



**NEEDS ANALYSIS OF ENGLISH SKILLS FOR THAI  
RESORT WORKERS IN KOH SAMET, THAILAND**

**BY**

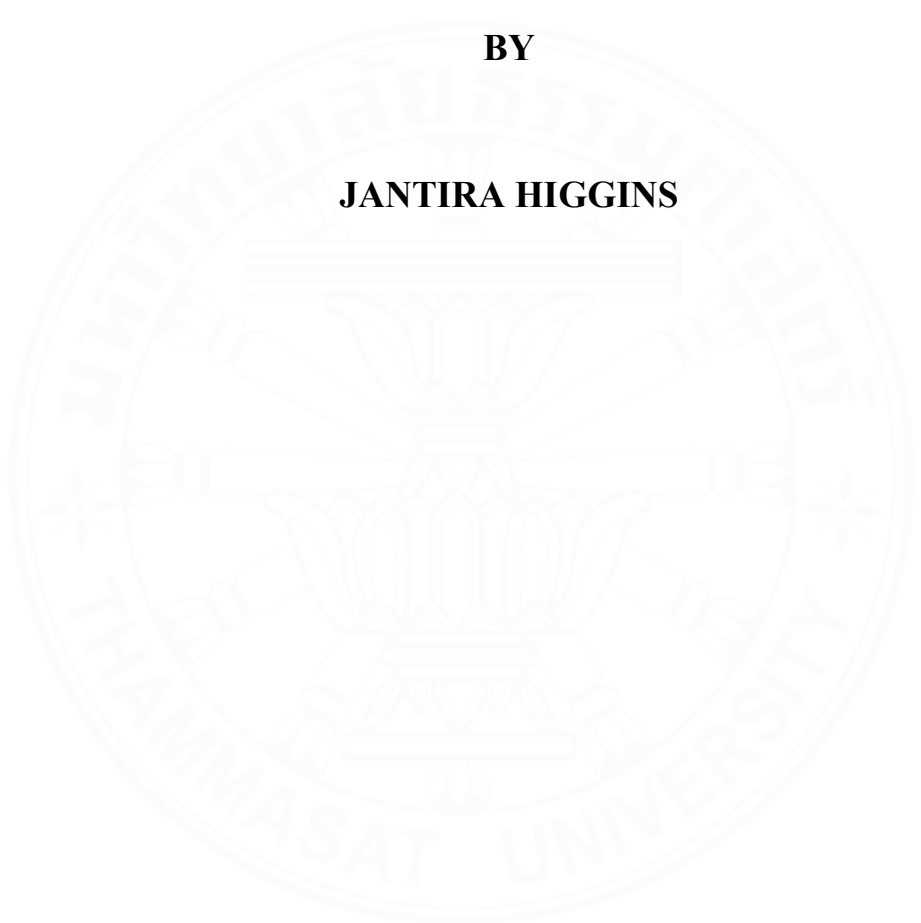
**JANTIRA HIGGINS**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS IN CAREER ENGLISH FOR  
INTERNATIONAL COMMUNICATION  
LANGUAGE INSTITUTE  
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ENTITLED

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

on July 19, 2023

Chairman



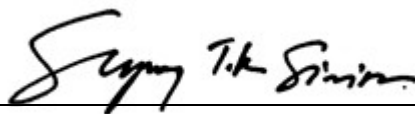
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Independent Study Title	NEEDS ANALYSIS OF ENGLISH SKILLS FOR THAI RESORT WORKERS IN KOH SAMET, THAILAND
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Degree	Master of Arts
Major Field/Faculty/University	Career English for International Communication Language Institute Thammasat University
Independent Study Advisor	Panna Chaturongakul, Ph.D.
Academic Year	2022

## ABSTRACT

The aim of this study was to investigate use of English language skills, identify the problems encountered, and propose solutions for successful English communication among Thai resort workers in Koh Samet, Rayong Province, Thailand. The research included 56 participants currently employed in various roles in Koh Samet's resorts, specifically from the reception and server departments. A questionnaire and semi-structured interviews were employed to gather both quantitative and qualitative data. Quantitative data were analyzed using measures such as arithmetic mean, standard deviation, and percentage, while qualitative data were analyzed through a content analysis. The findings highlighted that the most essential skills, according to the participants, were listening and speaking. These skills were crucial for understanding customer needs, comprehending different accents, and providing detailed information about room features and facilities. Speaking difficulties emerged as the most challenging problems, hindering resort workers' effective interactions with foreigners. They struggled when giving directions on a map, often unable to provide clear and detailed explanations. Additionally, the open-ended questions in the questionnaire and semi-structured interviews revealed that participants relied on self-learning through online media to enhance their English proficiency. They actively sought opportunities to practice these communicative skills by watching English news and movies and also listening to English music. Overall, the study emphasizes the significance of improving

listening and speaking skills among Thai resort workers. It also highlights the need for targeted language training programs and encourages the utilization of online resources for self-guided learning.

**Keywords:** needs and problems, English language skills, Thai resort workers



## ACKNOWLEDGEMENTS

This research paper would not have been successful without the help and support of many people.

First of all, I would like to express my sincere gratitude to my advisor, Dr. Panna Chaturongakul, for her kind assistance and valuable advice throughout this study.

Secondly, I am grateful to my wonderful participants and managers from the resort included in this study for their time and cooperation to complete the questionnaires. In addition, my thanks also go to my dear friends for their considerable encouragement.

Last but not least, I owe a lot to my family for their love, care, support, and encouragement throughout the two years of my MA studies. Without their support, I could not have studied at Thammasat University. I greatly appreciate their kindness as well as their understanding.

Jantira Higgins

## TABLE OF CONTENTS

	Page
ABSTRACT	(1)
ACKNOWLEDGEMENTS	(2)
LIST OF TABLES	(6)
LIST OF ABBREVIATIONS	(7)
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Objectives	3
1.3 Research Questions	3
1.4 Definitions of Key Terms	4
1.5 Scope of the Study	4
1.6 Significance of the Study	4
1.7 Organization of the Study	5
CHAPTER 2 REVIEW OF LITERATURE	6
2.1 The importance of English Language skills in Resort Business	6
2.1.1 English Language Skills	7
2.2 English for Specific Purposes: ESP	8
2.2.1 English for Occupational Purposes (EOP)	10
2.3 Needs Analysis	10
2.4 Problem in using English in the tourism workplace	11
2.5 Related Research	12

CHAPTER 3 RESEARCH METHODOLOGY	15
3.1 Participants and populations	15
3.2 Research Instruments	15
3.2.1 Questionnaire	15
3.2.2 Semi-structured interview	17
3.3 Research Procedures	17
3.3.1 Research Design	17
3.3.2 Data Collection	17
3.4 Data Analysis	18
CHAPTER 4 RESULTS	19
4.1 Background Information Of The Participants (Demographic)	19
4.2 Findings on the level of and Needs in using English at the workplace: Self-evaluation	24
4.3 Finding on the problems of using English language skills at the workplace.	28
4.4 Findings from the open-ended questions	31
4.5 Findings from the interviews	34
4.5.1 Needs of English language skills for Thai resort worker	35
4.5.2 The problems with English language skills among resort worker	35
4.5.3 Ways to improve English skills	36
CHAPTER 5 DISCUSSION, CONCLUSION AND RECOMMENDATIONS	38
5.1 Summary of the Results	38
5.1.1 Demographic data of the respondents	38
5.1.2 Needs in English language skills of the respondents	38

5.1.3 Problems in English language skills of the respondents	40
5.1.4 Ways to improve English language skills	41
5.2 Discussion	42
5.2.1 Needs of using English language skills at work	42
5.2.2 Problems in Using English Language Skills at Work	43
5.2.3 Ways to improve English language skills	43
5.3 Conclusion	44
5.4 Implications	45
5.5 Recommendations	45
REFERENCES	47
APPENDICES	50
APPENDIX A	51
APPENDIX B	63
APPENDIX C	75
APPENDIX D	76

**LIST OF TABLES**

Tables	Page
4.1 Demographic Information	20
4.2 Work experience	21
4.3 Current position/department	21
4.4 Frequency of Participation in English with Foreigners	22
4.5 Experience studying or staying abroad	22
4.6 Years of Studying English	23
4.7 Level of English Skills	23
4.8 Respondents use of English at the workplace	25
4.9 Respondents problems in using English at the workplace	28
4.10 Ways to improve English language Skills	31
4.11 Time of learning English (hours/per day)	32
4.12 Additional recommendations on an English language training course	33

## LIST OF ABBREVIATIONS

<b>Symbols/Abbreviations</b>	<b>Terms</b>
ESP	English for Specific Purposes
EOP	English for Occupational Purposes



# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

English is becoming increasingly important in today's world. More than 53 countries use English. (The British Council, 2020). English also designated as one of the primary languages of communication. We cannot deny the importance of the English language as a part of daily life of people around the world (Galloway and Heath, 2015). Thailand is one of the most popular tourism attractions, recording a total of 40 million tourists in 2019, ranking 5th in the world (World Tourism Organization). The country is well-known for its diverse cultural uniqueness, which includes cuisine to beautiful landscapes, beaches, and a cultural tradition. The tourism sector is one of the most important economic sectors in Thailand. (Department of Tourism and Sports, 2019). This can create opportunities and significant business developments for Thai tourism sector. The number of hotels and service businesses each year are increasing.

The target for this study was Rayong Province in Eastern Thailand, Every year, a large number of Thai and foreign tourists visit. Rayong Province is beautiful and abundant in natural resources. There is a variety of historical sites and national parks, mountains, waterfalls, long beaches, and beautiful islands, especially Koh Samet, famous for its beautiful white sand beaches. Koh Samet is a popular weekend destination for Thais and Westerners, there are dozens of beach resorts, bars, and restaurants on almost every beach. In 2017, data from the Ministry of Tourism and Sports showed that the number of tourists totaled 7,319,489, divided into 6,792,732 Thai nationals and 527,216 foreigners, generating more than 33,811.36 million baht. Foreign tourists came from China, the United States, Japan, Korea and United Kingdom (Rayong Governor's Office, 2562). In addition, hotels and resorts business are rapidly developing to serve the growing number of tourists each year.

The resorts are divided into five sections; fronts desk, servers, housekeeping and maintenance and guest services. English language is used for communication with foreigner customers; therefore, the English language is an important tool for communication (Walker, 2011). There are two main departments within a resort:

receptions and servers. Resort workers in each department have different duties and responsibilities, emphasizing the importance of English language proficiency for hotel staff. The front desk is primarily responsible for assigning visitors to hotel rooms or other accommodations, handling package deliveries, managing reservations, collecting payments, and addressing inquiries about the resort. Phone operators man the resort's switchboard, answering calls and occasionally taking reservations. Receptionists play a crucial role in the hotel industry, as they are responsible for creating a positive first impression on foreign visitors by welcoming them, providing information about the hotel and its amenities, and offering suggestions for nearby tourist attractions. Effective communication with foreign visitors is key to successful hotel business, as receptionists facilitate interactions and ensure guests' needs are met. According to Andrews (2013), front desk staff greet guests, sell rooms, handle registrations and key payments, answer questions, provide hotel information, address guest complaints, gather expense information, and coordinate with other departments.

Another significant department in the resort sector is the one dedicated to servers, including waiters and waitresses. Whether it's simple buffets or elaborate gourmet dinners, every resort provides food and beverage services. Waiters and waitresses are essential for serving meals to resort guests in dining rooms and restaurants. When dealing with large parties, bussers assist with setting and clearing tables, as well as supporting the wait staff in food service. They may also be responsible for restocking bread baskets and water glasses. Dishwashers ensure that plates, glasses, utensils, and other cooking or serving tools are cleaned. Hosts and hostesses, besides managing phone reservations for dinner, direct customers to their tables. They carefully rotate table occupancy to ensure fair distribution among the wait staff. Prep cooks, sous chefs, and executive chefs prepare all meals served at the resort, with renowned resorts often employing top chefs known for their culinary expertise. Bartenders mix and serve alcoholic cocktails.

Thai resort workers are required to speak English when interacting with customers. Effective communication requires proficiency in all four aspects of English language: speaking, listening, reading, and writing. Speaking and listening abilities are crucial for face-to-face communication with guests, while reading and writing skills come into play when dealing with documents and interacting with colleagues. Workers

with limited English proficiency may experience communication challenges. Additionally, in countries where English is not the native language, issues with English usage among hotel and tourism workers can arise. English plays a vital role as the language of the globalized business world, particularly in industries such as hotels and tourism. Since hotels and resorts cater to guests and employees from diverse nationalities and cultures, English proficiency is often a requirement for workers. However, some employees who do not speak English may struggle to understand simple instructions and information.

The purpose of this study is to examine the use of English language skills, identify challenges in using English, and propose solutions to enhance the successful use of English by Thai resort workers on Koh Samet, Rayong Province, Thailand.

## **1.2 Research Objectives**

These were the objectives of the research:

- 1) To study the English language skills that Thai resort workers need in order to provide service at their resort
- 2) To investigate the problems that Thai resort workers encounter when using English at work
- 3) To examine how Thai resort workers use and learn to improve their English language skills on their own terms

## **1.3 Research Questions**

This study aims to answer the following research questions:

- 1) What are English language skills that Thai resort workers needs in order to provide service at their resort?
- 2) What are the problems that Thai resort workers encounter when using English at work?
- 3) How do Thai resort workers improve their English language skills?

#### 1.4 Definitions of Key Terms

The definitions of terms in this study are as follows:

- 1) **English language use** is defined as the four English skills: speaking, listening, reading, and writing.
- 2) **Problems of English language** refer to a problem that arises for Thai resort workers in using the English language.
- 3) **Needs** refers to English language skills that the resort workers need to use.
- 4) **The target setting** resort refers to a place at which tourists stay by the sea and use other services, such as snorkeling, kayaks, fishing activities, and spa services
- 5) **Resort workers** are the participants of this study. They have Thai nationality and speak Thai. They worked in two sections: servers and receptionists at resorts on Koh Samet.

#### 1.5 Scope of the Study

The scope of this study focuses on resort workers' difficulties and their improvement of English language skills.

This study used a questionnaire in which participants were asked how they use their English language skills to communicate with foreign consumers. This study focuses on the English abilities that Thai resort workers require, the issues they face, and how they can improve their English skills, such as listening, speaking, reading, and writing. As a data gathering instrument, the researcher employed open-ended questions in Thai.

#### 1.6 Significance of the Study

- 1) This study can help investigate the needs and abilities of Thai resort workers in regard to using English language skills at work.
- 2) The findings of the study may provide useful information to assist all Thai resort workers, organization, or the tourism industry to understand the challenges and the significance of using English at work.
- 3) The results can be used as a guideline for the tourism industry, resorts, and hotel organizations to find out methods or training for HR to improve their workers' English ability.

### **1.7 Organization of the Study**

This study investigates the needs and problems that Thai resort workers in resorts on Koh Samet, Rayong Province.

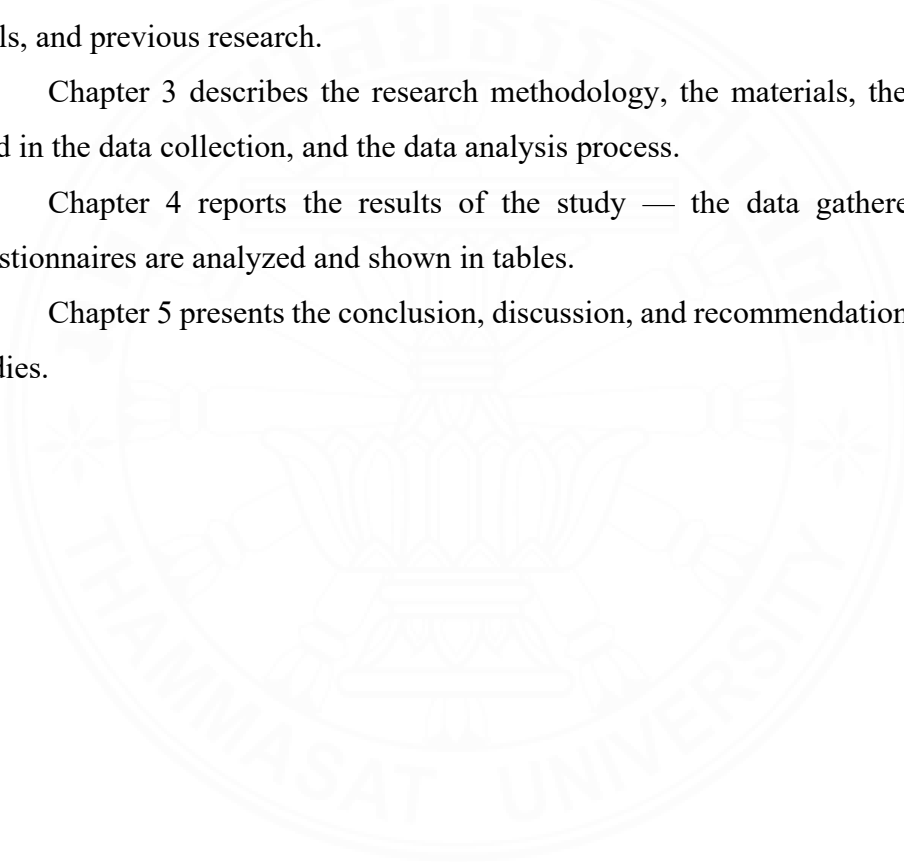
Chapter 1 presents the background of the study, research questions, objectives of the study, definition of terms, scope of the study, significance of the study, limitations, and organization of the study.

Chapter 2 describes the review of the related literature to the study, consisting of the concept of English language skills, needs and problems in using English language skills, and previous research.

Chapter 3 describes the research methodology, the materials, the procedures used in the data collection, and the data analysis process.

Chapter 4 reports the results of the study — the data gathered from the questionnaires are analyzed and shown in tables.

Chapter 5 presents the conclusion, discussion, and recommendations for further studies.



## **CHAPTER 2**

### **REVIEW OF LITERATURE**

In reviewing the literature to develop a theoretical framework for this research, several language and communication-related concepts and theories have been considered. Among these, needs analysis, the challenges of using English language skills, and the specific needs of Thai resort workers who communicate with foreigners in English are relevant concepts that contribute to addressing the research question. The following sections delve further into these concepts:

This paper is divided into four main parts. Part 2.1 explores the significance of English language skills in the resort business, focusing on speaking, listening, reading, and writing skills for Thai resort workers who use English to communicate with foreigners. Part 2.2 investigates the needs analysis to identify areas for potential improvement in the English communication skills of Thai resort workers. In Part 2.3, a review is conducted on the specific purposes of using English in the context of the tourism industry. Part 2.4 examines the challenges and problems associated with using English language skills, considering the research participants who are part of the tourism industry. Finally, the chapter concludes with section 2.5, which presents relevant empirical studies related to the topic.

#### **2.1 The Importance of English Language Skills in the Resort Business**

Nowadays, English in the tourism industry is important for workers to communicate, negotiate, and execute with tourists because tourism is one of Thailand's fastest-growing industries and plays a significant part in the Thai economy. Therefore, English language skills must improve. Leslie & Russell (2006) emphasize the pivotal role of English language in the tourism industry. Fluency in English is a prerequisite for anyone working in the tourism and hospitality sectors. Wiriyachitra (2004) highlights the shortage of skilled personnel proficient in English in Thailand, leading to misunderstandings between customers and employees. Consequently, negative emotions and attitudes arise, resulting in frustration, conflict, and a reluctance to take responsibility for mistakes. This unpleasant working atmosphere, coupled with

communication breakdowns, leads to costly damage control, wasted time, job setbacks, and production delays. Immediate and accurate comprehension is crucial for effective communication. Thai resort workers who are not native English speakers may encounter challenges in communicating efficiently with foreigners in their workplace. Tipmontree (2007) identifies key concerns expressed by Thai employees interacting with foreign customers, including difficulties in understanding inquiries, frequent pauses during conversations, limited fluency, grammatical errors, unfamiliarity with foreign accents, and a lack of confidence while speaking. Listening, speaking, reading, and writing are the four essential English language skills that all workers must employ in their respective roles.

### ***2.1.1 English Language Skills***

Speaking is an activity used to communicate between two or more people, a speaker and a listener (Widdowson, 1989) This skill is one of the four skills that is required for efficient communication in any language. Therefore, speaking skills are important skills for a person to communicate in daily life. In business, learning English speaking skills is an important skill and very necessary. However, Angwattanakul (1996, p. 167) indicates that speaking skills are complex language skills and are acquired by practice over a long time. All workers need to use English speaking skills, including the ability to ask and answer questions from international tourists both in person and over the phone. Speaking skills are used to explain information about the hotel room and services; provide information about tourist destinations; and suggest information about local delicacies in the vicinity (Kijpoonphol, 2019). The requirement is for front office workers to properly interact in English with non-Thai guests daily.

Listening is an important part of communication, and the distinctions between active hearing and passive listening can be observed in numerous facets of our development. Listening can enhance your social and professional knowledge and understanding, as well as your social skills. Brown (1994) discovered non-native speakers are unfamiliar with a significant number of words and vocabulary. People who listen to unfamiliar words are unable to recognize and detect the words. This problem occurs because they cannot understand words when they are listening. Resort workers who use English listening skills need to obtain at least a basic level of English listening

ability. Kijpoonphol (2019) asserts that this would bridge the communication gap between workers and tourists.

Reading skill is also an important skill to improve the quality of life, it helps to develop intellectual growth and play a part in driving society. According to Goodman (1967), reading is a psycholinguistic guessing game in which readers sample the text, generate hypotheses, confirm, or reject them, and so on. Workers use the reading skill to suggest menus to customers, reading information about the hotel, reading about guests, and reading customer booking documents (Meunchong & Kitjarak, 2020).

Writing skill is the act of grammatically and systematically modeling texts to express ideas. Texts are used by writers to engage with their readers. In contrast to speaking, in which the speakers interact with the listeners in a kind of give and take situation (Rajkumar, 2013). A person with good writing skills is always more successful at self-expression. Writing skill is the evidence of your intellectual level or the level of your ability in expression. Most workers need to write letters, both formal and informal, as well as short e-mail communications, take notes, produce reports, make short announcements, and flyers. Meunchong and Kitjarak (2020) indicate that workers use their English writing skill in writing customer documents, writing food items that guests order, replying to emails, writing room reservations and writing customer information during registration before staying in the hotel.

In this study, resort workers are required to utilize English language skills across four key aspects of their profession. They rely on their speaking and listening abilities to interact with foreign consumers, engaging in conversations both in person and over the phone. Additionally, their reading skills come into play as they handle emails and various documents related to their field of work. Moreover, their writing ability is essential for composing emails and other written materials pertaining to their professional responsibilities.

## **2.2 English for Specific Purposes: ESP**

Hutchinson and Waters (1987) discovered that the changing needs of the world have led to the adaptation of English language teaching methods, particularly English for Specific Purposes (ESP). This approach was developed to cater to the specific needs of learners in international business contexts. Hutchinson and Waters emphasize that

English for Specific Purposes focuses on tailoring language learning to meet the individual needs of learners, rather than being restricted to a specific language, method, or content of instruction. It revolves around addressing learner needs, whether they are educational or professional, and takes into account the learning context and teaching methods that aim to fulfill the specific requirements of students. ESP provides learners with language learning activities that align with their goals, offering a comprehensive and personalized learning experience.

English for Specific Purposes refers to teaching or learning English for particular occupations, such as tourism, hotel management, law, medicine, or general business. The purpose of learning English determines the language to be acquired, the vocabulary to be mastered, and the skills needed to excel in the chosen field. ESP is a methodology for teaching the language, as Robinson (1989) explains that "goal-oriented language learning" implies that students have a clear objective in mind, indicating that learners have a specific aim to achieve.

Robinson (1980) states that the professional use of business communication in the hotel industry is the main objective of ESP, allowing learners to use English skills at an operational level as effectively as their mother tongue. Johns and Dudley-Evans (2000) note that teaching English for specific purposes is distinct from teaching general English, as it responds to the requirements of specific occupations. In line with this idea, English for Specific Purposes caters to the language needs of specific careers and is often incorporated into vocational training programs to address the learners' professional expertise. It is not solely focused on language study but rather on the practical application of language skills, as emphasized by Mackay and Mountford (1978). Considering various concepts related to the meaning and characteristics of English for Specific Purposes, it can be concluded that ESP is a curriculum designed to meet the language needs of specific groups of learners, particularly in their chosen careers. Strevens (1988) adds that English for Specific Purposes refers to teaching English that caters to the learners' needs, encompassing topics and content that are relevant to their specific professions or purposes. Instruction may focus on specific skills such as listening and reading. McDonough (1984) further divides English for Specific Purposes into two categories: English for Academic Purposes and English for Occupational Purposes. Consequently, teaching English for specific purposes involves

tailoring English language instruction to align with the unique needs and characteristics of learners, recognizing the diversity among students. Educators have therefore developed various approaches to address these factors and ensure that teaching and learning are consistent with learners' specific needs.

### ***2.2.1 English for Occupational Purposes (EOP)***

English for Academic Purposes (EAP) focuses on English language learning as a tool for academic pursuits and acquiring knowledge in specific fields of study. It enables learners to use English effectively in their educational objectives.

English for Occupational Purposes (EOP) is a subset of English for Specific Purposes (ESP) that caters to learners who study English for work-related purposes. These courses are designed based on an analysis of learners' specific communication requirements in their workplaces. For example, a waiter serving foreign customers may need to describe menu items, understand and respond to requests and orders, and inquire about specific needs. Therefore, English for Specific Purposes emphasizes teaching English with a specific purpose, addressing the language needs of a particular group of learners. It differs from teaching general English by focusing on learners' specific needs and tailoring the teaching context and content accordingly. This approach acknowledges the learners' language usage in their respective situations. English for Specific Purposes provides a course of study that truly meets learners' needs (Robinson, 1980), attracting attention from students who increasingly utilize English in their professional communication, particularly in the hotel business, aiming to use English skills as effectively as their native language at the operational level.

In this study, needs analysis is considered one of the crucial steps in ESP, alongside curriculum design, material selection and production, teaching and learning, and program evaluation. The study takes into account the participants' requirements and interests, aiming to enhance their language skills in all four domains: listening, speaking, reading, and writing.

## **2.3 Needs Analysis**

English needs are the English language that required at work. It is a goal-oriented requirement. Professionals require English language skills because they must

use them in their daily jobs Robinson (1991). Nunan (1993) stated that there are two types of needs analysis: 1. Learner analysis is based on information about learners by asking the main question, what is the purpose of learners in language learning , and 2. Task analysis: identifying and systematizing the language skills required.

Hawkey (1980) highlights that needs analysis plays a crucial role in determining the language skills, functions, and forms required for effective English communication in the workplace. Similarly, Benech (1996) emphasizes the importance of studying learner needs in various contexts to guide the identification of English language teaching and learning content. This principle helps identify learners' specific language usage situations, teaching methods, and the language they desire and need within their organization. According to Brown (2016), needs analysis serves the purpose of meeting students' language learning requirements within the institutional context that influences their learning.

In this paper, the researcher aims to investigate the utilization of English language skills by front desk and server employees in Thai resorts. The study will also examine the needs and desires of these employees in terms of enhancing their language skills across listening, speaking, reading, and writing. The research will survey and analyze the English language requirements and challenges faced by Thai resort workers at Koh Samet, Rayong province, in their daily work. Furthermore, the study will propose solutions to address these issues and identify ways to enhance the staff's English proficiency, thus creating opportunities for their career advancement.

#### **2.4 Problem in Using English in the Tourism Workplace**

Language efficiency problems are at the basis of these issues. Communication challenges are exacerbated by language barriers and individual differences. According to Viboolphant (2005), the barriers to communication and the causes of communication problems in business occur when the individual receiving the information does not grasp what has been said. Furthermore, Thais have minimal chances to communicate in English with foreigners (Khamkhien, 2010). There are numerous types of English language communication challenges that arise when salespeople interact with international consumers, including wording, phrases, spelling, conveying ideas, grammar, cultural differences, background, and deficiencies in the four English

language abilities. According to Krizan, Merrier, and Jones (2002), the key language hurdles are (1) the choice of words, (2) denotative vs connotative meaning, (3) language syntax, and (4) spelling, punctuation, and sentence structure.

Philips (1977) points out that when receptionists answer the phone or spoke to guests, they should have a vast spoken vocabulary, as well as perfect grammar and word pronunciation. The attention of the listener is diverted when there are grammatical errors, difficulties in pronouncing words, or a restricted vocabulary. It might be challenging to hear and comprehend some words when spoken by people whose native languages are not English because of the various accents they use. There are certain guests whose rapid speech makes it challenging to understand what they are saying. According to Nutt (2009), spending time in an environment where English is spoken is one of the best ways to improve one's English speaking and listening skills. People can gradually increase their ability to speak and understand English if they are constantly exposed to the language through hearing and speaking it on a day-to-day basis. Also, as they continue to take in information and listen, they will develop a greater sense of self-assurance.

Furthermore, when using English language, certain barriers cause communication between the speaker and the listener to fail. Because of the issues raised, the focus of this research was on the English language use by Thai resort workers in Koh Samet, as well as the issues they encounter.

## **2.5 Related Research**

This part reviews four previous research studies along with a summary:

Chaminakit (2021) conducted a study on the English language skill needs of receptionists at boutique hotels in Bangkok. The study investigated the language skills required by reception officers, including listening, speaking, reading, and writing, as well as the challenges they faced while using English. The study involved 50 employees from eight boutique hotels in the Sukhumvit area, selected randomly. The findings revealed that receptionists at boutique hotels in the Sukhumvit area require English skills to communicate effectively with visitors. Speaking skills were particularly crucial for front-office receptionists as they used them to solve problems and understand customer demands.

Similarly, Chumphong and Chuai-in (2020). This study focused on 43 Thai employees working as front-of-house staff in tourism workplaces in Pakmeng beach, Trang Province. The study identified listening skills as the most widely used among the four English language skills by tourist employees. It also highlighted the importance of email reading and writing skills in their daily work, such as contacting foreign tourists through channels like Facebook. The majority of employees recognized the significance of English language skills, particularly speaking skills, for their careers in tourism workplaces.

In another study conducted by Kraithep and Khongkrapan (2021), difficulties in all four English language skills were investigated. The study emphasized the importance of communication skills for hotel and tourism industry personnel in providing information about rooms, facilities, and services. Reading competence was highlighted for reading and responding to emails. Additionally, Chantaramard (2017) examined the challenges faced by hotel staff in Hua Hin regarding English speaking. The study revealed that staff members were aware of the daily challenges they encountered and aimed to provide excellent service by avoiding unfavorable gestures or emotions. The study suggested that hotels should provide communication skills training to improve staff effectiveness in interacting with customers.

Similarly, Chantanont (2012) conducted a study on the problems and needs for English communication improvement among hotel front office staff in Bangkok. The study focused on listening difficulties experienced by the majority of front desk employees, particularly in keeping up with native English speakers. The study highlighted the importance of a strong command of the English language, with listening and speaking skills being the most valuable in the job context.

Moving beyond Thailand, Kholidi and Azhan (2022) The study examined the demands and challenges faced by employees in the tourism industry in Selangor to improve their English language skills. The findings indicated a high overall demand for English language skill improvement among respondents. The study also revealed moderate difficulties faced by employees in using English on the job, which aligned with their requirements for English language skills.

Similarly, Yamin (2021) conducted research on the Needs Analysis on English Language Use by Hotel Staffs in Bandung. The study aimed to assess the English

language competency requirements for hotel workers in Bandung, focusing on the difficulties they faced and the specific areas in which they needed improvement. Effective communication skills were identified as the most crucial talent required by hotel staff, particularly in handling complaints and providing information about hotel amenities.

In summary, previous research in various contexts and regions has consistently highlighted the needs and challenges related to English language skills in the hospitality and tourism industry. This study aims to explore the specific needs for English communication improvement and the challenges faced by Thai resort workers in Ko Samet, Rayong Province, where they interact with foreign guests. The findings of this study can provide valuable insights and guidelines for hotel owners and organizations involved in the tourism and hospitality industry.



## CHAPTER 3

### RESEARCH METHODOLOGY

The major objective of this research is to investigate the English used by Thai resort workers at resorts in Koh Samet, Rayong Province. A questionnaire and semi-structured interviews were used for data collection, which included open-ended questions. To investigate the needs and English language problems encountered by resort workers when communicating with foreign customers, as well as their preferred learning methods for improving their English skills, a combination of a questionnaire and semi-structured interviews was administered to the participants. The aim was to gather comprehensive data on their specific requirements and challenges in English communication.

This chapter provides the details of the methodology and data collection process for analyzing the research questions. This chapter is divided into four main sections: (1) the participants, (2) the materials, (3) the data collection, and (4) the data analysis.

#### **3.1 Participants and Populations**

The participants in this study were 56 Thai resort workers in resorts in Koh Samet, Rayong Province. They are required to communicate regularly with the hotel's foreign customers. The participants in this study were purposively selected from different departments based on the details below: They can be categorized into two types: 1) the workers who work as front desk 2) the workers who work as servers.

#### **3.2 Research Instruments**

The research instrument in the study was a questionnaire with both close-ended statements and open-ended questions, along with semi-structured interviews designed in relation to the objectives of the research. The details are described below:

##### ***3.2.1 Questionnaire***

**Part 1: Demographic information** This part has checklist items and was designed to obtain the demographic data of the respondents, consisting of six items: 1)

gender, 2) age, 3) educational background, 4) position and department, and 5) experience of work, and 6) the frequency of using English language skills.

**Part 2: The needs of using English language skills at the workplace** This section focuses on assessing the participants' English language skills and needs in the workplace. Using a 5-point Likert scale, the participants were asked to rate their proficiency and requirements in all four English language skills: listening, speaking, reading, and writing. Additionally, open-ended questions were included to allow participants to express any additional needs they have regarding the use of English.

The criteria were as follows:

Opinion ratings	Clarification of the scale
1	Very Low
2	Low
3	Moderate
4	High
5	Very High

**Part 3: The problems of using English language skills at the workplace** In this part, the respondents were asked to identify the problems in using English language skills at the workplace. In addition, open-ended questions explored any barriers in using English to communicate with foreigner customers. A 5-point Likert rating scale was used in the questionnaire with the following criteria:

Opinion ratings	Clarification of the scale
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

**Part 4: Learning Methods - Open-ended questions** This part of questionnaire consisted of open-ended questions asking the participants to provide their opinions regarding their challenges they faced and the methods that they use to learn and improve their English skills This section's purpose was to collect diverse responses.

### ***3.2.2 Semi-Structured Interview***

In this study, the semi-structured interviews were conducted to investigate the needs in English language skills, as well as the problems of using English and their ways for improvement. The interviewees were asked to elaborate on the problems in using English at the resort.

The questions were grouped into three categories as follows:

Category 1: Background information

Category 2: The needs and problems of English language skills

Category 3: The ways or learning method for improving English language skills

## **3.3 Research Procedures**

This research used a questionnaire and interviews to collect data about English language use by Thai resort workers in Koh Samet, Rayong Province.

### ***3.3.1 Research Design***

This study used a survey to evaluate the needs and difficulties of Thai resort workers employing English language skills on Koh Samet, Rayong Province, Thailand. The questionnaire in this study was written in English and translated into Thai for the respondents' convenience. The questionnaires were distributed to the target group during business hours. After completion, the questionnaires were returned. Following that, ten resort employees voluntarily sat for formal interviews. The information was kept strictly confidential. Before the actual data collection for the present study, a questionnaire-based pilot study was done with four resort workers utilizing a subset of the questions. The goal of the pilot study was to examine all aspects of each item and to see whether the wording of the questionnaire led to any misunderstandings. After completing the questionnaire, the workers were requested to provide comments and ideas regarding the content's readability.

### ***3.3.2 Data Collection***

The researcher distributed the questionnaires to 56 resort workers who were working at resorts in Koh Samet, Rayong Province. The participants were asked to complete the questionnaire. They were given clear instructions and explanations for

filling out the questionnaire. Before taking part in the questionnaire, participants were explained the study's aims and asked to fill out a consent form.

In addition, a semi-structured interview was conducted to further explore the needs and challenges of Thai resort workers regarding their English language skills. The interview will also delve into the participants' aspirations and strategies for improving their English proficiency. A total of ten resort employees, selected randomly from the respondents of the questionnaire, will be invited to participate in the interview session. The selected participants are individuals who have demonstrated prior experience in using the English language, including resort personnel who have studied or trained abroad. Each interview will be conducted face-to-face and is expected to last approximately 15 to 20 minutes. Prior to the interview, participants will be requested to provide consent for both audio recording and note-taking. The recorded interviews will be transcribed into written form for analysis.

### 3.4 Data Analysis

There were two types of data analysis in this study: the description of statistical information from the questionnaires, and the content analysis of the semi-structured interviews. The statistical data from the questionnaires were analyzed with the Statistical Package for Social Sciences program (SPSS) to calculate frequencies, percentage, mean and standard deviation. The content analysis technique was used to analyze the interview data. The researcher transcribed the raw data, coded it, and divided it into categories.

For the evaluation, the following criteria were used:

Scale	Level of Needs	Level of Problem	Mean Range
5	Very High	Strongly Agree	4.50-5.00
4	High	Agree	3.50-4.49
3	Moderate	Neutral	2.50-3.49
2	Low	Disagree	1.50-2.49
1	Very Low	Strongly Disagree	1.00-1.49

## **CHAPTER 4**

### **RESULTS**

The preceding chapters encompassed the study's introduction, literature review, and methodology. The introduction, serving as the first chapter, outlined the study's objectives and research concerns. The subsequent chapter delved into a comprehensive review of relevant literature, providing background information and theoretical contributions pertinent to the topic under investigation. Chapter three, the methodology chapter, elucidated the research strategies encompassing the research method, data acquisition approach, sample selection, and data analysis procedures.

This chapter now presents the findings of the needs analysis of English skills for Thai resort employees at resorts in Koh Samet, Thailand. The analysis involved examining responses to closed-ended questionnaire items using SPSS, a statistical software application for social science, for each item. Furthermore, the results from open-ended survey questions and interviews are presented and discussed in relation to the three research questions. To facilitate comprehension, the results are categorized as follows:

- 4.1 Background Information of the Participants
- 4.2 Finding on the needs of using English language skills at the workplace
- 4.3 Findings on the problems of using English language skills at the workplace
- 4.4 Findings from open-ended questions
- 4.5 Findings from the semi-structured interviews

#### **4.1 Background Information of the Participants**

This section reports the general background information, including gender, age, educational background, position and department, experience of work and the frequency of using English language skills.

**Table 4.1***Demographic Information*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	21	37.5
Female	32	57.1
LGBTQ+	3	5.4
<b>Total</b>	<b>56</b>	<b>100.0</b>

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Vocational certificate	3	5.4
High Vocational certificate	10	17.9
B.A. (Bachelor of Arts)	38	67.9
M.A. (Master of Arts)	5	8.9
<b>Total</b>	<b>56</b>	<b>100.0</b>

As shown above in Table 4.1, the total number of resort front office workers and servers was 56. There were a large number of female respondents in comparison to males, with 51.1% being female, 37.5% being male and 5.4% being LGBTQ+. Additionally, most of the respondents were between 20-30 years old (87.5%). There were 10.7% of the respondents who were between 31-40 years old and another 1.8% were 41-50 years. Analyzing the data here, there was a larger amount of female receptionists and servers, as well as people at a younger age working in this department. The participants aged 20-25 were probably newcomers or new graduates or even trainees. The participants with a bachelor's degree totaled 67.9%; 17.9% had a high vocational certificate, 5.4% had a vocational certificate, and another 8.9% held a master's degree.

**Table 4.2***Work Experience*

<b>Information</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 1 year	17	30.4
1-5 years	33	58.9
6-10 years	6	10.7
<b>Total</b>	<b>56</b>	<b>100.0</b>

Table 4.2 shows the working experiences of the participants. The participants who had been working in the hotel industry for 1-5 years were highest at 58.9%, while 30.4% had worked in the hotel business less than one year. The lowest percentage was 10.7% at 6-10 years.

**Table 4.3***Current Position/Department*

<b>Information</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Servers	24	42.9
Receptionists	28	50.0
Others	4	7.1
<b>Total</b>	<b>56</b>	<b>100.0</b>

Table 4.3 presents the respondents' current job positions. The workers who worked in the reception department were the highest in proportion at 50% of the respondents, whereas the servers accounted for 42.9%. Other positions included Guest Services Agent (GSA), Front Office Manager, Duty Manager, and Reservations Manager at 7.1% .

**Table 4.4***Frequency of Participation in English Communication with Foreigners*

<b>Information</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Rarely	1	1.8
Sometimes	7	12.5
Most of the time	20	35.7
Always	28	50.0
<b>Total</b>	<b>56</b>	<b>100.0</b>

Table 4.4 shows that in terms of using English and their jobs, most of the respondents (50%) always used the language with foreign customers, while 1.8% rarely had a chance to use English with foreigners. And the percentage of those who used English most of the time was at 35.7%.

**Table 4.5***Experience Studying or Staying Abroad*

<b>Information</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	18	32.1
No	38	67.9
<b>Total</b>	<b>56</b>	<b>100.0</b>

Table 4.5 indicates that most of the participants (67.9%) did not have experience studying or staying abroad, whereas 32.1% had experience studying or staying abroad.

**Table 4.6***Year of studying English*

<b>Information</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 5 years	9	16.1
5-10 years	11	19.6
11-15 years	9	16.1
More than 15 years	27	48.2
<b>Total</b>	<b>56</b>	<b>100.0</b>

Table 4.6 shows that nearly half of them (48.2%) had learned English for more than 15 years, and 19.6% had 5-10 years of experience learning English. Moreover, most of the participants (85.7% ) had experience studying English with foreigners. On the other hand, 12.5% did not have any experience learning English with foreigners.

**Table 4.7***Level of English Skills*

<b>Information</b>	<b>Frequency</b>	<b>Percentage (%)</b>	
Listening	low	7	12.5
	moderate	15	26.8
	high	16	28.6
	very high	18	32.1
Speaking	low	9	16.1
	moderate	18	32.1
	high	8	14.3
	very high	21	37.5
	<b>Total</b>	<b>56</b>	<b>100.0</b>

Reading	low	5	8.9
	moderate	19	33.9
	high	10	17.9
	very high	22	39.3
	<b>Total</b>	<b>56</b>	<b>100.0</b>
Writing	low	9	16.1
	moderate	18	32.1
	high	21	37.5
	very high	8	14.3
	<b>Total</b>	<b>56</b>	<b>100.0</b>

Most of the respondents rated their listening skill as very high (37.5%), which means that they are able to understand some of the content. This was followed by high at 28.6%, moderate at 26.8% and low at 12.5%. Speaking skill Most of the participants at 37.5% rated their speaking skill as very high, followed by moderate at 32.1%, low at 16.1%, and high at 14.3%. Reading skill A total of 39.3% of participants rated their reading skill as very high, followed by moderate at 33.9%, high at 17.9%, and low at 8.9%. Writing Skill A total of 37.5% rated their writing skill as high, followed by 32.1% as moderate, 16.1% as low and 14.3% as very high.

#### **4.2 Findings on the Level of Needs in Using English at the Workplace: Self-Evaluation**

This section focuses on the requirements and abilities of individuals working as receptionists and servers at the resort. The requirements reflect the specific skills needed in the workplace. The tables below illustrate the participants' needs and proficiency levels in various specific areas of English language usage. Participants were asked to rate their proficiency using a 5-point Likert scale for the four English skills: listening, speaking, reading, and writing. The results were calculated and presented as mean scores, standard deviations, and levels of needs, as shown in Table 4.8.

**Table 4.8***The Respondents' Usage of English at the Workplace*

<b>Items</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
<b>1. Listening</b>			
1.1 Listening to and understanding what customers want	4.07	0.78	High
1.2 Listening to customers' complaints/ comments/advice	3.87	0.87	High
1.3 Listening to personal details and information	4.07	0.80	High
1.4 Listening to conversations by phone	4.00	0.91	High
1.5 Listening to varieties of Western accents	3.87	0.99	High
<b>Overall</b>	<b>3.98</b>	<b>0.87</b>	<b>High</b>

<b>2. Speaking</b>			
2.1 Inquiring about customers' needs and	3.91	0.83	High
2.2 Providing and explaining information about room details and facilities	4.01	0.84	High
2.3 Giving customers directions	3.94	0.88	High
2.4 Pronouncing English consonant and vowel sounds	3.69	0.98	High
<b>Overall</b>	<b>3.88</b>	<b>0.88</b>	<b>High</b>
<b>3. Reading</b>			
3.1 Reading business letters and faxes	3.69	0.85	High
3.2 Reading E-mails	4.01	0.72	High
3.3 Reading brochures/tourism magazines and journals	3.85	0.72	High
3.4 Reading news and official information issued by the company	3.83	0.75	High
<b>Overall</b>	<b>3.84</b>	<b>0.76</b>	<b>High</b>

<b>4. Writing</b>			
4.1 Writing daily reports	3.33	0.83	Moderate
4.2 Writing messages for customers	3.33	0.83	Moderate
4.3 Taking telephone messages	3.42	0.84	Moderate
4.4 Writing E-mails	3.69	0.68	High
<b>Overall</b>	<b>3.44</b>	<b>0.79</b>	<b>Moderate</b>

According to Table 4.8, the overall needs for English listening skills among resort workers are at a 'high' level, with a mean score of 3.98. The majority of respondents agreed that listening and understanding customer needs (mean = 4.07, SD = 0.78), listening to personal details and information (mean = 4.07, SD = 0.80), and listening to phone conversations (mean = 4.00, SD = 0.91) were highly necessary. Other listening needs, such as listening to customer complaints/comments/advice (mean = 3.87, SD = 0.87) and listening to a variety of Western accents (mean = 3.87, SD = 0.99), also received similar high ratings.

The needs for speaking skills were rated at a high level overall (mean = 3.88, SD = 0.88). Four aspects of speaking needs were highlighted: providing and explaining information about room details and facilities (mean = 4.01, SD = 0.84), giving customers directions (mean = 3.94, SD = 0.88), inquiring about customers' needs and decisions (mean = 3.91, SD = 0.83), and pronouncing English consonant and vowel sounds (mean = 3.69, SD = 0.98). Providing and explaining information about room details and facilities received the highest mean score (mean = 4.01, SD = 0.84).

Regarding reading skills, the needs were also rated at a high level overall. Reading emails (mean = 4.01, SD = 0.72) was considered the most common situation that required reading in English, followed by reading brochures or tourism magazines and journals (mean = 3.85, SD = 0.72), reading news and official information issued by the company (mean = 3.83, SD = 0.75), and reading business letters and faxes (mean = 3.69, SD = 0.85).

In terms of writing skills, the overall needs among resort workers were rated at a 'moderate' level, with a mean score of 3.44. Writing emails (mean = 3.69, SD = 0.68) was reported as the most common working situation that required writing skills, followed by taking telephone message notes (mean = 3.42, SD = 0.84). Writing daily reports (mean = 3.33, SD = 0.83) and writing messages for customers (mean = 3.33, SD = 0.83) were rated as the third most frequent working situations where writing skills were needed.

Overall, participants rated their needs for English language skills among resort workers at a high level (mean = 3.78, SD = 0.82). Listening skills were identified as the highest necessity (mean = 3.98, SD = 0.87), followed by speaking skills (mean = 3.84, SD = 0.76). Reading skills were ranked as the third most needed skill (mean = 3.78, SD = 0.83), while writing skills were considered the least needed (mean = 3.44, SD = 0.79).

#### 4.3 Findings on the problems of using English language skills at the workplace

In this study, the respondents were asked to identify the problems in using English language skills at the workplace. This concentrates on their English proficiency self-evaluation and how the participants perform. All the participants were asked to rate their English skills using 5-point Likert scale statements. The data gained in this part were analyzed, and the mean scores were defined in the following ranges.

**Table 4.9**

*Respondents' Problems with Using English at the Workplace*

Items	Mean	SD	Level
<b>1. Listening</b>			
1.1 I often have difficulty understanding when communicating with foreign guests in person.	2.28	1.24	Disagree
1.2 I have difficulty understanding various English accents.	3.69	0.93	Agree

1.3 I often ask foreign guests to repeat what they say at least twice.	2.55	1.27	Neutral
1.4 When I cannot listen clearly, I often ask my colleagues to talk to the guest instead.	2.28	1.66	Neutral
<b>Overall</b>	<b>2.70</b>	<b>1.27</b>	<b>Neutral</b>
<b>2. Speaking</b>			
2.1 I usually use simple words to talk to the guests.	4.03	0.85	Agree
2.2 I am not confident to converse, chat, and joke with foreign customers.	4.10	0.84	Agree
2.3 When the guests come to ask for directions on a map, I cannot give them clear and detailed explanations	4.14	0.81	Agree
<b>Overall</b>	<b>4.09</b>	<b>0.83</b>	<b>Agree</b>
<b>3. Reading</b>			
3.1 I often have difficulty getting the message from notes, letters of complaints or recommendations from foreign guests.	2.44	1.20	Disagree
3.2 I often have difficulty getting the message from letters, emails, faxes or reservations made by foreign guests.	2.48	1.12	Disagree
3.3 I often have difficulty getting the message from signs, equipment instructions or procedure manuals.	2.37	1.10	Agree
<b>Overall</b>	<b>2.43</b>	<b>1.14</b>	<b>Disagree</b>

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<b>4. Writing</b>			
4.1 I often struggle with writing reports to explain to foreign guests about inquiries, complaints or comments needed for the hotel.	2.53	1.09	Neutral
4.2 I often struggle with writing letters or emails to respond to foreign guests' inquiries.	2.53	1.11	Neutral
<b>Overall</b>	<b>2.53</b>	<b>1.11</b>	<b>Neutral</b>

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As shown in Table 4.9, the participants were asked to rate the five most problematic situations that required English listening skills. The most challenging situation reported by resort workers was "I have difficulty understanding various English accents" (mean = 3.69, SD = 0.93). This was followed by "I often ask foreign guests to repeat what they say at least twice" (mean = 2.55, SD = 1.27), "I often have difficulty understanding when communicating with foreigners" (mean = 2.28, SD = 1.24), and "When I cannot listen clearly, I often ask my colleagues to talk to the guest instead" (mean = 2.28, SD = 1.66), which were the third most problematic situation for resort workers.

Regarding speaking skills, the most challenging situation reported was "When guests come to ask for directions on a map, I can give them clear and detailed explanations" (mean = 4.14, SD = 0.81). The second most challenging situation was "I am confident to converse, chat, and joke with foreign colleagues" (mean = 4.10, SD = 0.84). The least problematic situation was "I usually use simple words to talk to the guests" (mean = 4.03, SD = 0.85).

In terms of reading skills, the participants reported that the most challenging situation was "I often have difficulty understanding the message from letters, emails, faxes, or reservations made by foreign guests" (mean = 2.48, SD = 1.12). The second most problematic situation was "I often have difficulty understanding the message from notes, letters of complaints, or recommendations from foreign guests" (mean = 2.44,

SD = 1.20). The third most challenging situation reported was "I often have difficulty understanding the message from signs, equipment instructions, or procedure manuals" (mean = 2.37, SD = 1.10).

In terms of writing skills, the overall participants rated their problems at a neutral level. The two most challenging situations reported were "I often struggle with writing reports to explain inquiries, complaints, or comments to foreign guests" (mean = 2.53, SD = 1.09) and "I often struggle with writing letters or emails to respond to foreign guests' inquiries" (mean = 2.53, SD = 1.11).

Overall, participants rated their problems with English language skills among resort workers at a neutral level (mean = 3.78, SD = 0.82). Listening skills were identified as the highest necessity skill (mean = 3.98, SD = 0.87), followed by speaking skills (mean = 3.84, SD = 0.76). Reading skills were ranked as the third most needed skill (mean = 3.78, SD = 0.83), while writing skills were considered the least needed (mean = 3.44, SD = 0.79).

#### 4.4 Findings from the Open-Ended Questions

This part of the study addresses the open-ended questions asking respondents about the ways to improve their English language skills. The findings are shown in terms of frequency and percentage below.

**Table 4.10**

*Ways to Improve English Language Skills*

Information	Frequency	Percentage (%)
1. Ways to improve English Skill		
1.1 Watch movies/ YouTube in English	22	39.3
1.2 Practice conversations in English	19	33.9
1.3 Listen to British and American music	7	12.5
1.4. others	8	14.3
2. The most effective way to improve English Skill		

2.1 Use English everyday	38	67.9
2.2 Read English books	8	14.3
2.3 Go to study abroad	3	5.4
2.4 Others	7	12.5

The final part of the questionnaire included open-ended questions asking for suggestions on how to improve participants' English language skills. Table 4.10 presents the participants' views on self-learning methods that can help them achieve this goal. The most popular method, chosen by 39.3% of participants, was watching movies/YouTube in English. This was followed by practicing conversations in English, selected by 33.9% of participants. Listening to British and American music was considered a helpful method by 12.5% of participants. Interestingly, the most effective method reported by 67.9% of participants was using English in everyday life. Only 14.3% mentioned reading English books as a beneficial method, and a mere 5.4% suggested going overseas to study.

**Table 4.11**

*Time of Learning English (Hours/Per Day)*

<b>Information</b>	<b>Frequency</b>	<b>Percentage(%)</b>
1 hour	34	60.7
2-4 hours	17	30.4
5 hours	4	7.1
More than 5 hours	1	1.8
<b>Total</b>	<b>56</b>	<b>100.0</b>

As depicted in Table 4.11, the participants were asked to rate their preferred number of hours for learning English. The data was analyzed and presented in terms of frequency and percentage. The results indicate that 60.7% of the total participants preferred to allocate one hour per day for English learning. Additionally, 30.4% of the participants chose to dedicate 2-4 hours per day for English learning. A small percentage, 7.1%, indicated a preference for 5 hours of learning per day. It is worth

noting that only 1.8% of the total participants suggested that they spend more than 5 hours per day on English learning, which was considered relatively acceptable.

**Table 4.12**

*Additional Recommendations on an English Language Training Course*

<b>Information</b>	<b>frequency</b>	<b>Percentage (%)</b>
<b>1. The English language training course that the company should provide to its workers.</b>		
1.1 Provide training every month	23	41.1
1.2 Go overseas	4	7.1
1.3 Go on a work exchange program abroad	2	3.6
1.4. Learn from listening or speaking English	9	16.1
1.5 Others	5	8.9
1.6 No comments	13	23.2
<b>2. English teacher that they prefer the most.</b>		
2.1 Thai nationality teacher	1	1.8
2.2 Foreign teachers (native English speaker)	22	39.3
2.3 Foreign teachers (non-native English speaker)	2	3.6
2.4 Both Thai and foreign teachers	31	55.4

As depicted in Table 4.12, participants were asked about their preferences for English language training courses in the hotel and service industry. The data was analyzed in terms of frequency and percentage. The majority of respondents (41.1%) expressed a desire for English training courses to be conducted on a monthly basis. Additionally, 16.1% of the participants indicated that the training should focus specifically on listening and speaking skills. Other suggestions included going overseas

for language training (7.1%) and participating in work exchange programs abroad (3.6%).

Furthermore, participants were asked to rate the characteristics of English language teachers that they believed would help enhance their language skills. The findings revealed that the majority of participants (55.4%) expressed a preference for studying English with both Thai and foreign professors. Additionally, 39.3% of respondents preferred studying with native English speakers to improve their English proficiency. Only a small percentage (3.6%) believed that non-native English speakers could assist them in improving their skills. Interestingly, a small number of respondents (1.8%) expressed a preference for Thai teachers as their English language instructors.

In conclusion, participants provided suggestions regarding their English improvement and English training preferences. The main findings can be summarized as follows : Firstly, The majority of participants emphasized the importance of having an English training course that focuses on speaking and listening skills, preferably offered on a monthly basis. They expressed a strong desire to enhance their English proficiency to effectively communicate with foreign guests. Secondly, Participants expressed a preference for learning English from both Thai and foreign teachers. They believed that this approach would contribute to their performance improvement, leading to greater satisfaction among foreign guests and enhancing the reputation of their hotels.

#### **4.5 Findings from the Interviews**

This study also employed semi-structured interviews as one of the data collection methods. The interviews collected in-depth information by asking participants to elaborate on issues regarding their English language skills needs, problems with the use of English language skills, the skills they struggle with, and the methods they use to improve their English language skills. Ten Participants in this interview portion were Thai resort workers in Koh Samet, and each was chosen using the purposively sampling strategy based on their experiences living abroad. The results in this part are divided into three major categories, which are as follows:

- 1) Needs of English language skills for Thai resort workers.
- 2) The problems of English language skills used among Thai resort workers.

### 3) Thai resort workers' ways to improve English language skills

In terms of the English language skill requirements at the resort, participants were asked to define the communicative English skills that are relevant for their profession and to provide a job description in which the English language skills were required.

#### **4.5.1. Needs of English Language Skills for Thai Resort Workers**

*“As resort workers, all the English skills are important, especially listening and speaking”.*

*“Speaking and listening skills are important for providing detailed information to customers”.*

*“All English skills is very important at work because English serves as a universal medium in almost every aspect, and it has become increasingly important in various roles that involve interacting with people from different countries. Therefore, English is essential in such responsibilities”.*

*“English language skills are highly necessary in all professions as they are required for communication in various departments, especially with international customers. I think listening and speaking are the most important skills as I use them to take order from customers.”*

*“English language skills play a very important role when dealing with foreign customers, whether it's assisting them during their stay or providing information and recommendations when they inquire about various topics such as interesting tourist destinations or recommended menu items”.*

#### **4.5.2 The Problems with English Language Skills Among Resort Workers**

In this section, participants shared their experiences regarding the difficulties they faced in using their English language skills. They were specifically asked to identify the most challenging aspects and provide scenarios in which they encountered such difficulties. Additionally, they discussed their strategies for dealing with these issues. It was observed that for the majority of participants, the actual language skills were not the main source of difficulty. Instead, they highlighted emotions and other factors such as different accents, pressure, and background knowledge related to

specific topics that could impact their English language usage. As expressed by some participants:

*“There may be some minor communication challenges, as some foreign customers may have accents that are difficult for us to understand. This slight difficulty arises from the need to ask for clarification and from certain knowledge background”*

*“The main problem usually stems from our own anxiety when speaking English with customers from certain countries whose accents we may struggle to comprehend. This can lead to a slight lack of confidence in this aspect. If such situations arise, it is important to focus on actively listening and understanding the overall meaning, even if we miss some words. We should try to confirm our understanding by paraphrasing or asking the customer to repeat if necessary. If communication doesn't work at all, it would be advisable to seek assistance from a colleague to resolve the immediate issue and ensure a positive customer experience.”*

*“I sometime have problem with listening skills are because sometimes customers have difficult English accents, which can lead to misunderstandings”.*

*“Listening skills are important because each country has different pronunciation and accents, making it challenging to understand and interpret the meaning, such as with Chinese or Indian speakers. If such situations arise, it is important to ask the customers to repeat it again”*

*“I have problem when I was work as a server, such as misunderstanding customer orders, such as when a customer wanted coffee without sugar but was misheard and served a different menu item”.*

#### **4.5.3 Ways to Improve English Language Skills**

In this section, participants were asked to indicate their preferences for the most efficient way to improve their English skills and English language training courses to assist them improve their skills in this area. According to the research, the most efficient strategy to enhance your English is to watch movies. Listening to English music and reading books can help you improve your English skills, but so can self-learning and practice. Furthermore, the resort should offer an English training session once a month, and some participants said:

*“The resort should provide training to improve our English language skills in order to be able to communicate effectively when foreign individuals inquire or engage in conversations with us.”*

*“The most effective method is to start practicing with immersion, focusing on listening skills first. If you want to practice constructing sentences, you can watch movies or listen to English songs frequently to enhance our language retention. Moreover, it is crucial to engage in regular conversations with native English speakers as it helps improve our listening comprehension and speaking proficiency.”*

*“Regular training should be organized to continuously develop employees' language proficiency, at least once or twice a year.”*

*“Development can be achieved through reading books, online resources, and listening to YouTube content.”*

To summarize, this chapter covered the study's findings regarding the participants' general background information, the demands of English skills in their careers, the issues of English skills, and the means to enhance them. The following chapter will provide an explanation of the study's findings, the conclusion, and recommendations for further research.

## **CHAPTER 5**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary of the Results**

This chapter presents a summary of the study, (1) a summary of the findings, (2) discussions of needs and problems in using English skills for Thai resort workers at resorts in Koh Samet, Thailand, (3) the conclusion, (4) implications; and (5) recommendations for further research.

##### ***5.1.1 Demographic Data of the Respondents***

According to the study, the majority of respondents (51.1%) were female. A significant portion of the participants (87.5%) fell into the age range of 20-30 years old. Moreover, a majority of them (67.9%) held a bachelor's degree. Upon analyzing this data, it can be observed that there were more female receptionists and servers, and a significant number of younger workers. The 20-25-year-old age group likely consisted of newcomers, recent graduates, or trainees. Additionally, 58.9% of the participants had been working for at least 1-5 years. It was noted that 50% of the participants frequently used English while communicating with foreign customers. Lastly, when rating their English skills, participants considered their listening, reading, and speaking abilities to be at a very high level, while their writing skills were rated as high.

##### ***5.1.2 Needs in English Language Skills of the Respondents***

In terms of the needs of English language skills in their resort careers, participants indicated that English language skills were extremely significant. With a mean score of 3.98, resort workers have "high" English listening skill requirements. Listening skills were the most needed skill that requires the use of English language abilities to communicate with foreigner consumers, followed by speaking skills. Reading and writing were ranked third and fourth in importance, respectively.

When the participants identified the needs of the listening skills in their working, it appeared that listening was the most important factor in understanding what customers wanted. Not only did it help with understanding the content, but it also

helped with listening to personal nuances and information. However, it is evident that some of the participants in this group need to work on specialized listening skills, such as listening to various accents.

Besides listening skills, the participants felt that speaking skills were extremely crucial when interacting with foreigners. Speaking abilities produced the same outcomes as listening abilities. When they had to elaborate on product details, they believed that speaking was quite important. The second most crucial factor is giving customers directions. Furthermore, when foreign consumers came to stay at the resort, the participants had to inquire about their needs and decisions. The ability to communicate clearly in English is required. The ability to pronounce English consonant and vowel sounds is essential to success. If tourists and guests are unable to pronounce things correctly, they will have difficulties understanding what is spoken.

Working in a resort also required the use of reading skills. The ability to read e-mail is the most requested reading skill. This is because resort personnel, such as receptionists, must read customers' emails to determine what their needs and desires are. Reading brochures or tourism publications and journals is the second most important, with a high reading skill demand, followed by reading news and official information, as well as business letters and faxes. This is because during working hours, workers will be required to read official texts as a kind of news to convey to the team or to customers.

In terms of writing skills, participants said that writing e-mails was the most significant aspect requiring writing ability. Workers can communicate via e-mail and daily operations. Writing a formal business letter, on the other hand, can be challenging for this set of people. Taking phone calls and messages is the second most important ability for this set of people. This is because when guests call in and leave a message in the room or for the staff, the employees must be able to clearly note it down in order to relay the message. The third and fourth most crucial abilities were composing daily reports and writing communications for consumers.

The findings also show that listening, speaking, and reading abilities are the third most important for resort workers, while writing skills are ranked somewhat less important.

### ***5.1.3 Problems in English Language Skills of the Respondents***

The participants were asked to identify the level of problems in each English language skill, and the findings show that the overall level of problems in English language skills used for Thai resort workers at resorts in Koh Samet, Thailand was at a high level. Speaking skills were regarded as the most problematic, while listening skills were placed second. Reading was the least problematic skill, while writing was the third most problematic.

The participants expressed that their speaking skills were a major hindrance to their ability to interact with immigrants. When they were tasked with giving directions on a map, they struggled to provide clear and detailed explanations. Their lack of confidence in conversing, chatting, and joking with foreign customers ranked as the second most problematic factor related to speaking skills. Additionally, using simple language to communicate with visitors proved to be the third most challenging aspect of their speaking skills at work.

According to the participants, the second most problematic skill after speaking was their difficulty in understanding English spoken in various dialects. Consequently, one of the main issues they faced was frequently asking foreign visitors to repeat themselves at least twice. The third most challenging aspect of their listening skills was frequently struggling to comprehend foreign individuals during communication. As a result, they often relied on their employees to engage in conversations with the guests.

In terms of writing skills, the participants identified writing reports to explain inquiries, complaints, or comments to foreign guests as the most challenging writing situation. Following that, writing letters or emails in response to foreign guests' inquiries proved to be another difficult task.

The participants also encountered difficulties in applying their reading abilities. They ranked "frequently having trouble understanding letters, emails, faxes, or reservations made by foreigners" as the most challenging reading situation at work. This was followed by "frequently having trouble understanding letters of complaints or recommendations from foreign guests." Additionally, signs, equipment instructions, and procedure manuals posed the third-greatest obstacle for the participants.

The results revealed that resort workers, including receptionists and servers, considered speaking and listening skills to be the most challenging for them. These skills were consistently identified as the most problematic throughout the study.

#### ***5.1.4 Ways to Improve English Language Skills***

The participants also provided responses regarding their perceived ways to improve their English language skills. Self-learning through online media was the most popular method used by participants to enhance English language skills, according to the study's findings, such as watching movies and YouTube, while the second most mentioned way was practicing conversations in English. Furthermore, participants ranked listening to British and American music as the third most preferred method for improving English abilities. In addition, the participants reported that using English in everyday life was the most effective method to improve their English language skills, followed by reading English literature and studying abroad.

The study examined the ideal number of hours for learning English among the participants. The results indicated that the majority preferred learning English for a recommended duration of 2-4 hours per day. However, some participants expressed a preference for 5 hours per day or more, which was also considered acceptable. Regarding strategies to improve their English skills, the participants emphasized the importance of the hotel and service industry providing English language training courses. They suggested that the resort should offer such courses on a monthly basis, with a particular focus on listening and speaking skills. Additionally, they expressed interest in opportunities to go overseas or participate in exchange programs to further enhance their language proficiency. The participants also shared their preferences regarding the characteristics of English language teachers who would assist them in improving their skills. The findings revealed that the majority of participants preferred studying English with both Thai and foreign teachers. The second most popular choice was having solely native English speakers as teachers. However, non-native English speakers and Thai teachers were considered the least desirable options, although they were still seen as potentially helpful in improving language skills.

## 5.2 Discussion

The findings of this research as related to previous research are discussed below.

### *5.2.1 Needs of Using English Language Skills at Work*

The results of this study indicated that Thai resort employees at resorts in Koh Samet, Thailand have a positive attitude toward their jobs. According to the results presented in chapter 4, listening skills are the most important, followed by speaking skills. On the other hand, reading and writing skills are rated as less important. This is similar to the research conducted by Chanrunsri (2011), who investigated the requirements and difficulties associated with English language proficiency among hotel front office personnel in Chinatown, Thailand. The findings indicated that listening, and not speaking, is the most desired ability in the workplace. This is due to the fact that the participants are required to comprehend the meaning of what has been said in order to carry out the tasks that have been assigned to them. Because of this, we are unable to state with absolute certainty that one ability is more valuable than the others due to the fact that different jobs or regions may demand varying levels of English proficiency.

Nevertheless, according to the findings of Chaminakit's 'Needs of English Language Skills among Receptionists at Boutique Hotels in Bangkok' study, speaking skill is the most important for front-office receptionists, as it must be used for problem-solving and understanding customers' wants and needs. In addition, this is consistent with the findings of Hawkey (1980) and Kraithep and Khongkrapan (2021), who researched the use of English language skills in the hotel and tourism industry. Hawkey (1980) states needs analysis assists in determining what learners need to be able to use English in the workplace based on their training and identifies the language skills, functions, and forms required to communicate. The findings indicated that the most important talent for employees in the hotel and tourism industries is the ability to give and explain information about rooms, facilities, and all services. The reading ability is necessary for employees to peruse and respond to emails.

### ***5.2.2 Problems in Using English Language Skills at Work***

The results of this study indicated that receptionists are more proficient in speaking than the other skills (listening, writing, and reading) because speaking was used most frequently in the communication between receptionists, stewards, and resort guests. Similarly, Chaiyapantoh (2008) analyzed the requirements and difficulties of hotel front desk personnel in Mueang District, Ubon Ratchathani Province, Thailand in using English with foreigners. Respondents indicated that speaking caused them the most difficulty with communication, followed by listening. Moreover, the study's sample suggested that they preferred to seek assistance from English-speaking coworkers when encountering difficulties during conversations.

In contrast to Chantanont's (2012) research focusing on the problems and needs for English communication improvement among hotel front desk staff in Bangkok hotels, this study specifically examines the challenges and requirements faced by hotel front desk staff in Hong Kong hotels. The objective is to shed light on the unique context of English communication improvement in Hong Kong hotels, distinct from the previous research conducted in Bangkok hotels. Based on the findings, it can be concluded that the majority of hotel front desk employees encountered the greatest difficulties in listening to English. Keeping up with fluent English speakers posed the most significant challenge during listening activities. When faced with misunderstandings during conversations, the majority of respondents requested their conversation partners to speak more slowly and provide additional contextual cues to aid comprehension. Furthermore, all participants agreed on the essentiality of having a strong command of the English language for their job. Among the various language skills, they identified listening and speaking as the most beneficial skills to prioritize in order to excel in their roles.

### ***5.2.3 Ways to Improve English Language Skills***

According to the study's findings, the main method that participants used to improve their English language abilities was self-learning through online media, such as viewing movies and YouTube, while the second most popular option was having English conversations. Additionally, participants chose music listening as their third-favorite strategy for improving English proficiency. Similar to this, according to

Zafarghandi and Jodai (2012), Iranian military soldiers showed enthusiasm for learning English outside of the classroom by watching movies, especially those without subtitles, and listening to English music. The majority of respondents said the best way to develop their English language skills was by self-directed learning and practice using traditional or internet media, such as watching movies with English subtitles or reading English newspapers.

In addition, the most effective way for them to improve their English language skills was to use English in their daily lives, followed by reading English books. The third most effective way was to study abroad; likewise, some participants revealed that organization-funded study abroad could possibly help them improve their communicative skills. In contrast to Iranian military personnel (Zafarghandi & Jodai, 2012), they appear to be less interested in traveling abroad and utilizing their English language skills in an authentic English-speaking environment, despite the fact that they seek out opportunities to use English. This would allow them to practice listening to different accents and gain an understanding of the culture of English language speakers. In this study, participants were asked to rank the optimal number of hours for them to dedicate to learning English. One hour was the most suitable amount of time for studying English.

In terms of English language instructors, the results indicate that the participants desired both English native speakers and Thai instructors. Thai teachers can play a crucial role in supporting English native-speaking teachers by assisting students with grammatical rules, complex sentence structures, and vocabulary in order to prepare students to effectively master communicative skills.

### **5.3 Conclusion**

This study conducted a needs analysis of English skills for Thai resort workers in Koh Samet, Thailand. According to the participants, the most important communicative English skills are listening and speaking, such as understanding what customers want, listening to various accents, and providing product details, and detailing information regarding room amenities.

In terms of problems, the speaking difficulties were reported as the most problematic. The participants felt this created challenges. In a situation where they had

to provide directions on a map, they were unable to provide straightforward, comprehensive explanations. In addition, the findings from the open-ended questions and semi-structured interviews indicate that the participants use self-learning through online media to improve their English proficiency, and resort workers frequently seek opportunities to practice these communicative skills by watching English-speaking news and movies or listening to English music.

The results of this study can be utilized to create the most useful English language courses by curriculum designers and course coordinators. To expose students who are serving in the military to settings where English is utilized in daily life, these courses ought to make use of technology and multimedia resources. Additionally, they should achieve the goal of raising proficiency levels and facilitating mastery of English in communicative, real-world working settings. They may effectively support the firm in any global initiative as a result, which is good for the organization as a whole.

#### **5.4 Implications**

The main objectives of this study were to identify the needs and problems in English language skills employed by Thai resort workers and to determine the methods they employ to enhance their English language skills. This study's findings, which indicate that English language proficiency is crucial and that the majority of workers continue to struggle with their ability to communicate in English, can help Thai resort workers recognize the significance of English proficiency. Authorities or organizations, such as those in the resort and hotel industries, may find it advantageous to study and train their employees to improve their language abilities. This will help them assist visitors from all over the globe and improve their international competitiveness.

#### **5.5 Recommendations**

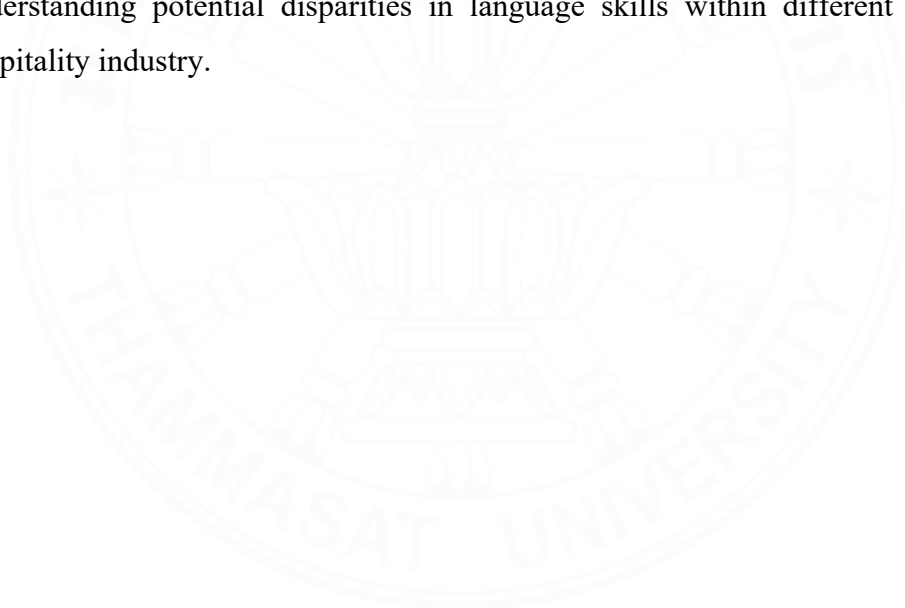
The following recommendations are made for future research based on the findings and conclusions of this study.

1) During the piloting session for this study, participants expressed their concern regarding the length of the questionnaire, particularly the questions pertaining to needs and problems. This phase involved a comprehensive exploration of real-life working situations that participants might encounter, which resulted in a lengthy process. To

maintain engagement, it is advisable to avoid excessive inclusion of specific situations in this section. If future research delves into more specific scenarios, open-ended questions could be used to gather additional information regarding job roles that require the use of English.

2) It is recommended to conduct further studies involving individuals from various departments within hotels and other multinational organizations. This would provide valuable insights into the specific language needs and challenges faced by different departments in their respective roles.

3) A fascinating avenue for future research would involve examining the English proficiency levels of personnel in five-star hotels compared to those in four-star hotels. This investigation would aim to determine whether any notable differences exist between these two categories of hotels. Such a study would contribute to understanding potential disparities in language skills within different tiers of the hospitality industry.



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**APPENDICES**

## APPENDIX A

### THE QUESTIONNAIRE IN ENGLISH

#### **Needs Analysis of English Skills for Thai Resort workers in a Resort in Koh Samed, Thailand**

This questionnaire is a part of a research study as partial fulfillment of the requirements for a master's degree of Arts in Careers English for International Communication (CEIC), Language Institute, Thammasat University. It is created to explore the Needs Analysis of English Skills for Thai Resort workers.

In a Resort in Koh Samed, Thailand. The data obtained from the sets of a questionnaire and interviews would illustrate needs for English language used among resort workers. In addition, the study help identifying the improve your English skills, your work performance, as well as your resort's reputation, along with the data can be used for creating an English course for the resort workers and preference to improve English language skills. Therefore, this questionnaire, there is no right or wrong answers. Please truthfully answer the questionnaire and freely express your opinions. Your answers and information will be kept confidential and will be presented in overall image only. Moreover, your responses will help to make this study become successful. Thank you for your cooperation.

This questionnaire is divided into 4 parts:

Part I : The demographic information

Part II : The Needs of using English Language skills at the workplace.

Part III : The problems of using English language skills at the workplace.

Part IV : The open-ended questions asking for the way to improve English language skills.

#### **Part 1: Demographic Data**

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

## 1. Gender

 Male Female Another

## 2. Age

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

## 3. Your highest level of education

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

## 4. work experience ?

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

## 5. Your current position / department

.....

## 6. Experience in Hotel Business: ..... (Months/Years)

## 7. Experience in the Current Position: ..... (Months/Years)

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

 Always Most of the time Sometimes Rarely Never

9. Have you ever experienced studying or staying abroad?

- yes       no

10. How many years have you learned English?

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

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

11.1 Listening Skill

- very high       high       moderate       low       very low

11.2 Speaking Skill

- very high       high       moderate       low       very low

11.3 Reading Skill

- very high       high       moderate       low       very low

11.4 Writing Skill

- very high       high       moderate       low       very low

## Part 2: The Needs of using English Language skills at the workplace

**Instruction:** Please tick (√) in the boxes which best describe your opinion rate the importance of needs requirements when using English language skill

Listening Skill	Very Low (1)	Low (2)	Moderate (3)	High (4)	Very High (5)
1. Listening to and understanding what customers want.					
2. Listening to customers' complaints/ comments/advice					
3. Listening to personal details and Information					
2. Listening to conversations by phone					
5. Listening to varieties of western accents					
Other..... .....					

Speaking Skill	Very Low (1)	Low (2)	Moderate (3)	High (4)	Very High (5)
1. Welcoming and greeting					

2. Inquiring about customers' need and decision					
3. Providing and explaining information about rooms' detail and facilities					
4. Giving customers directions					
5. Pronouncing English consonant and vowel sounds					
Other..... .....					

Reading Skill	Very Low (1)	Low (2)	Moderate (3)	High (4)	Very High (5)
1. Reading customers' travel documents					
2. Reading business letter and faxes					
3. Reading E-mail					
4. Reading brochures or tourism magazines and journals					

5. reading news and official information issued by company					
Other.....					

Writing skill	Very Low (1)	Low (2)	Moderate (3)	High (4)	Very High (5)
1. Writing business letters in appropriate formats					
2. Writing daily reports					
3. Writing messages for customers					

4. Taking telephone message					
5. Writing E-mails					
Other .....					

### Part 3: The problems of using English language skills at the workplace

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

The rating is as follows:

5 means you strongly agree with the statement

4 means you agree with the statement

3 means you are not sure whether you agree with the statement or not

2 means you disagree with the statement

1 means you strongly disagree with the statement

Listening Skill	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. I often have difficulty understanding when communicating with foreign guests in person.					
2. I have difficulty in understanding English in any accents.					
3. I often ask foreign guests to repeat what they say at least twice.					
4. When I cannot listen clearly, I often ask my colleagues to talk to the guest instead. Other.....					

Speaking Skill	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. I am quite worried with my pronunciation, so that sometime I avoid speaking aloud.					
2. I usually use simple words to talk to the guests.					
3. I am confident to converse, chat, and joke with foreign collogues.					
4. When the guests come to ask for the directions on a map, I can give them clear and detailed explanations.					
Other..... .....					

Reading Skill	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. I am not sure of getting the message from notes, letters of complaints or recommendations from foreign guests.					
2. I am not sure of getting the message from letters, emails, faxes or reservations made by foreign guests.					
3. I am not sure of getting the message from signs, equipment instructions or procedure manual.					
Writing Skill	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)

1. I often struggle with writing reports to explain to foreign guests about inquiries, complaints or comments needed for the hotel.					
2. I often struggle with writing letters or emails to respond to foreign guests' inquiries.					
Other..... .....					

**Part 4** The open-ended questions asking for the way to improve English language skills

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

1. What is the most needed English skill for resort workers?

.....

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

.....

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

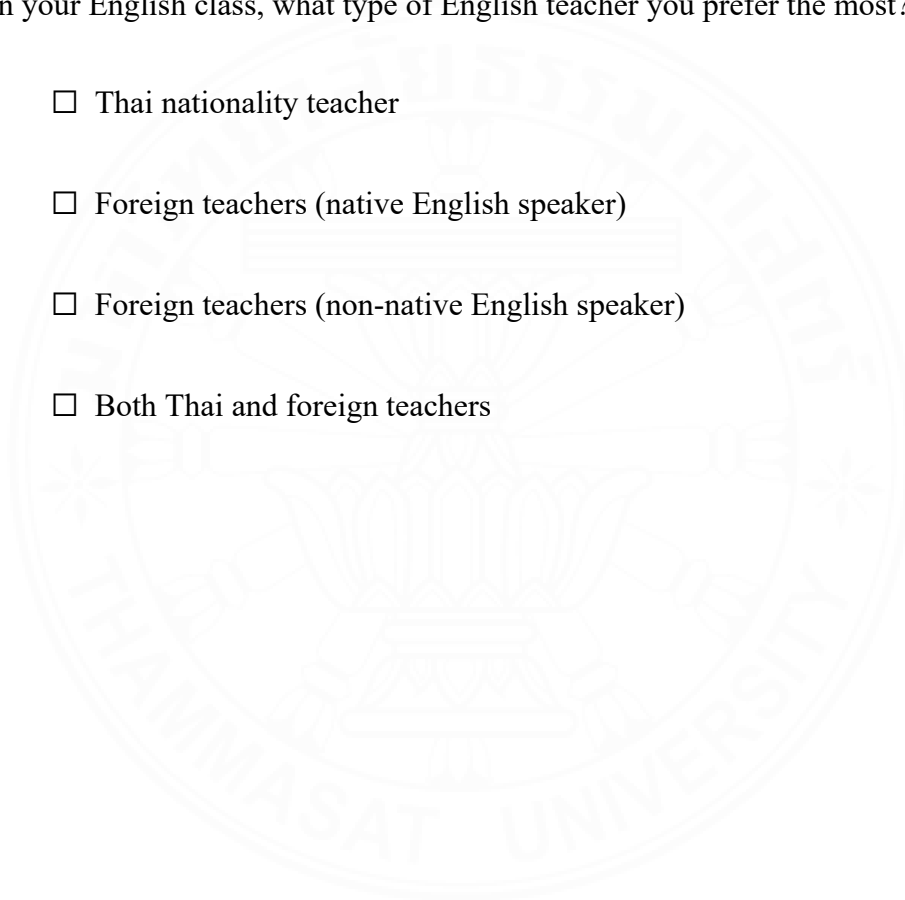
.....

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

per week ..... hour(s) per day

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

- Thai nationality teacher
- Foreign teachers (native English speaker)
- Foreign teachers (non-native English speaker)
- Both Thai and foreign teachers



## APPENDIX B

### THE QUESTIONNAIRE IN THAI

แบบสอบถามนี้เป็นส่วนหนึ่งของการจัดทำวิจัยอิสระ ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ สถาบันภาษามหาวิทยาลัยธรรมศาสตร์ มีวัตถุประสงค์เพื่อศึกษาและวิเคราะห์ความต้องการ ความจำเป็น ในการใช้ภาษาอังกฤษ ความต้องการพัฒนาภาษาอังกฤษ รวมทั้งปัญหาในการใช้ ภาษาอังกฤษของพนักงานรีสอร์ทในเกาะเสม็ด

ความสำคัญของงานวิจัยนี้คือ ข้อมูลที่ได้จากการสำรวจ การทำแบบสอบถามและการสัมภาษณ์จะทำให้ทราบถึงความต้องการ ความจำเป็น และปัญหาในการใช้ภาษาอังกฤษของพนักงานรีสอร์ทในการใช้ภาษาอังกฤษกับชาวต่างชาติ ข้อมูลที่ได้ยังมีส่วนสำคัญในการนำไปสู่การพัฒนาและออกแบบหลักสูตรภาษาอังกฤษที่เหมาะสมตามความต้องการ การ ท ว า ม จั า เ ปื น และปัญหาในการใช้ภาษาอังกฤษของพนักงานรีสอร์ทในส่วนของทักษะพื้นฐานทางภาษาอังกฤษ ได้แก่ ทักษะการฟัง การพูด การอ่าน และการเขียน ในการทำแบบสอบถามจะไม่มีคำตอบที่ถูกต้องหรือผิด คั ง นั น จึ ง ข อ ท ว า ม อ นุ เ ก ร า ะ ห์ ท า น โปรดตอบแบบสอบถามตามความเป็นจริงและแสดงความคิดเห็นเพิ่มเติมได้อย่างอิสระ คำตอบของท่านมีส่วนช่วยให้การศึกษารั้้งนี้สำเร็จลุล่วง ขอขอบพระคุณ อย่างสูงในความร่วมมือของท่านมา ณ โอกาสนี้

แบบสอบถามนี้ประกอบด้วย 4 ส่วน

ส่วนที่ 1 ข้อมูลส่วนบุคคลทั่วไป

ส่วนที่ 2 ความสำคัญและความจำเป็นในการใช้ภาษาอังกฤษ

ส่วนที่ 3 ปัญหาในการใช้ภาษาอังกฤษกับลูกค้าชาวต่างชาติ

ส่วนที่ 4 วิธีการฝึกภาษาอังกฤษ

**ส่วนที่ 1** ข้อมูลส่วนบุคคลทั่วไป

คำชี้แจง: โปรดทำเครื่องหมาย (✓)

ลงในช่องที่ท่านเห็นว่าเหมาะสมและตรงกับความเป็นจริงมากที่สุดเพียงคำตอบเดียว  
หรือเติมคำลงในช่องว่างตามความคิดเห็นของท่าน

1. เพศ

ชาย     หญิง     อื่นๆ

2. อายุ

20-30 ปี     31-40 ปี

41- 50 ปี     51- 60 ปี

3. การศึกษาขั้นสูงสุด

ปวช.     ปวส.

ปริญญาตรี    ปริญญาโท

ปริญญาเอก

3. ประสบการณ์การทำงาน

น้อยกว่า1ปี     1-5ปี

6-10ปี     11-15 ปี

มากกว่า 15 ปี

4. ปัจจุบันท่านทำงานตำแหน่ง .....

5.ประสบการณ์ในการทำงานในอุตสาหกรรมโรงแรมและรีสอร์ท: ..... (เดือนปี)

6.ประสบการณ์การในการในตำแหน่งงาน: ..... (เดือน/ปี)

7. ท่านมีโอกาใช้ทักษะภาษาอังกฤษในการสื่อสารกับชาวต่างชาติบ่อยเพียงใด

บ่อยมาก  บ่อย  บางครั้ง  เกือบไม่เคย  ไม่เคย

8.

ท่านเคยเดินทางไปศึกษาต่อหรือเคยเข้ารับการฝึกอบรมในหลักสูตรต่างๆซึ่งจำเป็นต้องอาศัยอยู่ในต่างประเทศหรือไม่

ใช่  ไม่ใช่

9. ท่านได้เรียนภาษาอังกฤษมาเป็นระยะเวลาานเท่าใด

น้อยกว่า 5 ปี  11-15 ปี  5-10 ปี  มากกว่า 15 ปี

10. ท่านเคยเรียนภาษาอังกฤษกับชาวต่างชาติหรือไม่

เคย  ไม่เคย

11. ท่านคิดว่าท่านมีความสามารถในการใช้ทักษะภาษาอังกฤษเหล่านี้ในระดับใด

11.1 ทักษะการฟัง

ดีเยี่ยม  ดีมาก  ดี  พอใช้  ต้องปรับปรุง

11.2 ทักษะการพูด

ดีเยี่ยม  ดีมาก  ดี  พอใช้  ต้องปรับปรุง

11.3 ทักษะการอ่าน

ดีเยี่ยม  ดีมาก  ดี  พอใช้  ต้องปรับปรุง

11.4 ทักษะการเขียน

ดีเยี่ยม  ดีมาก  ดี  พอใช้  ต้องปรับปรุง

**ส่วนที่ 2** ความสำคัญและความจำเป็นในการใช้ภาษาอังกฤษ

**คำชี้แจง:** โปรดทำเครื่องหมาย (✓)

ลงในช่องที่ท่านเห็นว่าเหมาะสมและตรงกับความเป็นจริงมากที่สุดเพียงคำตอบเดียว  
หรือเติมคำลงในช่องว่างตามความคิดเห็นของท่าน

1. ท่านมีความจำเป็นในการใช้ทักษะภาษาอังกฤษ อยู่ไหนในระดับใด

1 หมายถึง น้อยที่สุด

2 หมายถึง น้อย

3 หมายถึง ปานกลาง

4 หมายถึง มาก

5 หมายถึง มากที่สุด

ทักษะในด้านการฟัง	น้อยที่สุด (1)	น้อย (2)	ปานกลาง (3)	มาก (4)	มากที่สุด (5)
1. ฟังและเข้าใจความต้องการทั่วไปของลูกค้า					
2. ฟังเมื่อลูกค้าเกิดปัญหาหรือความไม่พอใจ/การเสนอแนะในบริการ					

3. ฟังและเข้าใจรายละเอียดต่างๆของลูกค้า					
4. ฟังและเข้าใจบทสนทนาทางโทรศัพท์					
5. ฟังและเข้าใจสำเนียง ชาวต่างชาติ					
อื่นๆ ถ้ามี .....					
ทักษะในด้านการพูด	น้อยที่สุด (1)	น้อย (2)	ปานกลาง (3)	มาก (4)	มากที่สุด (5)
1. พูดย่อถามข้อมูลความต้องการและการตัดสินใจของลูกค้า					
2. พูดย่ออธิบายรายละเอียดของห้องพักและสิ่งอำนวยความสะดวก					

3. พูดให้คำแนะนำเกี่ยวกับ บการเดินทาง					
4. ออกเสียงภาษาอังกฤษ ได้อย่างถูกต้องตามหลัก กสากล					
อื่นๆ ถ้ามี .....					
ทักษะในด้านการอ่าน	น้อยที่สุด (1)	น้อย (2)	ปานกลาง (3)	มาก (4)	มากที่สุด (5)
1.อ่านจดหมายธุรกิจ และ แฟกซ์					
2. อ่านอีเมลล์					
3. อ่านโบรชัวร์หรือนิตยสารท่องเที่ยว					

4. อ่านประกาศขององค์กร					
อื่นๆ ถ้ามี .....					

ทักษะในด้านการเขียน	น้อยที่สุด (1)	น้อย (2)	ปานกลาง (3)	มาก (4)	มากที่สุด (5)
1. เขียนรายงานประจำวัน					
2. เขียนข้อความถึงลูกค้า					
3. เขียนข้อความ จากการฝาก ข้อความทางโทรศัพท์					
4. เขียนอีเมลล์					

อื่นๆถ้ามี .....					
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### ส่วนที่ 3 แบบประเมินตนเองด้านปัญหาการใช้ภาษาอังกฤษ

**คำชี้แจง:** คำถามในส่วนนี้เกี่ยวกับทักษะการสื่อสารภาษาอังกฤษซึ่งเน้นทักษะด้านการฟังและการพูด กรุณาใส่เครื่องหมาย (✓) ในช่องว่างเพื่อประเมินความสามารถด้านภาษาอังกฤษของท่าน

5 หมายถึง เห็นด้วยอย่างยิ่ง

4 หมายถึง เห็นด้วย

3 หมายถึง ไม่แน่ใจ

2 หมายถึง ไม่เห็นด้วย

1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง

ทักษะในด้านการฟัง	เห็นด้วยอย่างยิ่ง (5)	เห็นด้วย (4)	ไม่แน่ใจ (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วยอย่างยิ่ง (1)
1.ข้าพเจ้ารู้สึกกังวลและไม่สบายใจเมื่อต้องฟังและโต้ตอบกับลูกค้าชาวต่างชาติ					
2.ข้าพเจ้ามีปัญหาในการฟังและเข้าใจภาษาอังกฤษในสาเนียงต่างๆ					

3.ข้าพเจ้ามักจะขอให้ลูก กล้าชาวต่างชาติพูด ซ้ำอย่างน้อยสองครั้ง					
4. บ่อยครั้งที่ข้าพเจ้าขอให้ เพื่อนร่วมงานช่วยคุยกับ ลูกค้าแทนเมื่อข้าพเจ้า ฟังลูกค้าพูดไม่เข้าใจ					
ทักษะในด้านการฟัง	เห็นด้วยอย่างยิ่ง (5)	เห็นด้วย (4)	ไม่แน่ใจ (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วยอย่าง ยิ่ง (1)
1.โดยปกติแล้วข้าพเจ้าจะ ใช้คำศัพท์พื้นฐาน ในการสนทนากับลูกค้า					
2.ข้าพเจ้าสามารถพูดภา ษาอังกฤษได้อย่าง เป็นธรรมชาติและมีปร					

ประสิทธิภาพทั้งในการเข้าสังคมและในการทำงาน					
3.ข้าพเจ้าสามารถอธิบายเส้นทางในแผนที่ให้กับลูกค้าได้อย่างละเอียด					
อื่นๆ ถ้ามี .....					
ทักษะในด้านการอ่าน	เห็นด้วยอย่างยิ่ง (5)	เห็นด้วย (4)	ไม่แน่ใจ (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วยอย่างยิ่ง (1)
1.ข้าพเจ้ามีปัญหาในอ่านข้อความจดหมายร้องเรียนหรือข้อเสนอแนะที่เป็นภาษาอังกฤษ					

2.ข้าพเจ้ามีปัญหาในการอ่านอีเมล แฟกซ์ หรือรายละเอียดการจองที่พักที่เป็นภาษาอังกฤษของแขกชาวต่างชาติ					
3.ข้าพเจ้ามีปัญหาในการอ่านคู่มือ ป้าย หรือวิธีการใช้งานที่เป็นภาษาอังกฤษ					
อื่นๆ ถ้ามี .....					
ทักษะในด้านการเขียน	เห็นด้วยอย่างยิ่ง (5)	เห็นด้วย (4)	ไม่แน่ใจ (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วยอย่างยิ่ง (1)
1.ข้าพเจ้ามีปัญหาในการเขียนรายงานเพื่ออธิบายความต้องการซื้อเครื่องหรือคำแนะนำที่เป็นภาษา					

อังกฤษของแขกชาวต่างชาติ					
2.ข้าพเจ้ามีปัญหาในการเขียนจดหมาย อีเมล หรือแฟกซ์ที่เป็นภาษาอังกฤษเพื่อตอบรับความต้องการของแขกชาวต่างชาติ					
อื่นๆ ถ้ามี .....					

#### ส่วนที่ 4 วิธีการฝึกภาษาอังกฤษ

คำชี้แจง กรุณาเติมคำตอบลงในช่องว่าง

1. ท่านพัฒนาทักษะภาษาอังกฤษด้วยวิธีใดบ้าง

.....

.....

.....

2. ท่านคิดว่าวิธีใดคือวิธีที่ดีที่สุดในการพัฒนาทักษะภาษาอังกฤษของท่าน?

.....

.....

.....

3. ในการเรียนภาษาอังกฤษแต่ละสัปดาห์ ท่านเรียนสัปดาห์ละ .....

ครั้งละ ..... ชั่วโมง

4. กรุณาแสดงความคิดเห็นและให้ข้อเสนอแนะเพิ่มเติมเกี่ยวกับหลักสูตรอบรมภาษาอังกฤษที่ทาง  
บริษัทควรจัดหาให้พนักงาน

.....

.....

.....

5. ในการเรียนภาษาอังกฤษ ท่านต้องการเรียนกับผู้สอนแบบใดมากที่สุด

- อาจารย์ชาวไทย
- อาจารย์ชาวต่างชาติ (เจ้าของภาษา)
- อาจารย์ชาวต่างชาติ (ไม่ใช่เจ้าของภาษา เช่น ชาวฟิลิปปินส์ หรือ ชาวอินเดีย)
- ทั้งอาจารย์ไทยและชาวต่างชาติ

**APPENDIX C**  
**QUESTION ITEMS FOR THE SEMI-STRUCTURED**  
**INTERVIEW IN ENGLISH**

No.	Semi – interview questions
1	Based on your opinion, do you think the communicative English skills are important to your working tasks or missions? How?
2	What type of working situation does it require the use of English skills for communicating with foreigners customers?
3	What English skills are you struggling when using it?
4	What is the most problematic English skills to you? Please explain your answer
5	What are the approaches to deal with such problems of communication?
6	Have you ever experienced miscommunication in the situation that requires the use of English? Please explain that situation
7	Based on your opinion, do you like to have English language training coursed to be offered? Why?
8	What is the most effective way for you to improve your English skills?

**APPENDIX D**  
**QUESTION ITEMS FOR THE SEMI-STRUCTURED**  
**INTERVIEW IN THAI**

ลำดับที่	ชุดคำถามสำหรับสัมภาษณ์
1	ท่านคิดว่าการใช้ทักษะภาษาอังกฤษในการสื่อสาร มีความจำเป็นต่อการปฏิบัติหน้าที่ของท่านอย่างไร?
2	ภาษาอังกฤษที่ท่านต้องใช้สื่อสารกับเจ้าหน้าที่หรือลูกค้าชาวต่างชาติมีอะไรบ้าง? เช่น พูดทักทาย, การชี้แจงข้อมูลต่างๆ
3	ท่านประสบปัญหาการใช้ทักษะภาษาอังกฤษในด้านใดบ้าง โปรดอธิบาย
4	ปัญหาในการใช้ทักษะภาษาอังกฤษในการสื่อสารด้านใดที่ท่านประสบปัญหาหนักที่สุด เพราะอะไร โปรดอธิบาย
5	เมื่อมีปัญหาในการใช้ภาษาอังกฤษสื่อสารกับลูกค้าต่างชาติ ท่านมีวิธีการจัดการกับปัญหานั้นอย่างไร?
6	ท่านเคยประสบปัญหาจากความผิดพลาดในการสื่อสารระหว่างตัวท่านและคู่สนทนาของท่านหรือไม่? โปรดบรรยาย เหตุการณ์
7	ท่านต้องการให้มีการจัดฝึกอบรมพัฒนาการใช้ทักษะภาษาอังกฤษหรือไม่? เพราะอะไร?
8	ท่านมีวิธีใดที่มีประสิทธิภาพที่สุดในการพัฒนาทักษะภาษาอังกฤษ