



**NEEDS AND PROBLEMS IN ENGLISH
COMMUNICATION SKILLS FOR OFFICERS
WORKING IN AN INTERNATIONAL RELATIONS
DEPARTMENT AT ONE ORGANIZATION IN
THAILAND**

BY

MISS THAPANEE UTAIWAN

**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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OFFICERS WORKING IN AN INTERNATIONAL RELATIONS DEPARTMENT
AT ONE ORGANIZATION IN THAILAND

ENTITLED

MISS THAPANEE UTAIWAN

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in Career English for International Communication

on May 29, 2020

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ABSTRACT

The objective of this study was to examine the needs and problems in English language skills used by officers working in an International Relations Department at one organization in Thailand where they are required to cooperate with foreigners. The study also identified the real needs and problems of the officers. The participants of this study were 45 officers who were working in one organization. The research instrument was a questionnaire, which was used to collect quantitative data. The data was calculated into percentages, mean and standard deviation. The results exposed that the most needed skill was listening skill, followed by reading. The study also exposed that the most problematic skills for the officers were listening skills and writing skills. The participants recommended that the organization support their officers to practice the use of English language in the workplace and create an office atmosphere that uses the English language. Moreover, the participants wanted the organization to provide consultants to help the officers or prepare an English communication skill guidebook to use when they faced problems during their work. Additionally, the officers would like their organization to provide short English communication skills courses to help the officers work efficiency and effectively.

Keywords: Needs, Problems, English language skills, International Relations Department, Officers

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

There are many languages in our world such as English, Mandarin, Cantonese and Spanish. Klappenbach (2019) states that English is the most widely spoken language in the world. One study explained that English has become a universal language of the world and is used as a tool for intercultural communication (Chitpupakdi, 2014). People used English to transmit, negotiate, and establish good relationships amongst people of distinct cultures. Lane (2019) writes that 379 million people around the world use English as a native language and 753 million people use English as a second language. Pugdeeyothin (2014) identifies that English had also become a lingua franca, a language between people not sharing a mother tongue used to make communication possible. Lingua franca have been used throughout the world for many reasons such as trading, which called trade language, diplomatic and administrative.

Srichampa (2015) cited the concept of Harvey (1989) who defined globalization as the shrinking of space and the shortening of time, bringing forth both positive and negative outcomes. People from every part of the world can communicate with each other easily via high technology, such as the Internet and many types of social media using English as a medium language. People around the world are enthusiastic to study English in order to communicate with other people in other countries. Thailand is a country which English influences people in many aspects such as education, trade, economy, and transportation.

Thailand has been a member of the ASEAN Economic Community (AEC) since 2015. Siripunyawit (2014) explains that the aims of the AEC are to create a single market and production base in order to promote the competitiveness of ASEAN countries. It was expected to create free transportability of goods, services, investments, capitalization and skilled labor. Thai people are encouraged to use English language to communicate with other AEC members in those issues which were mentioned above. This is the reason that Thai people (both adults and children) are more interested in English and are encouraged to use English language in their daily life. Moreover, Thai people realize that English is an essential factor for career advancement. People who

have English skill knowledge have an advantage over people who have not acquired these skills.

Talerngsri (2019) states that English as a foreign language plays a significant role in businesses, and for their employees who seek career advancement and a tool to help businesses function more effectively. Many organizations in Thailand have to contact with international organizations in many aspects. The role of officers working in International Relations Department are performing many aspects such as cooperating in education issues with international organizations in order to develop Thai education, making MOU with international organization, arranging or attending international meetings, participating in projects about students and teacher exchange programs, and providing foreign volunteer teachers to teach in Thailand. International relations departments play a significant role to support these issues. The officers working in this position have to use English language in their everyday life, so they are required to have good competency in the four English communication skills. However, English communication skills in the workplace are still a major problem of the officers working in this department. The researcher was interested in study these problems and wanted to explore the needs and problems of officers using English communication skills

1.2 Statement of problems

International relations departments are is responsible for coordinating with international agencies or organizations, correspondence, translation and interpreting and protocol. The officers always use English in daily life at their workplace. Organizations require the officers to have good command in the four English communication skills, which helps them to work effectively and successfully. In reality, the effectiveness of using English communication in the workplace remains a problem for Thai officers. Some of them cannot understand what foreigners say or what they want. However, there are no conclusive findings about the real needs and problems of these officers. Therefore, the researcher conducted this research to discover the needs and problems of officers and the use of their English communication skills in the workplace.

1.3 Purpose of the study

1. To investigate the needs of Thai officers working in the International Relations Department when using English skills in the workplace.
2. To investigate problems of Thai officers working in the International Relations Department when using English skills in the workplace.

1.4 Research Questions

1. What are the needs of Thai officers working in the International Relations Department when using English skills in the workplace?
2. What are the problems of Thai officers working in the International Relations Department when using English skills in the workplace?

1.5 Definition of terms

Needs refer to the demand of English communication skills use of the officers who perform jobs in the International Relations Department at one organization in Thailand.

Problems refer to difficulties in using English communication skills by the officers who perform jobs in the International Relations Department at one organization in Thailand.

English communication skills are four skills of English communication — listening, speaking, reading, and writing — which the officers in one organization use in order to perform their jobs.

International Relations Department refers to the department in an organization which is responsible for coordinating with international agencies or organizations, correspondence, translation and interpreting and protocol.

Officers in this study refer to people working in the International Relations Department

1.6 Scope of the study

This research was limited to needs and problems of using English communication skills of officers working in the International Relations Department at one organization in Thailand. The participants in this study were officers working in different positions but their work is related to the use of the English language, for example, with foreign relations officers, educational officers, and policy and planning analysts.

1.7 Significance of study

English communication skills are an essential requirement of the officers who work in an international relations department. The findings on the self-perceptions of the officers' needs regarding English skills will benefit the officers and the organization in many aspects as follows:

1. The organization will know the English competency of the officers in the workplace.
2. The organization will know the real problems and needs of the officers about using English communication skills.

1.8 Organization of the study

This research is comprised of five chapters:

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Research Methodology.

Chapter 4: Results/Findings

Chapter 5: Discussion, Conclusion and Recommendations

CHAPTER 2

REVIEW OF LITERATURE

The major objective of this chapter is to review and present the related theories, concepts, and prior research studies on the needs and problems of English communication skills of Thai government officers who work in the International Relations Department.

The contents of this chapter focus on four parts.

2.1 Needs and problems in using English communication skills at work

2.2 English communication skills at work

2.3 English for international relations officers

2.4 Previous research related to communication skills

2.1 Needs and problems in using English communication skills at work

In order to work successfully, it is important to specify the needs and problems of government officers and their English communication skills in the workplace.

2.1.1 Needs

The meaning of needs in this research refers needs of using English communication skills of the officers working in the International Relations Department at one organization in Thailand. The research sought to identify the real needs of using English communication in their organization.

According to Oxford Dictionary, the definition of need is to require something because it is essential or is very important rather than just desirable. A need is commonly referred to as something that is very important for people's life. If they do not get the thing they require, it would cause problems and makes difficulties in normal life in society, and even lead to death.

Kumar et al. (2004) categorized needs into two groups:

1. Objective needs are the need met through untouchable things important for people's lives such as food, water, shelter and even air. Those things are important for people's lives and cannot be lived without.

2. Subjective needs are the need often seen to assure our mental health such as these are self-esteem, a sense of safety and authority.

Len Doyal and Ian Gough (1991) specified eleven different needs that every human must have met in order to perform well in society, and to survive. The inability of meeting these needs can lead to a person suffering from illness (either physically or mentally), or even death.

Need in this study is demand of using all four English skills in the workplace. It is a significant component to help people in the office to understand each other and work effectively and efficiency. It can be said that the lack of all four English skills by government officers working in International Relations Department will cause them to face trouble in their jobs.

2.1.2 Problems

Many studies have explained English communication problems in different ways. According to study done by Olanvoravut (1999), messages are misconceived or become misinterpreted because people have various culture and have various comprehension of words and verbalizations. ” Krizan (2002) explained that the most important impediments to productive communication are sentence structure, spelling, and word choice.

There are some examples in research about problems of English communication in the workplace. From the study of Boonyachoknan (2017), the biggest problem of employees who worked at a private university was their speaking skills because they lack knowledge about vocabulary. In relation to their listening skills, the employees cannot understand when they talk with foreigners due to the speaker’s speed. Reading skill problems are same as the speaking skills, which are pertain to vocabulary and technical terms. In relation to their writing skills, the employees lacked knowledge of writing techniques, which includes grammar and vocabulary. Another study from Phuangmanee (2016) showed that listening skills were the most problematic of Salespeople at a telecommunication company. The salespeople were unable to comprehend when the speakers speak too fast. They lack confidence when speaking with foreigners because they worry about using the correct grammar. The salespeople had the same problems associated with reading and writing skills caused by grammar, vocabulary and technical terms.

For officers to perform well in the International Relations Department, good command in four English communication skills (Listening, speaking, reading and writing) are needed for their occupation. The officers who graduated directly in an English major have an advantage in the use of English associated with their work in comparison to others who graduated in other fields.

From observations in the workplace, the researcher found some problems of using their English communication skills as follows:

1. Listening skills:

- The officers cannot understand all the content when they have face-to-face English conversations with foreigners.
- The officers cannot understand all the content when they have a English conversations by telephone.
- The officers cannot understand all the content of English presentations.
- The officers cannot understand all the content English speech.
- The officers cannot understand when the foreigners give English advice, suggestions and recommendations.
- The officers cannot understand all the content of academic or international meetings.

2. Speaking skills:

- The officers fear to communicate face-to-face with foreigners.
- The officers fear to communicate with foreigners on telephone.
- The officers fear and are not confident when participating in conversations, answering inquiries, and sharing their ideas with foreigners in academic or international meetings.
- The officers do not have confidence to participate in English dialogue in international meetings.
- The officers fear to give advice or suggestions in English to foreigners.

3. Reading skills:

- The officers cannot understand all the content in English articles and journals.
- The officers cannot understand all the content of English mail and e-mail.
- The officers cannot understand all the English content of documents in academic and international meetings.

- The officers cannot understand content of MOU/ agreements/ regulations/ and principles.

4. Writing skills:

- The officers cannot write English letters and e-mails properly.
- The officers cannot write English speeches.
- The officers cannot write English minutes of meetings.
- The officers cannot write English articles or academic articles.
- The officers cannot write MOU/ agreements/ regulations/and principles.

2.2 English communication skills at work

Kashyap (2019) sees communication in the workplace as crucial to organizations in many aspects such as avoiding confusion, providing proposals, building a positive company culture and creating responsibilities. Meanwhile, communication in the workplace defines organization goals and helps employees collaborate. It is one of the indicators which enable a high performance for the organization. The officers could exchange ideas and work experiences in the organization defined as workplace communication. Effective communication occurs when a message is sent and received precisely.

Adu-Oppong (2014) divides ineffective communication in the workplace into two types:

1. Environment barriers are characteristics of the organization and the environmental setting, for example, the officer hears the message but they cannot understand because they do not pay attention to it. Another environmental barrier which leads to ineffective communication is the use of specific technical terms unfamiliar to the listeners or when messages are especially complicated. Communication between people who use different technical terms can lead to mistakes simply because people append different meanings to the same words. Thus, misunderstandings can occur due to unfamiliar terminology.

2. Personal barriers occur due to an individual's frame of reference or beliefs and values. They are based on one's socio-economic background and previous experiences and form how messages are encoded and decoded. One may also consciously or unconsciously engage in selective recognition or be influenced by fear or jealousy.

Another personal barrier is a lack of empathy, in other words, indifference to the emotional states of senders and receivers. Lack of empathy is one of the major obstacles to effective communication.

In the view of Knight (2015), English communication at work is often used as the international language of communication. The ability to use English in the workplace has some of benefits including helping a company to accomplish its goals, building trust with colleagues and clients, building and improving international relationships, asking for a higher salary and improving international relationships through cultural understanding. He also explained that the ability to communicate in English is a worthy asset to many companies and organizations including those who do not use English as an official language. Companies managing business internationally are likely to be involved with people who speak English as a first or second language on a regular basis, making the ability to use English in the workplace a very valuable skill. He also explained that good comprehension of English allows the officers to communicate effectively with international clients, helping them to trust them and their organization, resulting in strong business relationships. People who use English for their work on a daily basis need to be able to use English for a variety of purposes including in meetings and negotiations, for managing, writing reports, giving presentations and in social situations. Being able to communicate and negotiate successfully with clients who speak English makes the officer's English skills more attractive to companies and they have an opportunity to command higher salaries.

Employees have to use English in the workplace. There are some examples of research about using English communication skills in the workplace as follows:

Yin and Wong (1990) elaborates on the duties and skills for business students for communication as follows: speaking skills consist of speaking to clients, attending in meetings, communicating with co-workers and managers, making and receiving telephone calls and so on; listening skills consist of telephone messages, oral instruction; writing skills are writing all the types of documents, messages, memos, and filling in forms. Reading skills involve reading business letters, reading reports, reading work manuals, reading memos, and newspaper article.

Phensiri (1999) illustrates the duties of foreign relations officers at one ministry in Thailand as follows: listening skills were face-to-face communication, telephone

conversation, attending international/academic meetings, presentations; speaking skills were face- to- face communication, telephone conversations, attending international/academic meetings, interpreting, giving presentations, giving a speech; reading and writing skills were formal letters/ e- mail, MOU and agreements, international/academic journals and minutes of meeting.

Khocharatana (2017) explained the responsibilities of the government officers in the Royal Thai Army in Thailand as follows: listening skill were general conversation, presentations, answering foreigner's inquiries, interpreting, and listen to international news; speaking skills were general conversation, giving information about their offices, making a speech, presentations, and exchange information with international agencies; reading skills were reading English invitation letters, international news, speeches, procurement and contracts, field manuals and travel application forms; writing skills were requesting permission letters, agreements, contracts, procurements, and speeches.

Pianprasankit (2016) described the duties of the officers who worked at the Queen Sirikit Museum Textiles as follows: listening skills were actual conversations, handling customer and staff requirements, different accents of foreigners in lectures and presentations; speaking skills were daily conversations and formal requests; reading skills were e-mails, signs and exhibition descriptions, work related texts, journals and articles, contracts and agreements; writing skills were formal letters, e- mail correspondence, resumes and registration forms.

However, communication skills are used in general communication between people in the workplace. In the context of the workplace, having good communication skills is the method to success and this is seen as fundamental and a benefit. Employees who have English language communication skills will have the chance to accomplish in the business world because communication is very essential for the operation of business. They will use English language communication skills to share thoughts, ideas, exchange information or knowledge in related issues of business.

Communication is the essential tool of work achievement. Eamjoy (2015) states that successful communication can be appraised from the feedback of the listeners. She also gave a more detailed explanation, explaining that communication in the workplace can be identified in two types: effective communication, which means a person deliver

a message and the receiver understands it exactly as he/she intended; and efficient communication, which means that a person deliver his/her message quickly in a way that allows the receiver to hear it, interpret and make use of it as he/she intended. In addition, Charles (1998) views that successful business communication in the workplace depends on the ability to transfer to both clients and employees to build relationships and trustworthiness.

Spence and Liu (2013), Ayokanmbi (2011), Apeleman (2010), and Reimer (2002) explain that communicative situations in the workplace usually cover employee's responsibilities. They include discussions of related issues, formal and informal communication, presentations, persuasion and negotiations.

It can be said that without good communication skills, it is difficult for people to work successfully, especially for people who work in an English-speaking environment such as international companies or organizations.

2.3 Roles and responsibilities of International Relations Officers

The Office of the Civil Service Commission (Thailand) divides the roles and responsibilities of the officers working in International Relations Department into four main areas:

1. Operations

1.1. To do correspondence and translate both Thai and English documents for corporates and international agencies.

1.2 To collect relevant data, analyze, monitor and conclude the important data in international meetings to the chief.

1.3 To provide data for academic international meetings.

1.4 To support international education funds, study visits, and international volunteers for the organization.

2. Planning

To cooperate in operation, which encourages the officer to work effectively and efficiency.

3. Coordination

3.1 To cooperate with both the organization and other organizations to fulfill the job.

3.2 To provide useful data for the organization and the employees.

4. Service

4.1 To provide international data, give advice for other colleagues in the department and provide information to visitors.

4.2 To collect international data to the database.

Government officers in the international relations department are required to graduate with an English major or others, at least a bachelor's, master's or doctoral degree in English or the equivalent.

2.4 Previous Relevant Studies

There are many useful studies related to needs and problems of using English communication skills in the workplace from many researchers as follows:

Phensiri (1999) studied English use of Thai government officials in the Ministry of Education. The aim of study was to survey the English language most used and required in the foreign relations section. The researcher investigated the language competence of the officer and defined the appropriate language proficiency for their position. The questionnaires were allocated to 72 foreign relation officers. For the chief of the sections were interviewed for additional information. The data was analyzed by SPSS. The results showed that reading was the most used skill, following followed by writing, speaking, listening and translating skills.

Eamjoy (2015) investigated the needs and barriers in English communication skills of Thai secretaries at the Women Secretaries and Administrative Professionals Association of Thailand. The purpose of study was to examine needs and problems of Thai secretaries in using English communication skills in the workplace and determine the relationships between English communication competency and career opportunities. The participants were 50 secretaries and 10 executives working at the Women Secretaries and Administrative Professionals Association of Thailand (WSAT). The research instruments were questionnaires and interviews. The data was analyzed by SPSS and T-test method. The results showed both groups had the same opinion that most needed skills of the secretaries were writing skills and listening skills and the most problematic were listening skills especially the accents of the speakers.

Hirunburana (2015) looked at the use of English in the Thai workplace. The research examined the problem of using English communication in business.

Participants in this research were the employees who worked in various companies in Thailand. She used many instruments to collect data such as a questionnaire to discover the problems of English used in business communication, asking the respondents to write e-mails in English by providing a sample of written business correspondence, analyzing the use of English in linguistics and English level, and interviewing them in order to gather data about the English skills of the participants. The results showed that there were many errors in using English communication in companies due to the structure in their e-mails. The employees suggested that companies should provide a writing course for their employees.

Ninlawat (2016) studied the English language needs of Thai civil servants at the Office of the Permanent Secretary (OPS) under the Ministry of Tourism and Sports. The research instrument was a questionnaire distributed to the officers in each office, located in the central and provincial offices. The researcher gathered 188 completed copies returned for data analysis. The data was analyzed with the Statistical Package for the Social Sciences (SPSS) and presented, using descriptive statistics including percentage, means and standard deviation. In this study, the most needed skill for the participant was speaking skill.

Khocharatana (2017) looked into the needs and problems in English language skills of Royal Thai Army Officers. The researchers emphasized and the ways to improve the English skill of the officers. The participants were 100 army officers who worked for the Royal Thai Army (RTA). The research instruments were a questionnaire and informal interviews for gathering ideas and relevant information on the problems and needs in English communication skills. The results exposed that listening and speaking skills were the most and the second most needed skills, while listening skills were also the most challenging skill, followed by speaking skills. The study also showed that the listening skills were the most skills that the officers wanted to improve. In addition, the officers needed their organizations to provide English language courses using technology and multimedia as supplementary tools to assist language learning

CHAPTER 3

RESEARCH METHODOLOGY

This chapter illustrates the research methodology which consists of the following:

3.1 Participants

3.2 Research Instruments

3.3. Data Collection

3.4 Data Analysis

This study was conducted to answer following questions:

1. What are the needs of Thai officers working in the International Relations Department when using English skills in the workplace?
2. What are the problems of Thai officers working in the International Relations Department when using English skills in the workplace?

3.1 Participants

The participants in this study were 45 officers working in the International Relations Department in one organization.

3.2 Research Instruments

This research mainly used quantitative method in order to find out needs and problems of English communication skills in the workplace of the officers.

Questionnaires were the major instrument tools of this study. The researcher developed a close-ended and open-ended questionnaire to collect all the relevant data.

The questionnaires consisted of three parts:

Part I: General background of the participants

The first part focused on background information of the participants including gender, age, educational background, work experience, job position and department, and basic knowledge of using English language communication in their workplace.

Part II: Needs and problems of using English communication skills of the officers in International Relations Department.

In this part, the researcher focused on activities of the officers that concern English language skills use in their daily work and identified needs and problems in the four English communication skills (listening, speaking, reading and writing).

The researcher used a five-point Linkert scale to explore the levels of needs and problems of English communication skills of the officers as follows:

Scale	Mean Range	Score Range
5	Very High	4.50-5.00
4	High	3.50-4.49
3	Moderate	2.50-3.49
2	Low	1.50-2.49
1	Very Low	1.00-1.49

Part III Suggestions about English Communication Skills in the Workplace

In this part, the participants had a chance to express their ideas about the real needs and problems of using English communication skills in their workplace.

Moreover, the researcher translated the questionnaires into Thai language to avoid misunderstanding and provide convenience while reading and answering.

3.3 Data Collection

The questionnaires were directly distributed to 45 officers working in the International Relations Department in one organization. The researcher set a specific time for participants to answer the questionnaires and return them to the researcher. Before distributing the questionnaires to participants, the researcher conducted a pilot study in order to test for understanding and find mistakes in the questionnaire.

3.4 Data Analysis

The researcher collected data from questionnaires. The results of the first part were presented in tables in the form of frequency and percentages. In the second part, the results were calculated using Microsoft Excel to find means and standard deviations

(SD). For the last part, the researcher analyzed the results from the open-ended questions about the situations, problems and recommendations and suggestions on using English communication in the workplace.

This chapter presented the research methodology, instruments, procedures, and data analysis. The results of the study will be explained in the next chapter.



CHAPTER 4

RESULTS/FINDINGS

This chapter details the results of this study. The data was collected from questionnaires of 45 officers at one organization in Thailand to identify needs and problems of English communications. The 45 questionnaires were distributed to the respondents during 23-27 March, 2020. A total of 90 percent of the questionnaires were returned directly to the researcher.

The data was used to gain the results which can be divided into three parts:

Part 1 General Background of Participants

Part 2 Needs and Problems of English Communication Skills in the workplace

Part 3 Suggestions about English Communication Skills in the Workplace

Part I:

4.1 General Information

This part covered six topics: gender, age, level of education, major, work experience in the International Relations Department, current position and basic knowledge of using English communication level. The findings in this part were computed into frequency and percentage.

Table 4.1.1 Gender

Gender	Frequency	Percentage
Males	12	26.7
Females	33	73.3
Total	45	100

Table 4.1 shows that the total number of the participants were 45 people. Most of the officers were female, making up 73.3% , whereas the male officers made up 26.7%.

Table 4.1.2 Age

Ages	Frequency	Percentage
20-30	9	20.0
31-40	15	33.3
41-50	12	26.7
51-60	9	20.0
Total	45	100

Table 4.1.2 showed that 33.33% of the participants were aged between 31-40 years old. The officers in the age range between 41–50 years old made up 26.7%, whereas the participants in the age range between 20-30 and 51-60 were at the same percentage at 20%.

Table 4.1.3 Level of Education

Education	Frequency	Percentage
Bachelor Degree	13	28.89
Master Degree	30	66.67
Doctoral Degree	1	2.22
Others	1	2.22
Total	45	100

Table 4.1.3 shows the educational background of the participants. Most of them had graduated with a master's degree (66.67%), while 28.89% of the participants had a bachelor's degree. The percentage of participants graduated with doctoral degrees and others was 2.22%.

Table 4.1.4 Major

Major	Frequency	Percentage
English	16	35.56
Others	29	64.44
Total	45	100

According to Table 4.1.4, most of the participants studied in other major (64.44%). For example, majors in Japanese, French, Thai, MBA, BBA, Education, International Relations, Environment Sciences, Finance, Marketing, Economics, Public Administration, and Political Science, while only 35.56% of participants studied in the English major.

Table 4.1.5 Work Experience

Work Experience	Frequency	Percentage
less than 5 years	14	31.11
6 – 10 years	13	28.89
11 – 15 years	5	11.11
More than 15 years	13	28.89
Total	45	100

Table 4.1.5 illustrated the years of work experience of participants. It shows that most of the participants had less than 5 years of work experience at 31.11%. The participants who had 6-10 years and more than 15 years were at the same percentage of 28.89%. But the participants who had work experiences for 11-15 years made up 11.11%.

Table 4.1.6 Current Positions

Current Position	Frequency	Percentage
Foreign Relations Officer	34	75.56
Educational Officer	9	20.00
Policy and Planning Analyst	2	4.44
Total	45	100

Table 4.1.6 shows the current positions of the participants; 75.56% of the participants were in the position of foreign relations officers, while 20.00% of them were educational officers and 4.44% were policy and planning analysts.

Table 4.1.7 Basic Knowledge of English Communication Level

Frequency Percentage	5 Very Good	4 Good	3 Fair	2 Not Good	1 Not Very Good	Total
Listening	7 (15.56%)	28 (62.22%)	10 (22.22%)	0 (0)	0 (0)	45 (100%)
Speaking	3 (6.67%)	29 (64.44%)	12 (26.67%)	1 (2.22%)	0 (0)	45 (100%)
Reading	9 (20%)	28 (62.22%)	8 (17.78%)	0 (0)	0 (0)	45 (100%)
Writing	4 (8.89%)	21 (46.67%)	18 (40%)	1 (2.22%)	1 (2.22%)	45 (100%)

According to Table 4.1.7, the participants evaluated their basic knowledge of English communication skills. The results showed that most of the officers had good a level in the four English communication skills in the order of listening skill (62.22%), speaking skill (64.44%), reading skill (62.22%) and writing skill (46.67%), respectively.

Part II

4.2 Needs of English Communication Skills in the workplace

This part identified the needs of using the four English communication skills of officers working in the International Relations Department at one organization in Thailand. The questionnaires were illustrated using mean scores and standard deviations. The results were ranked using mean scores. The rates of participants' opinions were analyzed into the mean range. The mean range was interpreted to the level of needs. The interpretation is shown as follows:

Scale	Mean Range	Score Range
5	Very High	4.50-5.00
4	High	3.50-4.49
3	Moderate	2.50-3.49
2	Low	1.50-2.49
1	Very Low	1.00-1.49

Table 4.2.1 The need of using listening skill in different activities

Situation for listening skill	Needs			
	Means	SD	Level of needs	Ranks
1.1 Listening to face-to-face English conversations with foreigners	4.67	0.64	Very High	1
1.2 Listening to English conversations with foreigners on the telephone	4.29	0.89	High	5
1.3 Listening to English presentations	4.58	0.66	Very High	2
1.4 Listening to English speeches	4.36	0.88	High	4
1.5 Listening to English advice or recommendations from foreigners	4.29	0.92	High	5
1.6 Listening to issues in English in academic or international meetings	4.51	0.82	Very High	3
1.7 Others.....	0.00	0.00	-	-
Total	3.81	0.32	High	

Table 4.2.1 showed the responses for which the participants were requested rate the five most working situations that required listening skills. Listening face-to-face English conversation with foreigners (Mean = 4.67) was the situations that the officers most required in listening skill. The second ranked was listening to presentations (Mean = 4.58) and the third ranked was listening to issues in English in academic or international meetings (Mean = 4.51). For the first to third rank, the needs were indicated at a very

high level. Listening to English speeches (Mean = 4.36) was the fourth ranked. The last ranked had the same mean scores, which were listening English conversations with foreigners on the telephone and listening to English advice or recommendations from foreigners (Mean = 4.29). For the fourth and fifth ranked situations, needs were indicated at a high level. The total mean score of needs of listening skill was 3.81 and all of skills were interpreted at a high level of needs.

Table 4.2.2 The need of using speaking skill in different activities

Situation for speaking skill	Needs			
	Means	SD	Level of needs	Ranks
2.1 Having a face-to-face conversation with foreigners	4.69	0.56	Very High	1
2.2 Having a telephone conversation with foreigners	4.38	0.89	High	2
2.3 Having a conversation with foreigners in an academic or international meeting	4.29	1.08	High	3
2.4 Giving a speech in English	3.91	1.24	High	5
2.5 Giving advice or suggestions in English to foreigners	4.20	1.06	High	4
2.6 Others.....	0.00	0.00	-	-
Total	3.58	0.42	High	

Based on Table 4.2.2, the participants were asked to rate their needs of speaking skills in their workplace. Having a face-to-face conversation with foreigners (Mean = 4.69) was the most needed and it was rated as a very high level of need. The second ranked was having a telephone conversation with foreigners (Mean = 4.38). Having a conversation with foreigners in an academic or international meeting (Mean = 4.29) was third ranked. The fourth ranked was giving advice or suggestions in English to foreigners (Mean = 4.20) and the last ranked was making a speech in English (Mean = 3.91). The level of needs of the second ranked to the fifth ranked situation were at a

high level of need. The total mean score of needs of speaking skill was 3.58 and all skills were indicated as a high level of need.

Table 4.2.3 The need of using reading skill in different activities

Situation for reading skill	Needs			
	Means	SD	Level of needs	Ranks
3.1 Reading English articles or academic articles	4.49	0.69	High	3
3.2 Reading mail and e-mail in English	4.71	0.55	Very High	1
3.3 Reading English documents in academic or international meetings	4.49	0.66	High	3
3.4 Reading MOU/ agreements/ regulations and principles	4.58	0.62	Very High	2
3.5 Others	0.00	0.00	-	-
Total	3.65	0.29	High	

As shown in Table 4.2.3, the biggest need in reading skill for participants was reading mail and e-mail in English (Mean = 4.71). The second ranked situation was reading MOU/ agreements/ regulations and principles (Mean = 4.58). These first two ranks were indicated as very high-level needs. Reading English articles or academic articles and reading English documents in academic or international meetings (Mean = 4.49) had the same mean score at the last rank of needs. The total mean score of the needs of reading skill was 3.65 and all of skills were rated as high-level needs.

Table 4.2.4 The need of using writing skill in different activities

Situation for writing skill	Needs			
	Means	SD	Level of needs	Ranks
4.1 Writing mail and e-mail in English	4.64	0.61	Very High	1
4.2 Writing English speeches	4.33	0.85	High	2
4.3 Writing English minutes of meetings	4.33	1.00	High	2
4.4 Writing English articles or academic articles	3.89	1.15	High	4
4.5 Writing MOU/ agreements/ regulations and principles	4.11	1.11	High	3
4.6 Others.....	0.00	0.00	-	-
Total	3.55	0.43	High	

Table 4.2.4 shows that the participants rated writing mail and e-mails in English (Mean = 4.64) as the most needed skill of the officers and it was at a very high level of need. Writing English minutes of meetings and writing English speeches (Mean = 4.33) had the same mean score at the second ranked situation. This was followed by writing MOU/ agreements/ regulations / and principles (Mean = 4.11) as the third ranked need. The last ranked need was writing English articles or academic articles (Mean = 3.89). The third and fourth ranked needs were at a high level of need. The total mean score of needs of writing skill was 3.55, which indicated a high level of need.

Table 4.2.5 The comparison of average mean scores

Skill	Average Mean Score	Level of Needs
Listening	3.81	High
Speaking	3.58	High
Reading	3.65	High
Writing	3.55	High

The average mean scores in table 4.2.5 indicated that all skills of English communication skill were rated at a high level. Listening skill (average mean score = 3.81) was the most needed English communication skill of the officers. This was followed by reading skill (average mean score = 3.65) and speaking skill (average mean score = 3.58). Even though writing skill (average mean score = 3.55) was the lowest need of the participants, the level of need was at a high level.

4.3 Problems of English Communication Skills in the workplace

In this part, the researcher identified problems of using the four English skills (listening, speaking, reading and writing) faced by officers working in the International Relations Department at one organization in Thailand. The questionnaires were interpreted using mean scores and standard deviations. The results of the problems were ranked using mean scores. The rates of respondents' opinions were analyzed into the mean range. Then, the mean range was interpreted to the level of problems.

Table 4.3.1 The problems of using listening skill in different activities

Situation for listening skill	Problems			
	Means	SD	Level of Problems	Ranks
1.1 Listening to face-to-face English conversations with foreigners	2.49	1.04	Low	3
1.2 Listening to English with foreigners on telephone	2.58	1.08	Moderate	2
1.3 Listening to English Presentation	2.42	1.08	Low	4
1.4 Listening to English speech	2.58	1.16	Moderate	2
1.5 Listening to English advice or recommendations from foreigners	2.33	1.00	Low	5
1.6 Listening to issues in English in academic or international meetings	2.64	1.13	Moderate	1
1.7 Others.....	0.00	0.00		-
Total	2.51	0.41	Moderate	

As can be seen in Table 4.3.1, the most problematic listening skill was listening to issues in English in academic or international meetings (Mean = 2.64). The second ranked situation listening to English conversation with foreigners on telephone and listening to English speech had the same mean score were (Mean = 2.58). The first two most problematic skills were rated at a moderate level of problem. The third ranked situation was listening face-to-face English conversations with foreigners (Mean = 2.49). This was followed by listening to English presentations (Mean = 2.42), which was the fourth ranked situation; the least problematic of listening skill was listening to English advice or recommendations from foreigners (Mean = 2.33). The last three ranks were indicated at a low level of problem. The total mean score of problems of using listening skill was 2.51, indicating a moderate level of problem.

Table 4.3.2 The problems of using speaking skill in different activities

Situation for speaking skill	Problems			
	Means	SD	Level of Problems	Ranks
2.1 Having face-to-face conversations with foreigners	2.33	0.95	Low	5
2.2 Having a telephone conversation with foreigners	2.42	1.03	Low	4
2.3 Having a conversation with foreigners in academic or international meetings	2.69	1.16	Moderate	2
2.4 Making a speech in English	2.84	1.11	Moderate	1
2.5 Giving advice or suggestions in English to foreigners	2.44	0.99	Low	3
2.6 Others.....	0.00	0.00	-	-
Total	2.12	0.44	Low	

From table 4.3.2, the participants were asked to rate the problems of speaking skill. The most problematic situations were making a speech in English (Mean = 2.84). Having a conversation with foreigners in academic or international meetings (Mean = 2.69) was the second ranked problem. The first two ranks were rated at the moderate level. Giving advice or suggestions in English to foreigners (Mean = 2.44) was the third ranked problem. The fourth ranked speaking problem was having a telephone conversation with foreigners (M = 2.42). The last ranked problem was having a face-to-face conversation with foreigners (M = 2.33), the least problematic of the speaking skill. The last three ranks was rated at a low level of problem. The total mean score of problems of using speaking skill was 2.12, indicating a low level of problem.

Table 4.3.3 The problems of using reading skill in different activities

Situation for reading skill	Problems			
	Means	SD	Level of Problems	Ranks
3.1 Reading English articles or academic articles	2.16	1.04	Low	3
3.2 Reading mail and e-mail in English	1.84	1.02	Very Low	4
3.3 Reading English documents in academic or international meetings	2.29	1.12	Moderate	2
3.4 Reading MOU/ agreements/ regulations and principles	2.51	1.10	Moderate	1
3.5 Others	0.00	0.00	-	-
Total	1.76	0.48	Very Low	

Table 4.3.3 shows that most of officers had problems about reading MOU/ agreements/ regulations / and principles (Mean = 2.51). The second ranked problem was reading English documents in academic or international meetings (Mean = 2.29). These two situations were rated at a moderate level of problem. Reading English articles or academic articles (Mean = 2.16) was the third ranked situation, rated at a low level of problem. The least problematic situation was reading mail and e-mail in English (Mean = 1.84) and it was rated at a very low level. The total of average mean score of problems of using reading skill was 1.76, indicating a very low level of problem.

Table 4.3.4 The problems of using writing skill in different activities

Situation for writing skill	Problems			
	Means	SD	Level of Problems	Ranks
4.1 Writing formal mail and e-mail in English	2.29	1.08	Low	4
4.2 Writing English speeches	2.89	1.19	Moderate	1
4.3 Writing English minutes of meetings	2.87	1.18	Moderate	2
4.4 Writing articles or academic articles in English	2.76	1.19	Moderate	3
4.5 Writing MOU/ agreements/ regulations and principles	2.89	1.15	Moderate	1
Total	2.28	0.47	Low	

According to table 4.3.4, the most problematic writing skill of the officers had the same mean score. The situations were writing English speeches and writing MOU/ agreements/ regulations / and principles (Mean = 2.89). Writing English minutes of meetings (Mean = 2.87) was he second ranked. The third ranked was writing articles or academic articles in English (Mean = 2.76). The first three rankings were rated as moderate problems. The least problematic were writing formal mail and e-mail in English (Mean = 2.29) and it was rated as a low-level problem. The total score of problems of using writing skill was 2.28, indicating a low level of problem.

Table 4.3.5 The comparison of average mean scores

Skill	Average Mean Score	Level of Problems
Listening	2.51	Moderate
Speaking	2.12	Low
Reading	1.76	Low
Writing	2.28	Low

The average mean score in table 4.3.5 shows that the most problematic skill of the officers was listening skill (average mean score = 2.51), indicated as a moderate level of problem. This was followed by writing skill (average mean score = 2.28) and speaking skill (average mean score = 2.12). Reading skill (average mean score = 1.76%) was the least problematic of using English communication skills at the workplace. For writing skill, speaking skill and reading skill were indicated at a low level of problem.

Part III:

4.4 Suggestions about English Communication Skills in the Workplace

1. In what situation do you mostly use English communication in your workplace?

Almost of situations were concerned with using English communication skills of officers at the workplace but listening skill was the skill that the officers used most. The situations of each English communication skill are listed as follows:

- Listening skill: Listening to face-to-face conversations, listening to conversations on the phone, listening to catch the main issues in international or academic meetings, listening to English presentations, listening English speeches and listening to advice or recommendations from the foreigners.
- Speaking skill: Having a face-to-face English conversation with foreigners when attending international or academic meetings in order to discuss, negotiate and exchange work experiences), having a conversation with foreigners on the phone, to get familiar with a new network and visit partner organizations in foreign countries, and giving advice and recommendations.
- Reading skill: Reading MOU/ agreements/ regulations and principles, reading mail and e-mail, reading English documents, reading articles and journals.
- Writing skill: writing formal English documents, articles and journals including writing formal English mails and e-mail, writing speeches, translating articles, journals and documents from English to Thai and Thai to English.

2. What are your problems in English communication skills in your workplace?

Even though the officers used English skills in their work every day, they still had problems about using English communication skills in the workplace.

- Listening skill

The most problematic listening skill was listening to different accents of foreigners from different countries. Sometime the officers did not understand what the foreigners said, especially in the situation of attending in an international or academic meeting, face-to-face conversations and having a conversation on phone with the foreigners. The biggest cause of the problem was foreigners' accent, pronunciation and speaking too fast. Moreover, the officers faced problems when foreigners used technical terms or abbreviations, which were difficult for them to understand if they did not have knowledge in that field. However, a big problem for the officers was acting as an interpreter which required advanced English techniques to communicate with the foreigners.

- Speaking skill

The officers faced a feeling of fear to speak or were not confident to speak with foreigners. The reasons were that the officers thought they were not good in grammar and did not have enough knowledge in vocabulary, especially technical terms. They feared that what they said would be wrong. The situation that they always had problems in were attending international or academic meetings; they did not understand or missed some content in the meeting, which caused the officers to take more time to think and rearrange the sentences in order to use the suitable grammar. They took a lot of time to think before sharing, exchanging ideas or having a discussion with foreigners. Moreover, the officers were worried about their accents and pronunciations, especially when they were presenting in a meeting.

- Reading skill

When the organization made a decision to make an agreement to do a project with international organizations, both sides have to make an agreement or MOU for the projects. Those documents contain many technical terms, particularly legal terms which were difficult to understand. The officers had a responsibility to read those documents, which took a long time to understand all the important details of the documents. The other problems of this skill were reading mail and e-mails from many organizations from different countries around the world, which had a different style of writing and it was hard to understand. Reading documents in international or academic meetings,

articles or journals which sometime had technical terms was also difficult. Moreover, they had to search and read information relevant to their jobs from the Internet.

- Writing skill

The officers used writing skills in many situations, for example, writing mail and email for international organizations, writing speeches, writing MOU/ agreements/ regulations and principles. All of these situations concerned writing skills including using correct grammar, proper vocabulary, and formality of writing style. For writing academically or for journals, the officers had to know a lot of technical terms such as legal terms. Another problem of this skill was translating documents from English to Thai and Thai to English, which was difficult for them, especially translating the content of agreement/ MOU and contracts between the organizations.

3. Do you have any comments or suggestions about using English communication skills in your workplace?

The participants agreed that the organization should encourage their officers to always practice using the four English communication skills in the workplace. The organization should create an atmosphere in the office using English language while working, for example, the use of simple greetings in the office, or communicate in English via social media such as line group. Moreover, the organization should provide consultants or guidelines when the participants had problems using English communication. However, the officers thought that the organization should provide a short English communication skills course which incorporates all four skills, especially a writing skill course, such as writing official letters and speeches, which includes teaching grammar. Also, a speaking and listening course should be provided as its important to their work. This would help the participants to gain more confidence to their English communication skills at the workplace and the officers can work efficiency and effectively.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter contains five parts: (1) the summary of the study, (2) the summary of the findings, (3) discussion, (4) conclusion and (5) recommendations for further study.

5.1 Summary of the study

5.1.1 Objectives of the study

The objectives of this study were to examine the needs and investigate the problems of English communication skills of officers working in the International Relations Department at one organization in Thailand.

Research questions

1. What are the needs of Thai officers working in an International Relations Department when using English skills in the workplace?
2. What are the problems of Thai officers working in an International Relations Department when using English skills in the workplace?

5.1.2 Participants, instruments, and data collection

The participants of this study consisted of 45 officers working in the International Relations Department at one organization in Thailand. The quantitative method was used to find out needs and problems of English communication skills in workplace of the officers. Before distributing the questionnaires, the researcher sent a letter to the director of the organization to ask for permission. The questionnaires were distributed to 45 officers working in the International Relations Department and returned to the researcher one week later. When the questionnaires were completed, the data were calculated using Microsoft Excel to find percentage, mean score, and standard deviation.

5.2 Summary of the findings

The results of the study are summarized as follows:

5.2.1 The demographic data of the participants

From the previous chapter, the results showed that 73.3% of the participants

were female and 26.7 % of the participants were male. The officers with ages ranging between 31-40 years old accounted for 33.33%, followed by ages ranging between 41-50 were at 26.7%), and the officers with ages ranging between 20-30 and 51-60 were at the same percentage at 20% of the total participants. Most participants had graduated with a master's degree at 66.67%, 28.89% of them had graduated with a bachelor's degree, while 2.22% of participants graduated with a doctoral degree and diploma. The majority of the officers studied in the English major (64.44%) and others studied in other fields (35.56) such as Japanese, French, Thai, MBA, BBA, Education, International Relations, Environmental Science, Finance, Marketing, Economics, Public Administration, and Political Science. For work experience, most of the participants had work experience of less than 5 years (31.11%), For current positions, most of the officers were in the position of foreign relations officers (75.56%), followed by educational officers (20%) and policy and planning analysts (4.44%). The officers evaluated themselves as having good basic knowledge of English skills as follows: (listening skill = 62.22%, speaking skill = 64.44%, reading skill = 62.22% and writing skill = 46.67%).

5.2.2 Quantitative Results

5.2.2.1 Needs of using English communication skill in the workplace.

For listening skill, the participants rated listening to face-to-face English conversations with foreigners (Mean = 4.67), listening to English presentations (Mean = 4.58) and listening to issues in English in academic or international meetings (Mean = 4.51) as a very high level of need. Meanwhile, listening to English speeches (Mean = 4.36), listening to English with foreigners on telephone and listening to English advice or recommendations from foreigners had the same mean score = 4.29 and the participants rated it as a high level of need. The total mean score of listening skill = 3.81 and the level of need was high.

About reading skill, the participants rated reading mail and e-mail in English (Mean = 4.71) and reading MOU/ agreements/ regulations / and principles (Mean = 4.58) as a very high level of need. Conversely, the participants ranked reading English articles or academic articles and reading English documents in academic or international meetings at the same mean score (Mean = 4.49), which was ranked at a

high level of need. The total mean score of reading skill was high and the level of need was high.

Regarding speaking skill, the participants thought that having face-to-face conversations with foreigners (Mean = 4.69) was a very high level of need. However, having a telephone conversation with foreigners (Mean = 4.38), having an English conversation with foreigners in academic or international meetings (Mean = 4.29) and giving English advice or suggestions to foreigners (Mean = 4.20) had a high level of need. The total mean score of speaking skill was 3.58 and the participants rated it as a high level of need.

For writing skill, the participants identified the situations of writing mail and e-mails in English as the highest level of need with the mean score = 4.64. Meanwhile, writing English speeches and writing English minutes of meetings had the same mean score at 4.33; writing MOU/ agreements/ regulations and principles (Mean = 4.11) and writing English articles or academic articles (Mean = 3.89) were ranked as a high level of need. The total mean score of writing skill was 3.55 and the participants rated it as a high level of need.

5.2.2.2 Problems of using English communication skill in the workplace.

The results showed that listening skill was the most problematic skill for the participants. Listening to issues in English in academic or international meetings (Mean = 2.64), listening to English conversations with foreigners on the telephone and listening to English speech had the same score at 2.58; listening to face-to-face English conversations with foreigners had Mean = 2.49 and the participants rated it as a moderate level of need. Listening to English presentations (Mean = 2.42) and listening to English advice or recommendations from foreigners (Mean = 2.33) were rated as a low level of problem. The total mean score of problem of listening skill was 2.51 and this skill was rated at a moderate level of problem.

The results of writing skill identified that writing English speeches and writing MOU/ agreements/ regulations and principles had the same mean score at 2.89, followed by writing English minutes of meetings (Mean = 2.87) and writing English articles or academic articles (Mean = 2.76), and these three situations were rated at a moderate level. The mean score of writing formal mail and e-mail in English was 2.29

and it was rated as a low level of problem. The total mean score of problems of writing skill was 2.28 and the participants indicated it as a low level of problem.

Regarding speaking skill, the participants had problems making English speeches (Mean = 2.84) and having a conversation with foreigners in academic or international meetings (Mean = 2.69). The participants identified these two situations as a moderate level of problem. However, giving advice or suggestions in English to foreigners (Mean = 2.44), having a telephone conversation with foreigners (Mean = 2.42) and having a face-to-face conversation with foreigners (Mean = 2.33) were rated as a low level of problem. The total mean score of speaking skill problems was 2.12, rated as a low level of problem.

Reading skill was the least problematic for the participants. They had problems about reading MOU/ agreements/ regulations and principles (Mean = 2.51) and reading English documents in academic or international meetings (Mean = 2.29), ranked as moderate problems. Reading English articles or academic articles (Mean = 2.16) was rated as a low-level problem. Reading mail and e-mail in English (Mean = 1.84) was rated as a very low-level problem. The total mean score of writing problems was 1.76, indicating a low level of problem.

5.3 Discussion

There were many points which revealed the details about needs and problems of using English communication skill for the participants. The discussion of the results answers the following research questions:

5.3.1 What are the needs of Thai officers working in an International Relations Department when using English skills in the workplace?

For the first question, the results from the questionnaires revealed that all four English basic skills were needed by the participants at a high level. However, all of the four skills were necessary for working in an International Relations Department. The outcome showed that listening skill was indicated as the most needed English skill by the participants. The situations concerning the needs included listening to English presentations and listening to issues in English in academic or international meetings. Moreover, the participants used these skills in the situations of listening to English

speeches, having English conversations with foreigners and listening to English advice or recommendations from foreigners. The findings relate to the studies of Eamjoy (2015), which indicated that listening skill is the most needed skill of Thai secretaries at the Women Secretaries and Administrative Professionals Association of Thailand (WSAT), and Tangniam (2006) which showed that Thai Airways ground staff rated listening as extremely needed.

For reading skill, the participants rated these skills as high-level needs. The result showed that reading mail and e-mails in English and reading MOU/ agreements/ regulations / and principles were rated as very high-level needs. But the other situations of reading skills that the officers needed in their work were reading English articles or academic articles and reading English documents in academic or international meetings. The finding that reading skill was not the most difficult skill for the participants differs from the study of Phensiri (1999), which showed that reading skill was the most important need for the government officials working at Ministry of Education.

For speaking skill, the participants indicated speaking skills as a high level of need. The results showed that having a face-to-face conversation with foreigners was rated as a very high-level need. Having a telephone conversation with foreigners, having a conversation with foreigners in academic or international meetings, giving advice or suggestions in English to foreigners and making a speech in English were also rated as high-level needs. This contrasts with the studies of Khocharatana (2017), which discovered that speaking skill was the most vital needed skill of government officers at the Royal Thai Army in Thailand, and Ranaut (2018), which showed that writing skill was important to the employees for doing business.

Writing skill was the least needed by the participants. They rated writing mail and e-mails at very high-level need. On the other hand, writing English speeches, writing English minutes of meetings and writing English articles or academic articles and writing MOU/ agreements/ regulations and principles were the situations which the officers rated as high-level need. This result differs from the study of Hirunburana (2015), which indicated that writing skill was an important need for employees who worked in various companies in Thailand.

5.3.2 What are the problems of Thai officers working in an International Relations Department when using English skills in the workplace?

For the second question, the outcomes from questionnaires showed that listening skill was the most problematic for the participants and it was indicated as a moderate level of problem. Listening to issues in English in academic or international meetings, listening to English conversations with foreigners on telephone and listening to English speech were rated as a moderate level of problems. For listening to face-to-face English conversation with foreigners, listening to English presentations and listening to English advice or recommendations from foreigners, there were many causes of the problems such as different accents of the foreigners from different countries including speed of speaking. This study confirms the findings of Eamjoy (2015), which showed that listening skill was the biggest problem of Thai secretaries at The Women Secretaries and Administrative Professionals Association of Thailand (WSAT).

For writing skill, the problems were indicated to be at a low level. The problems were about writing English speeches, writing MOU/ agreements/ regulations / and principles, writing English minutes of meetings and writing articles or academic articles in English and the participants rated them at a moderate level of problem. While writing formal mail and e-mails in English were a low-level problem. The primary causes of writing skill problems were grammar because the participants had to use many tenses in their work. For vocabulary, the participants had to use suitable words, and sometimes they used technical terms. Translation of documents from Thai into English and English to Thai skills of writing were another problem of the participants. This finding is similar to the studies of Hirunburana (2015), which showed that writing was an important problem of the employees in one organization, and the study of Decharotchanawirun (2015), which identified that writing skill was an essential skill for the employees at the Classic Chairs Company.

For speaking skill, the participants rated it as a low-level problem. The problems about making a speech and having a conversation with foreigners in academic or international meetings were indicated at a moderate level. On the other hand, giving advice or suggestions in English to foreigners, having a telephone conversation with foreigners and having a face-to-face conversation with foreigners were indicated as

low-level problems. The main reasons for the problems were the participants did not understand what the foreigners said, especially when they acted as an interpreter. When the officers listened to the interlocutor, they could not reply to them immediately. They needed a few minutes to think about what they should say. Moreover, they worried about using grammar and they had insufficient knowledge about vocabulary especially technical terms. Additionally, they were not sure what they said was correct. This finding accords with the results of the studies of Khocharatana (2017), which showed that speaking skill was the most difficult English communication skill for officers in a public organization, and Siwayingsuwan (2015), which discovered that the tourist police officers at Suvanrabhum Airport had problems applying speaking skills.

The participants rated reading skill as the least problematic skill and it was indicated at a very low level of problem. Reading English documents in academic or international meetings and reading MOU/ agreements/ regulations and principles were rated as a moderate problem. Reading English articles or academic articles was rated as low level of problem. Reading mail and e-mails in English was rated as a very low level of problem. The causes of problems were that they were not good in grammar and also lacked of knowledge of vocabulary, especially technical vocabulary such as legal terms when reading MOU or agreements. The findings were similar to the study of Chen (2009), which showed that learners faced many problems in speaking English

5.4 Conclusion

It can be concluded that both the most needed and most problematic skill in English communication skills for the participants was listening.

There are top three rankings for listening skill needs were listening to face-to-face conversations with foreigners, listening to presentations, listening to English conversations with foreigners on the telephone and listening to English advice or recommendations from foreigners.

The top three rankings of the problems for work activities were listening to issues in English in academic or international meetings, listening to English conversations with foreigners on the telephone, listening to English speeches and listening to face-to-face English conversations with foreigners.

From the study, it can be concluded that all four English communication skills are vital to the officers working in the International Relations Department. Most of their work activities require them to use English language skills. This study can help the organization know about the real needs and problems of their officers, enabling them to come up with suitable solutions for each skill that they have problems with. However, the organization should encourage their officers to always practice using English in the office by making the staff use English during their worktime. Moreover, the organization should find consultants to help them when they have problems about using their English communication skills. The participants thought that the organization should provide English communication guidelines that are easy to understand for the officers in case of facing problems about using English communication skills. In addition, the officers needed their organization to provide short courses on the four English communication skills especially writing skill, such as writing official letters and speeches, and also a speaking and listening course to increase the confidence of the officers when they work with foreigners.

5.5 Recommendations for further study

The recommendations for further studies are as follows:

5.5.1 This study used only a close-ended and open-ended questionnaires as the instrument to identify the needs and problems of the officers using English communication skill in the workplace. In order to gather more in-depth data in further study, the researcher could employ a mixed method by using both questionnaires and interviews, which would help the researcher obtain more details.

5.5.2 This study only focused on officers working in an International Relations Department. Further study on similar topics may be done with people in different career fields.

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The seal of Thammasat University is a circular emblem. It features a central five-tiered umbrella (parasol) above a lotus flower. The lotus is flanked by two crossed swords. The entire emblem is encircled by a ring containing the university's name in Thai script at the top and "THAMMASAT UNIVERSITY" in English at the bottom, separated by small star-like symbols.

APPENDICES

APPENDIX A
QUESTIONNAIRE
NEEDS AND PROBLEMS OF ENGLISH COMMUNICATION SKILL FOR
OFFICERS WORKING IN
INTERNATIONAL RELATIONS DEPARTMENT

These questionnaires are part of Master of Arts in Career English for International Communication Program, Language Institute of Thammasat University. The objective of this research is to study “Needs and Problems of English Communication Skill for Officers Working in International Relations Department”. The answer of these questionnaires will not be disclosed and data will be presented in overall. Thank you for your kind cooperation.

The Questionnaires are divided into 3 parts:

Part 1 General Background of Participants

Part 2 Needs and Problems of English Communication Skills in the workplace

Part 3 Suggestion about English Communication Skills in the Workplace

Part 1 General Background of Participants

1. Gender

☐ Male

☐ Female

2. Ages

☐ 20-30 years

☐ 31-40 years

☐ 41-50 years

☐ 51-60 years

3. Highest Education

☐ Bachelor Degree

☐ Master Degree

☐ Doctoral Degree

☐ Others (Please Specify)

4. Major

- ☐ English
- ☐ Others (Please Specify)

5. Work Experiences in International Relations Department

- ☐ Less than 5 years ☐ 5-10 years ☐ 11-15 years
- ☐ More than 15 Years

6. Current Position

- ☐ Foreign Relations Officer
- ☐ Practitioner Level ☐ Professional Level
- ☐ Senior Professional Level ☐ Expert Level
- ☐ Educational Officer
- ☐ Practitioner Level ☐ Professional Level
- ☐ Senior Professional Level ☐ Expert Level
- ☐ Policy and Planning Analyst
- ☐ Practitioner Level ☐ Professional Level
- ☐ Senior Professional Level ☐ Expert Level

7. What is your basic knowledge of English communication level?

English language Skills Level	5 Very Good	4 Good	3 Fair	2 Not Good	1 Not Very Good
Listening Skill					
Speaking Skill					
Reading Skill					
Writing Skill					

Part 2 Needs and Problems of English Communication Skills in the workplace

5 = Very Good

4 = Good

3 = Fair

2 = Little

1 = Very Little

Needs Level of using English communication skills in the workplace					Situation	Problems Level of using English communication skills in the workplace				
1. Listening Skills										
5	4	3	2	1		5	4	3	2	1
					1.1 Listening to face-to-face English conversation with foreigners					
					1.2 Listening English conversation with foreigners on telephone					
					1.3 Listening to English Presentation					
					1.4 Listening to English speech					
					1.5 Listening to English advices or recommendations from foreigners					
					1.6 Listening to issues in English in academic or international meeting					
					1.7 Others.....					
2. Speaking Skills										
5	4	3	2	1		5	4	3	2	1
					2.1 Making a face-to-face conversation with foreigners					
					2.2 Making a telephone conversation with foreigners					

					2.3 Making a conversation with foreigners in academic or international meeting					
					2.4 Making a speech in English					
					2.5 Giving advices or suggestions in English to foreigners					
					2.6 Others.....					
3. Reading Skills										
5	4	3	2	1		5	4	3	2	1
					3.1 Reading an English articles or academic article					
					3.2 Reading mails and e-mail in English					
					3.3 Reading English document in academic or international meeting					
					3.4 Reading MOU/ agreements/ regulations and principles					
					3.5 Others					
4. Writing Skills										
5	4	3	2	1		5	4	3	2	1
					4.1 Writing formal mail and e-mail in English					
					4.2 Writing English speeches					
					4.3 Writing English minute of meeting					
					4.4 Writing articles or academic articles in English					
					4.5 Writing MOU/ agreements/ regulations and principles					
					4.6 Others					

Part 3 Suggestion about English Communication Skills in the Workplace

1. What situation do you use English communication most in your workplace?

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2. What is your problem about using English communication skills in your workplace?

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3. Do you have any comments or suggestions about using English communication skills in your workplace?

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APPENDIX B

แบบสอบถาม

ความจำเป็นและปัญหาในการใช้ทักษะภาษาอังกฤษเพื่อการสื่อสารของเจ้าหน้าที่

ปฏิบัติงานด้านความสัมพันธ์ต่างประเทศ

แบบสอบถามนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อศึกษาความจำเป็นและปัญหาการใช้ภาษาอังกฤษในที่ทำงาน คำตอบและข้อมูลของท่านจะถูกเก็บเป็นความลับ และการนำเสนอข้อมูลจะนำเสนอเป็นภาพรวมเท่านั้น คำตอบของท่านมีส่วนช่วยให้การศึกษาครั้งนี้สำเร็จลุล่วง ขอขอบพระคุณอย่างยิ่งในความร่วมมือของท่านมา ณ โอกาสนี้

แบบสอบถามชุดนี้แบ่งออกเป็น 3 ส่วนคือ

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ความคิดเห็นเกี่ยวกับความจำเป็นและปัญหาในการใช้ภาษาอังกฤษในที่ทำงาน

ส่วนที่ 3 ความคิดเห็นเพิ่มเติม

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

1. เพศ

☐ ชาย

☐ หญิง

2. อายุ

☐ 20-30 ปี

☐ 31-40 ปี

☐ 41-50 ปี

☐ 51-60 ปี

3. ระดับการศึกษาสูงสุด

☐ ปริญญาตรี☐ ปริญญาโท☐ ปริญญาเอก☐ อื่นๆ (โปรดระบุ)

4. วิชาเอกที่จบ

☐ อังกฤษ☐ อื่นๆ (โปรดระบุ).....

5. ระยะเวลาทำงานในตำแหน่งนี้

☐ ต่ำกว่า 5 ปี☐ 5-10 ปี☐ 11-15 ปี☐ มากกว่า 15 ปี

6. ตำแหน่งในปัจจุบัน

☐ นักวิเทศสัมพันธ์☐ ปฏิบัติการ☐ ชำนาญการ☐ ชำนาญการพิเศษ☐ เชี่ยวชาญ☐ นักวิชาการศึกษา☐ ปฏิบัติการ☐ ชำนาญการ☐ ชำนาญการพิเศษ☐ เชี่ยวชาญ☐ นักวิเคราะห์นโยบายและแผน☐ ปฏิบัติการ☐ ชำนาญการ☐ ชำนาญการพิเศษ☐ เชี่ยวชาญ

7. ท่านคิดว่าท่านมีความรู้พื้นฐานในการใช้ภาษาอังกฤษในระดับใด

ระดับความรู้ภาษาอังกฤษ	5 ดีมาก	4 ดี	3 พอใช้	2 ไม่ดี	1 ไม่ดีมาก
การฟัง					
การพูด					
การอ่าน					
การเขียน					

ส่วนที่ 2 ความจำเป็นและปัญหาในการใช้ภาษาอังกฤษในที่ทำงาน

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

ระดับความจำเป็นในการใช้ภาษาอังกฤษ					สถานการณ์ในการใช้ภาษาอังกฤษ	ระดับของปัญหาในการใช้ภาษาอังกฤษ				
1. ทักษะการฟัง										
5	4	3	2	1		5	4	3	2	1
					1.1 ฟังบทสนทนาภาษาอังกฤษกับชาวต่างประเทศ					
					1.2 ฟังบทสนทนาเป็นภาษาอังกฤษทางโทรศัพท์					
					1.3 ฟังการนำเสนองานเป็นภาษาอังกฤษ					
					1.4 ฟังสุนทรพจน์เป็นภาษาอังกฤษ					
					1.5 ฟังคำแนะนำและคำปรึกษาเป็นภาษาอังกฤษจากชาวต่างชาติ					
					1.6 ฟังประเด็นการประชุมทางวิชาการและการประชุมนานาชาติเป็นภาษาอังกฤษ					
					1.7 อื่นๆ					
2. ทักษะการพูด										
5	4	3	2	1		5	4	3	2	1
					2.1 พูดสนทนากับชาวต่างชาติเป็นภาษาอังกฤษ					
					2.2 พูดสนทนาภาษาอังกฤษทางโทรศัพท์					
					2.3 พูดสนทนาเป็นภาษาอังกฤษในที่ประชุมทางวิชาการหรือการประชุมนานาชาติ					
					2.4 พูดสุนทรพจน์เป็นภาษาอังกฤษ					

					2.5 พุดให้คำแนะนำและคำปรึกษาเป็นภาษาอังกฤษกับ ชาวต่างชาติ					
					2.6 อื่นๆ					
									
3. ทักษะการอ่าน										
5	4	3	2	1		5	4	3	2	1
					3.1อ่านบทความหรือบทความทางวิชาการเป็นภาษาอังกฤษ					
					3.2 อ่านจดหมายหรืออีเมลเป็นภาษาอังกฤษ					
					3.3 อ่านเอกสารการประชุมทางวิชาการ หรือการประชุม นานาชาติ					
					3.4 อ่านความร่วมมือ/ MOU/ ข้อตกลง/ ระเบียบ/ หรือ ข้อบังคับต่างๆ เป็นภาษาอังกฤษ					
					3.5 อื่นๆ					
									
4. ทักษะการเขียน										
5	4	3	2	1		5	4	3	2	1
					4.1เขียนจดหมาย/ อีเมล ได้ตอบเป็นภาษาอังกฤษ					
					4.2 เขียนสุนทรพจน์เป็นภาษาอังกฤษ					
					4.3 เขียนรายงานการประชุมเป็นภาษาอังกฤษ					
					4.4 เขียนบทความ หรือบทความทางวิชาการเป็นภาษาอังกฤษ					
					4.5 เขียนความร่วมมือ/ MOU/ ข้อตกลง/ ระเบียบ/ หรือ ข้อบังคับต่างๆ เป็นภาษาอังกฤษ					
					4.6 อื่นๆ					
									

ส่วนที่ 3 ความคิดเห็นเพิ่มเติม

1. ท่านคิดว่าท่านมีความจำเป็นในการใช้ภาษาอังกฤษในที่ทำงานในสถานการณ์ใดบ้าง โปรดอธิบาย

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2. ท่านคิดว่า ท่านมีปัญหาในการสื่อสารเป็นภาษาอังกฤษในที่ทำงานในเรื่องใด โปรดอธิบาย

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3. ท่านมีข้อคิดเห็นและข้อเสนอแนะในการสื่อสารเป็นภาษาอังกฤษในที่ทำงานเพิ่มเติมใดบ้าง โปรดอธิบาย

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BIOGRAPHY

Name	Miss Thapanee Utaiwan
Date of Birth	16 October 1977
Educational Attainment	2001: Bachelor Degree of Arts
Work Position	Foreign relations officer, Policy and Planning Bureau Office of the Basic Education Commission, Ministry of Education
Scholarship	-
Publications	-
Insert basing on reference style	-
Work Experiences	2014-2018: Foreign Relations Officer Bureau of International Highways Cooperation Department of Highways, Ministry of Transport