked the participants to self- their problems in using English language skills. The data acquired from this part were computed into arithmetic means, which were then interpreted through the following scale ranges:

Table 4.10

Five ranges scale value of English problem

Scale Value	Level of Problem
1.00 – 1.80	Very slight
1.81 – 2.60	Slight
2.61 – 3.40	Moderate
3.41 – 4.20	Extensive
4.21 – 5.00	Very Extensive

The mean scores of the participants' problems in using English are displayed together for each skill.

Table 4.11

Means of Participants' Problems in Using English Skills in General

Problems	Mean	S.D.	Rank	Scale
Listening	3.50	1.090	3	Extensive
Speaking	3.61	1.105	2	Extensive
Reading	2.89	0.900	4	Moderate
Writing	3.65	0.948	1	Extensive

The results showed that the respondents had extensive problems in writing, speaking and listening respectively. However, they rated the problem of their reading skill as moderate.

4.2.2 Opinion on Problems in Using Skills in specific situations

Table 4.12

Means of Participants' Problems in Using Listening Skill

Problems	Mean	S.D.	Rank	Scale
1. Listening to general conversations	2.72	1.068	4	Moderate
2. Listening to the experts in the human rights field give lectures about human rights topics	3.37	1.289	3	Moderate
3. Listening to participants from different countries give presentations about human rights situations according to the context of their country	3.50	1.243	2	Extensive
4. Listening to group discussions on human rights activities, such as questions and answer sessions, dialogue sessions and workshop sessions	3.57	1.294	1	Extensive

In terms of listening skill, the participants rated listening to group discussions on human rights activities and listening to participants from different countries giving presentations as extensive problems. The rest were all rated at the moderate level. The highest level of problem was shown for listening to group discussions of human rights activities.

The last question in this part was a blank space for the participants to specify additional situations that they think were also problematic in using English listening skill as well as rate the level of the problems for those situations. Four participants provided information in this part as follows: (1) listening to conversations in different social contexts rated at an extensive level, (2) listening to general news rated at a

moderate level, (3) listening to unfamiliar words and accents, and speed of the speaker, rated at an extensive level and (4) listening to a foreign complainant lodging a complaint, rated at a moderate level.

Table 4.13

Means of Participants' Problem in Using Speaking Skill

Problems	Mean	S.D.	Rank	Scale
1. Talking about general topics in daily conversations, e.g., greetings, sharing idea etc.	2.96	1.095	4	Moderate
2. Talking about work related to human rights	3.43	1.167	3	Extensive
3. Giving oral presentations about human rights situations in Thailand and summarizing research in the field of human rights	3.78	1.209	1	Extensive
4. Discussing impromptu topics about human rights, such as question and answer sessions, dialogue sessions, and workshop sessions	3.72	1.259	2	Extensive

The problems of the participants concerning the type of speaking activities showed that only one of four speaking activities — talking about general topics in daily conversation — was rated as moderate. The rest were all rated at an extensive level. Giving oral presentations about human rights situations in Thailand and summarizing research in the field of human rights was the highest level of problem.

The last open-ended question in this part asked participants to specify additional situations that they think were also problematic in using English speaking skill as well as rate the level of the problems for those situations. Four participants provided

information in this part: (1) selecting proper words for human rights contexts, rated at an extensive level, (2) introducing yourself and the mission of the organization, rated at a moderate level, (3) refining the language to be more natural, rated at a very extensive level and (4) acting as an English moderator or master of ceremonies, rated at an extensive level.

Table 4.14

Means of Participants' Problem in Using Reading Skill

Problems	Mean	S.D.	Rank	Scale
1. Reading English general information	2.50	0.983	5	Slight
2. Reading English newspapers and/or websites about human rights news	2.85	0.988	4	Moderate
3. Reading English academic texts about human rights	3.07	1.020	3	Moderate
4. Reading international human rights law, such as the Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR), etc.	3.30	1.190	1	Moderate
5. Reading human rights reports and/or human rights commitments and pledges sessions	3.11	1.080	2	Moderate

The problems of the participants concerning the type of reading activities showed that all reading activities were rated as moderate problems, except for reading

English general information, which was rated as slight. The highest level of problems was for reading international human rights law.

The last question in this part asked participants to specify additional situations that they think were also was problematic in using English reading skill as well as rate the level of the problems for those situations. Four participants provided the information in this part: (1) lack of background on topics being read, rated at an extensive level, (2) reading texts with long, complex sentences and United Nations writing style, rated at an extensive level, (3) reading texts that contain specialized terminology, rated at a very extensive level and (4) reading English petitions, rated at an extensive level.

Table 4.15

Means of Participants' Problem in Using Writing Skill

Problems	Mean	S.D.	Rank	Scale
1. Filling in forms in English such as registration forms, bookings confirmations	2.70	1.072	5	Moderate
2. Writing English email correspondence	3.00	1.229	4	Moderate
3. Writing English formal letters	3.50	1.150	2	Extensive
4. Writing English resumes or curriculum vitae	3.24	1.139	3	Moderate
5. Writing English letters and/or emails for human rights purposes	3.67	1.175	1	Extensive

The problems of the participants concerning the type of writing situations showed that two out of five writing activities were rated as extensive problems: writing English formal letters and writing English letters and/or emails for human rights purposes. The rest were rated as moderate problems. Writing English letters and/or emails for human rights purposes showed the highest level of problem.

The last question in this part asked participants to specify additional situations that they think were also problematic in using English writing skill as well as rate the level of the problems for those situations. Two participants provided information in this part: (1) inability to use correct grammar and terminology for human rights purposes, rated at a very extensive level and (2) drafting an English speech for the leader of the organization, rated at an extensive level.

4.3 Suggestions regarding English Skills Improvement

The third part of the study was an open-ended question “Please write down any suggestions regarding English skills improvement for Thai human rights officers”. A total of 45 out of the 46 respondents (97.8%) provided suggestions in this part. The respondents’ suggestions are summarized and categorized into six main points as follows.

Table 4.16

Suggestions of English skills improvement for Thai human rights officers

Suggestion	Frequency	Percentage (%)
Creating learning modules, activities, or training programs	26	49.0%
Applying English in their work	7	13.2%
Learning from documents related to human rights	7	13.2%
Self-learning and keep practicing	5	9.4%
Engaging in international activities	4	7.6%
Creating English assessment tools	3	5.7%
No suggestion	1	1.9%
Total	53	100.0

Table 13 reports the suggestions of English skills improvement for Thai human rights officer from 45 respondents. The frequency of suggestions is fifty-three because some respondents gave the suggestions in more than one category. The largest number of suggestions (49.0%) mentioned creating learning modules, activities or training programs. Seven respondents (13.2%) suggested applying English in their work, equal to the suggestion of learning from documents related to human rights. Five respondents (9.4%) recommended self-study and continuing to practice using English in their daily life. Four respondents (7.6%) recommended having opportunities to engage in international activities while three respondents (5.7%) recommended creating standardized English assessment tools for human rights workers.

4.4 Discussion

This section discusses the interesting points regarding the results of the study. The biggest English communication problem for the participants was writing skill, followed by speaking and listening skills, and the term ‘most difficult’ was interpreted from the maximum mean score of 3.65. Reading skill, in contrast, was the least significant problem, interpreted from the minimum mean score of 2.89. These results are in line with the study of Krabuansaeng (2011), which found that the most problematic English skill for Thai human rights defenders was writing and the least problematic skill was reading.

4.4.1 English writing problems of Thai officers in a Thai human rights organization

Chuandee (2016) found that using grammar correctly as well as properly applying word choice and vocabulary in business English emails were English writing problem for Thai employees. It is very probable that most Thai human rights officers faced challenges in using grammar and vocabulary correctly as the highest problem in writing skill was writing English letters and/or emails for human rights purposes. This was given more credence by the answers regarding additional situations in writing problem, as was one participant revealed that the inability to use correct grammar and terminology for human rights purposes was a writing problem at a very extensive level.

Writing English letters and/or emails for human rights purposes was the most problematic situation in writing, which was illustrated by the mean score of 3.67. This accords with the results of the study of Melchers & Shaw (2011), which showed that spelling English in simple forms tended to be applied among ELF speakers while unconventional styles of English were not adopted. Moreover, the participants always used a written format complying with either the American or British standard, leading to confusion when they write for specific purposes.

4.4.2 English speaking problems of Thai officers in a Thai human rights organization

With a mean score of 3.78, giving oral presentations about human rights situation in Thailand and summaries of the research in the field of human rights were not only the biggest problem in speaking skill but also the most problematic in all of the situational skills in this study. This finding is similar to the result in Dharmajiva (2017). In her study, she found that oral presentations and discussions in English were one of difficulties when using business English as a lingua franca in the workplace since participants had to prepare an English script before doing so in order to deliver a smooth and effective talk. Moreover, Viwattanabunchong (2017) found that three most influential factors affecting public speaking anxiety were English oral proficiency, personality and topic familiarity, and it is very likely that these can be factors for problem as well.

According to Booth-Butterfield (1992), feeling nervous, anxiety, afraid or excited prior to a new specific communication situation is absolutely normal, and it can be an obstacle to effective communication. This can explain why the Thai officers in a Thai human rights organization were anxious when they had to do public speaking during international activities.

4.4.3 English listening problems of Thai officers in a Thai human rights organization

For listening skill, the result in this study contrasted the findings of Krabuansaeng (2011), in which the problem of listening skill was in second place.

Although the context of her study was quite similar to this study, the results in the present study were different. In this study, the most problematic situation, as evidenced by the mean score of 3.57, was listening to group discussions of human rights activities while listening to lectures about the human rights council was the biggest problem in her study.

The outcome of this study affirmed the characterization of an internationally valid accent from Jenkins' (2000) study. From monitoring speakers communicating in a lingua-franca situation, the major causes of breakdowns in communication was pronunciation, more so than syntax and vocabulary. The participants in this study were Thai ELF users who do not have the same phonetic patterns. Therefore, there is a strong possibility that they confront problems when they communicate with other English speakers who have different pronunciations.

4.4.4 English reading problems of Thai officers in a Thai human rights organization

The results of the present study are similar to those in Krabuansaeng's (2011) study in terms of the least problematic skill for workers in human rights field. However, for the most problematic situation in reading skill, the results of the present study slightly contrast her results, which found that reading human rights reports and/or human rights commitments and pledges were the most problematic in reading; in this study, it was the second most problematic, with mean score interpreted at merely 3.11. Based on the study of Worrasiritanan (2017), reading technical terms was the highest level of problem in reading skill of her respondents in the linguistics field. Therefore, it seems that the Thai officers in a Thai human rights organization in this study found reading international human rights laws most problematic because these texts are written in a formal style.

Jenkins (2000) concluded that one of the top causes of misunderstandings in lingua-franca situations were word applications that the discourser could not comprehend. Therefore, it was recommended that learners emphasize terminology rather than grammar. Clearly, vocabulary is very important for ELF users. It is highly likely that the participants in this study also faced English reading problems in terms of

lexis and phraseology because there are several specific terminologies in the human rights field.



CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter presents (1) summary of the study, (2) summary of the results, (3) conclusion, and (4) recommendations for further research.

5.1 Summary of the Study

5.1.1 Objective of the study

The purposes of this study were to identify the key English communication problems of Thai officers in a Thai human rights organization and establish guidelines for effective techniques of English communication skills improvement of Thai officers in a Thai human rights organization. Accordingly, the research was designed to answer the following research questions.

1. What are the key English communication problems of Thai officers in a Thai human rights organization?
2. What are the practical suggestions and implications for English communication skills improvement of Thai officers in a Thai human rights organization?

5.1.2 Participants, Instruments, and Procedures

The participants in this study were 56 Thai officers in a Thai human rights organization. They had the experience engaging in international activities at least one time during 2013 – 2020; however, only 46 completed the questionnaire.

The self-developed online questionnaire was adopted for gathering the data. The questionnaire was comprised of three parts: (1) general background information, (2) opinions on communication problems and (3) suggestions regarding English skills improvement.

The procedure started from reviewing the related literature and previous studies. Afterward, the Thai online questionnaire was created in Google Forms. Prior

to collecting the data, all participants were individually asked for consent and provided the Google Form weblink through their LINE (software) account. The online questionnaire was opened for four days and forty-six participants completed the online questionnaire. Then, the information from part 1 and 2 were analyzed using the SPSS software in order to obtain the arithmetic means, standard deviations, frequencies and percentages while part 3 was analyzed based on thematic content analysis.

5.2 Summary of the Results

5.2.1 General Background Information

Approximately 65 percent of the participants were female. Most participants were over 55 years old. Most of them (69.6%) held a master's degree. Regarding the department, most of them were working in department C, which is responsible for the protection of human rights tasks. Over half of the participants had studied English in formal education for more than 10 years. Focusing on the number of working years, most participants had been working in the organization for 2-5 years. In terms of the three 3 times. For English proficiency in the four skills, each area of English proficiency was rated as fair.

5.2.2 Opinions on English Communication Problems

5.2.2.1 Problems of using English language skills in general

With regard to the results of the data analysis, it was found that all problems in using English in general, except reading, were at an extensive level with writing as the most problematic skill. Reading was at a moderate level.

5.2.2.2 Opinions on problems in using English language skills in specific situations

Listening skill: Half of the specific situations regarding problems of using listening skill were ranked as extensive, with the situation of listening to group discussions on human rights activities as the most problematic situation. The other half were rated as moderate, with the situation of listening to general conversations as the least problematic.

Speaking skill: Every situation concerning problems of using speaking skill was ranked as extensive except for talking about general topics in daily conversations, which was rated as moderate. The highest score was giving oral presentations about human rights situations in Thailand and summaries of the research in the field of human rights, while the lowest was talking about general topics in daily conversations.

Reading skill: Unlike the above skills, for reading skill, all the situations were rated as moderate, except reading English general information, which was rated as a slight problem. The most problematic situation was reading international human rights law.

Writing skill: In terms of writing skill, two out of five writing activities —writing English formal letters and writing English letters and/or emails for human rights purposes — were rated as extensive while the rest were rated at the moderate level. Writing English letters and/or emails for human rights purposes were ranked at the highest level of problem.

5.2.3 Suggestions regarding English skills improvement

The key suggestions regarding English skills improvement for Thai human rights officers (49.0%) were creating learning modules, activities or training programs. About 13 percent of participants suggested applying English in their work, equal to the suggestion of learning from documents related to human rights. Almost ten percent of participants recommended self-study and continuing to practice English in their daily life. A total of 7.6 percent of participants recommended having opportunities to engage in international activities while 5.7% advised creating standard English assessment tools for human rights workers.

5.3 Conclusion

The following conclusions are drawn from the findings in this study.

5.3.1 Writing skill is the most problematic skill for Thai officers in a Thai human rights organization. Thus, it should be the first priority to focus on. However, speaking, listening and reading should not be neglected.

5.3.2 Writing English letters and/or emails for human rights purposes, giving oral presentations about human rights situations in Thailand and summaries of the research in the field of human rights, listening to group discussions on human rights activities and reading international human rights law were the most problematic situations in each skill. Therefore, the organization should focus on these skills as the top priority with regard to improving the officers' skills.

5.3.3 Creating learning modules, activities, or training programs were recommended as effective techniques for English communication skills improvement of Thai officers of a Thai human rights organization. These should be kept in mind when the organization wants to initiate a program to support the officers based on their needs.

5.4 Recommendations for Further Research

Based on the results and conclusions in this study, the following recommendations are made for the further research.

5.4.1 This study mainly focused on the participants who had experience engaging in international activities. Further study should include participants who have never had experience, and the data analysis can add correlation methods for both groups.

5.4.2 The questionnaire focused only on the problems in English communication. Future research can focus on the English skills that Thai human rights officers need to improve. The question in part 3 of this questionnaire can be adapted for the research instrument.

5.4.3 It Further research should include qualitative methodology, for example, interviews.

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APPENDICES

APPENDIX A

ENGLISH QUESTIONNAIRE

This survey is part of Independent Study for master's degree of Arts in Career English for International Communication, Language Institute, Thammasat University. This study will be used to investigate the English communication problems of Thai officers of Thai human rights organization. Your answers are confidential and will be used for study only.

This questionnaire is divided into 3 parts.

Part I: General Information

Instruction: Please check all that belongs to you.

1. Gender: male female not specify
2. Age: below 26 26-30 31-35 36-40
 41-45 46-50 51-55 over 55
3. Education: Bachelor's Degree Master's Degree
 Doctoral Degree Other

.....

4. Department

.....

5. How many years have you been learning English in formal education system?

- less than 2 years 2-5 years
 6-10 years more than 10 years

6. How many years have you been working in human rights field?

- less than 2 years 2-5 years
 6-10 years more than 10 years

7. How often do you participate in international community activity?

- () 1 time () 2 times
 () 3 times () more than 3 times

8. Please rate your English proficiency in the following skills.

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

Part II: English communication problems

Instructions: Please check ✓ in the boxes to indicate the best response to your degree of problems.

Only one answer can be chosen from each item.

1. To what extent do these skills cause you problems?

Skills	Problems				
	Very Extensive	Extensive	Moderate	Little	Very Little
	5	4	3	2	1
Listening					
Speaking					
Reading					
Writing					

2. To what extent is using English in these activities/situations difficult for you?

Listening

Activities/Situations	Problems				
	Very Extensive	Extensive	Moderate	Little	Very Little
	5	4	3	2	1
1. Listening to general conversations					
2. Listening to the experts in the human rights field give lectures about human rights topics					
3. Listening to participants from different countries give presentations about human rights situations according to the context of their country					
4. Listening to group discussions on human rights activities, such as questions and answer sessions, dialogue sessions and workshop sessions					
5. Other (please specify)					

Speaking

Activities/Situations	Problems				
	Very Extensive	Extensive	Moderate	Little	Very Little
	5	4	3	2	1
1. Talking about general topics in daily conversations, e.g., greetings, sharing idea etc.					
2. Talking about work related to human rights					
3. Giving oral presentations about human rights situations in Thailand and summarizing research in the field of human rights					
4. Discussing impromptu topics about human rights, such as question and answer sessions, dialogue sessions, and workshop sessions					
5. Other (please specify)					

Reading

Activities/Situations	Problems				
	Very Extensive	Extensive	Moderate	Little	Very Little
	5	4	3	2	1
1. Reading English general information					
2. Reading English newspapers and/or websites about human rights news					
3. Reading English academic texts about human rights					
4. Reading international human rights law, such as the Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR), etc.					
5. Reading human rights reports and/or human rights commitments and pledges sessions					
6. Other (please specify)					

Writing

Activities/Situations	Problems				
	Very Extensive	Extensive	Moderate	Little	Very Little
	5	4	3	2	1
1. Filling in forms in English such as registration forms, bookings confirmations					
2. Writing English email correspondence					
3. Writing English formal letters					
4. Writing English resumes or curriculum vitae					
5. Writing English letters and/or emails for human rights purposes					
6. Other (please specify)					

Part III: Suggestions regarding English skills improvement

Instruction: Please write down any suggestions of English skills improvement for Thai human rights officer

.....

😊 Thank you for your kind cooperation 😊

APPENDIX B

THAI QUESTIONNAIRE

แบบสอบถามปัญหาการใช้ภาษาอังกฤษสำหรับผู้ปฏิบัติงานด้านสิทธิมนุษยชน

แบบสอบถามนี้เป็นส่วนหนึ่งของรายวิชาการค้นคว้าอิสระของหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ สถาบันภาษามหาวิทยาลัยธรรมศาสตร์

แบบสอบถามนี้สร้างขึ้นเพื่อสำรวจความคิดเห็นเกี่ยวกับปัญหาการใช้ภาษาอังกฤษสำหรับผู้ปฏิบัติงานด้านสิทธิมนุษยชนชาวไทย คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์ถึงประเด็นปัญหาและแนวทางการพัฒนาทักษะการใช้ภาษาอังกฤษสำหรับผู้ปฏิบัติงานด้านสิทธิมนุษยชนอย่างเหมาะสม สำหรับการตอบแบบสำรวจนี้ ขอรับรองว่าคำตอบของท่านจะถือเป็นความลับ โดยจะนำเสนอข้อมูลโดยภาพรวมเท่านั้น ฉะนั้นขอความกรุณาให้ตอบทุกข้อตามความเป็นจริง หวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

แบบสอบถามแบ่งเป็น 3 ตอน ได้แก่

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

ตอนที่ 2 ความคิดเห็นเกี่ยวกับปัญหาการใช้ภาษาอังกฤษสำหรับผู้ปฏิบัติงานด้านสิทธิมนุษยชนในประเทศไทย

ตอนที่ 3 ข้อเสนอแนะในการพัฒนาทักษะการใช้ภาษาอังกฤษสำหรับผู้ปฏิบัติงานด้านสิทธิมนุษยชนในประเทศไทย

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง กรุณาใส่เครื่องหมาย ✓ กับคำตอบที่ตรงกับท่านมากที่สุด

1. เพศ

- ชาย
- หญิง
- ไม่ระบุ

2. อายุ

- ต่ำกว่า 26 ปี
- 26 - 30 ปี
- 31 - 35 ปี
- 36 - 40 ปี
- 41 - 45 ปี
- 46 - 50 ปี

51 - 55 ปี

55 ปี ขึ้นไป

3. วุฒิการศึกษา

ปริญญาตรี

ปริญญาโท

ปริญญาเอก

อื่นๆ :

4. กรุณาระบุสำนักหรือส่วนราชการที่ท่านสังกัด

5. ระยะเวลาที่ท่านได้ศึกษาภาษาอังกฤษในระบบสถาบันการศึกษา

น้อยกว่า 2 ปี

2 - 5 ปี

6 - 10 ปี

มากกว่า 10 ปี

6. ระยะเวลาในการทำงานในองค์กรด้านสิทธิมนุษยชน

น้อยกว่า 2 ปี

2 - 5 ปี

6 - 10 ปี

มากกว่า 10 ปี

7. จำนวนครั้งที่ท่านเคยเข้าร่วมการฝึกอบรม ประชุม หรือสัมมนาเชิงปฏิบัติการ ที่จัดโดยหน่วยงานต่างประเทศ

1 ครั้ง

2 ครั้ง

3 ครั้ง

มากกว่า 3 ครั้ง

8. ท่านคิดว่าทักษะภาษาอังกฤษต่อไปนี้ของท่านอยู่ในระดับใด

	ดีมาก (5)	ดี (4)	ปานกลาง (3)	พอใช้ (2)	ไม่ดี (1)
ฟัง					
พูด					
อ่าน					
เขียน					

ตอนที่ 2 ความคิดเห็นเกี่ยวกับปัญหาการใช้ภาษาอังกฤษสำหรับผู้ปฏิบัติงานด้านสิทธิมนุษยชน

คำชี้แจง กรุณาใส่เครื่องหมาย ✓ กับระดับปัญหาการใช้ภาษาอังกฤษในแต่ละสถานการณ์

2. ทักษะภาษาอังกฤษดังต่อไปนี้ เป็นปัญหาสำหรับท่านมากน้อยเพียงใด

2.1 ทักษะการฟัง

	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยที่สุด (1)
ฟังคู่สนทนาพูดคุยทั่วไป					
ฟังการบรรยายทางด้านสิทธิมนุษยชน					
ฟังผู้เข้าร่วมจากประเทศต่าง ๆ นำเสนอ สถานการณ์สิทธิมนุษยชนตามบริบทประเทศ ตน					
ฟังการอภิปรายในช่วงต่าง ๆ ของการประชุม ทางด้านสิทธิมนุษยชน เช่น ช่วงถาม-ตอบ ช่วง แลกเปลี่ยนความคิดเห็น และช่วงประชุมเชิง ปฏิบัติการ เป็นต้น					
โปรดระบุปัญหาการฟังในสถานการณ์อื่น ๆ (ถ้ามี)					

2.2 ทักษะการพูด

	มากที่สุด (5)	มาก (4)	ปาน กลาง (3)	น้อย (2)	น้อยที่สุด (1)
สนทนาพูดคุยทั่วไป					
สนทนาเกี่ยวกับงานทางด้านสิทธิมนุษยชน					
นำเสนอสถานการณ์สิทธิมนุษยชนในประเทศ ไทย และงานวิจัยทางด้านสิทธิมนุษยชน					
พูดแสดงความคิดเห็นแบบไม่ได้เตรียมตัวของ การประชุมทางด้านสิทธิมนุษยชน เช่น ช่วง ถาม-ตอบ ช่วงแลกเปลี่ยนความคิดเห็น และช่วง ประชุมเชิงปฏิบัติการ เป็นต้น					
โปรดระบุปัญหาการพูดในสถานการณ์อื่น ๆ (ถ้ามี)					

2.3 ทักษะการอ่าน

	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยที่สุด (1)
อ่านข้อมูลภาษาอังกฤษทั่วไป					
อ่านข้อมูลข่าวสารภาษาอังกฤษ ทางด้านสิทธิมนุษยชน					
อ่านเอกสารเชิงวิชาการ ภาษาอังกฤษทางด้านสิทธิ มนุษยชน					
อ่านและทำความเข้าใจเกี่ยวกับ กฎหมายสิทธิมนุษยชนระหว่าง ประเทศ เช่น ปฏิญญาสากลว่า ด้วยสิทธิมนุษยชน กติการะหว่าง ประเทศว่าด้วยสิทธิพลเมืองและ สิทธิทางการเมือง กติการะหว่าง ประเทศว่าด้วยสิทธิทางเศรษฐกิจ สังคม และวัฒนธรรม เป็นต้น					
อ่านและทำความเข้าใจเกี่ยว รายงานทางด้านสิทธิมนุษยชนกับ คำมั่นในการส่งเสริมสิทธิ มนุษยชนในโอกาสต่าง ๆ เป็น ภาษาอังกฤษ					
โปรแกรมปัญหาการอ่านใน สถานการณ์อื่น ๆ (ถ้ามี)					

2.4 ทักษะการเขียน

	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยที่สุด (1)
การเขียนตอบข้อมูลภาษาอังกฤษ ทั่วไป เช่น กรอกแบบสอบถาม กรอกใบจองต่างๆ					
การเขียนโต้ตอบอีเมลเป็น ภาษาอังกฤษ					
การเขียนจดหมายทางการเป็น ภาษาอังกฤษ					
การเขียนเรซูเม่สมัครงานเป็น ภาษาอังกฤษ					
การเขียนจดหมายหรืออีเมล สำหรับงานทางด้านสิทธิ มนุษยชนเป็นภาษาอังกฤษ					
โปรตุระบุปัญหาการเขียนใน สถานการณ์อื่นๆ (ถ้ามี)					

ตอนที่ 3 ข้อเสนอแนะในการพัฒนาทักษะการใช้ภาษาอังกฤษสำหรับผู้ปฏิบัติงานด้านสิทธิมนุษยชน

ท่านมีข้อเสนอแนะอย่างไรในการพัฒนาทักษะการใช้ภาษาอังกฤษสำหรับผู้ปฏิบัติงานด้านสิทธิมนุษยชน

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ขอบพระคุณเป็นอย่างยิ่งสำหรับการตอบแบบสอบถาม



BIOGRAPHY

Name	Mr. Jedsada Panyawong
Date of Birth	March 6, 1992
Educational Attainment	2013: Bachelor of Political Science, Thammasat university
Work Position	Human Rights Officer Office of the National Human Rights Commission of Thailand

