NEEDS IN ENGLISH SKILLS OF NON-TEACHING EMPLOYEES AT THE FACULTY OF MEDICINE IN A THAI UNIVERSITY

BY

PATTARANAN CHAMNAKTAN

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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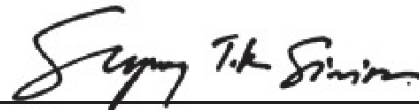
on June 9, 2023

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Independent Study Title	NEEDS IN ENGLISH SKILLS OF NON-TEACHING EMPLOYEES AT THE FACULTY OF MEDICINE IN A THAI UNIVERSITY
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Independent Study Advisor	Assistant Professor Virasuda Sribayak, Ph.D.
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ABSTRACT

This study investigated the English language needs of non-teaching employees at the Faculty of Medicine in a Thai university. A total of 111 participants from 11 departments completed a questionnaire consisting of close-ended and open-ended questions. The data were processed using Microsoft Excel to calculate frequencies, percentages, means, and standard deviations. The results indicated that there was a moderate level of necessity for using English skills at work. Listening skills were identified as the most necessary, followed by reading, writing, and speaking skills. The participants emphasized the necessity of understanding English vocabulary, reading various English media, writing academic English, and conversing with foreign students. Moreover, the study also highlighted department-specific variations in English skill needs, with General Administration ranking as the most necessary department for English skills, particularly in writing. Other departments emphasized the necessity of reading or listening skills. The findings of this study can be used to develop targeted language programs and training initiatives to enhance the English proficiency and effectiveness of non-teaching employees in an academic organization.

Keywords: Needs, English Language Skills, Non-teaching Employees, Faculty of Medicine, Departments, ESP, EOP

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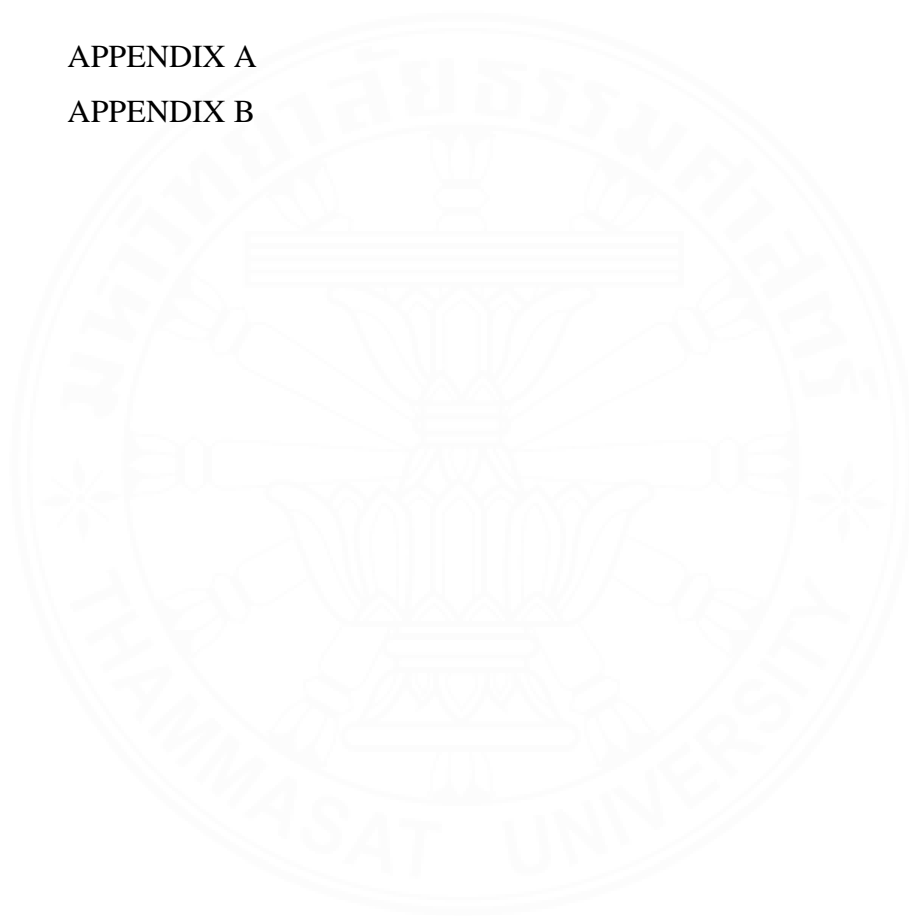
Pattaranan Chamnaktan

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The English language is an important international language and it is necessary to use it in the workplace. Recognized as a lingua franca, English serves as a medium for the exchange of ideas, cultures, and fostering positive relationships among individuals from diverse countries. In addition, today, millions of people throughout the world utilize English as their primary means of communication. English, as acknowledged by Crystal (2003), is a global language with significant worldwide influence. The fact that English is the most extensively used written and spoken language in the world means that studying it can help you have more successful interactions with other people. English is your rescuer whether you are conducting a job interview or looking for new employment options. It is also the most widely used language in industries involving technology and networks. Moreover, English is already recognized as the universal language. English is used across the world not only for communication, but it has also taken over as the primary language in a variety of contexts, including entertainment, education, commerce, politics, and international diplomacy. Also, a lot of linguists have discussed how English has expanded around the world, demonstrating that it is the language of the modern era. (A.H. & Mohamed, A.A., 2014).

As was previously mentioned, English is important for education and necessary for use in the workplace; therefore, the English language is a necessary communication tool in many countries and career fields such as medicine, engineering, business, tourism, politics, education, and entertainment (Richards, 1985). Moreover, Neeley (2012) said that English is the most frequently used business language and that knowing English is now practically required if one wants to work or study abroad. In comparison to other foreign languages, English is the language that is taught the most internationally. Because English is so widely used in official communication, including in business and in education, no one can dispute the importance of the language (Chopra, 2015). Kelly (2015) emphasizes the significant advantage that fluency in

English offers to businesses and organizations, even if English is not their primary language. In the context of global business operations, where frequent interactions occur with individuals who speak English as their first or second language, possessing strong English communication skills is invaluable.

The four skills of language, also referred to as the four skills of language learning are a group of four abilities that enable a person to understand and generate spoken language for appropriate and successful interpersonal communication. These skills include speaking, reading, writing, and listening (Nitin Sharma, 2014). The competency of a person's language skills determines their ability to communicate. The employment of language skills also affects how successfully you are able to communicate your emotions and ideas. In order to learn English and gain access to career development opportunities in situations where English is spoken as a foreign language, inclusive education in English for Special Purposes (ESP) is essential (Gupta, 2007). According to Hutchinson and Waters (1987), ESP is a strategy for examining language learners' purposes in light of their own goals. Moreover, Esimaje (2012) stated that ESP was "the language used for a utilitarian purpose, whether occupational, vocational, academic or professional." Thus, English for the specific purpose (ESP) is essential for Thai employees in an academic workplace to build effective communication between employees and customers in real-life working situations. Moreover, considering the importance of language proficiency for the workplace and communication with clients, partners, and coworkers, English for Occupational Purposes (EOP) aims to offer instruction that fulfills the needs and deficits of learners in regard to their professional goals.

English has also become more widely used at academic organizations such as schools, institutes, and universities where it is important to understand English in order to communicate with international workers, customers, lecturers, and students. The Ministry of Higher Education, Science, Research, and Innovation (2022) emphasizes the evolving nature of international lifestyles in response to a changing world. Consequently, government agencies should enhance their administrative processes by prioritizing research and development efforts. This approach aims to generate new scientific and technological knowledge that can be shared globally, while also fostering the cultivation of skilled individuals who meet international standards.

The Faculty of Medicine is an internationally renowned faculty that develops long-term medical leaders for society. It focuses on the development of medical students while also expanding their professional knowledge. It also encourages extracurricular activities to help students become more virtuous, knowledgeable, and healthy. As well as pushing students' self-development to an international standard is apparent that the Faculty of Medicine wishes to develop students, teachers, and personnel to reach their full potential and move towards an international standard. There are 11 departments in this Faculty of Medicine, divided according to the competence and knowledge of the personnel in each department. Consequently, the English language skills required by non-teaching employees vary across departments. Recognizing this diversity, the researcher is interested in exploring the needs of non-teaching employees in a Thai university in using English skills in their work.

1.2 Research Objectives

1) To investigate the needs of non-teaching employees at the Faculty of Medicine in a Thai university in using English skills in their work.

2) To examine what English skills non-teaching employees at the Faculty of Medicine in a Thai university need in each department.

1.3 Research Questions

1) What are the needs of non-teaching employees at the Faculty of Medicine in a Thai university in using English skills in their work?

2) What English skills do non-teaching employees in each department at the Faculty of Medicine in a Thai university need?

1.4 Definitions of Key Terms

1) Needs refers to the necessity for English communication of non-teaching employees in the Faculty of Medicine for effective work performance.

2) English Skills refers to the proficiency of the non-teaching employee in using English for their work in the workplace concerning listening, speaking, reading, and writing.

3) Non-teaching Employees refers to the positions of supervisors, senior professional level, professional level, practitioner level, permanent employee, and temporary employee of all departments at the Faculty of Medicine in a Thai university.

4) Department refers to all departments involved in driving the workplace to the international level including Human Resources, General Administration, Finance & Procurement, Educational Technology, Policy & Planning, Students Affairs, Quality Assurance, Educational Services, Research Administration, Postgraduate and Social Services.

5) Faculty of Medicine refers to the faculty that provide education to produce qualified and ethical physicians and medical personnel, also promote and support research and innovation excellence in medicine, as well as providing health and academic services for the health of people in society.

6) A Thai university refers to a higher education institution operating under the jurisdiction of the Ministry of Higher Education, Science, Research, and Innovation in Thailand. It offers fully accredited bachelor's, master's, and doctoral degree programs across a wide range of disciplines, and is known for its academic excellence, social engagement, and commitment to producing well-rounded graduates.

1.5 Scope of the Study

This research aimed to study the needs of non-teaching employees at the Faculty of Medicine in a Thai university in using English skills in their work. The participants in this study were limited to Thai employees in the positions of supervisors, senior professional level, professional level, practitioner level, permanent employee, and temporary employee of all departments: (1) Human Resources, (2) General Administration, (3) Finance & Procurement, (4) Educational Technology, (5) Policy & Planning, (6) Students Affairs, (7) Quality Assurance, (8) Educational Services, (9) Research Administration, (10) Postgraduate, and (11) Social Services.

1.6 Significance of the Study

The findings of this study will aid the faculty of medicine in recognizing the needs in English skills of non-teaching employees. The results will be valuable in providing guidance to the faculty for improving the English skills of non-teaching employees in a targeted manner. Moreover, this research could serve as a foundation for future studies that explore ways to meet the needs of non-teaching employees at the Faculty of Medicine.

CHAPTER 2
REVIEW OF LITERATURE

This chapter presents the literature review which consists of six mains point as follows:

2.1 Definition of Needs

Needs have been described in a variety of ways and from a variety of viewpoints. Hutchinson and Waters (1987) provided three theories to describe the concept of needs: necessities, wants, and lacks. In order to perform effectively in goal situations, learners must possess certain abilities, they must have specific skills that are required to achieve their goals. As a result, instructors should also concentrate on analyzing the target situation while taking into account the needs of their learners. The learners' current language proficiency is directly linked to the skills they may be lacking. Robinson (1991) also supports the notion that lacks are insufficient skills that learners must develop in order to fulfill their personal requirements. Insufficient skills are those that a language learner lacks or is unable to employ to satisfy their requirements in the target language. Wants are the learners' perceptions of their own needs. On the other hand, learning needs refer to the specific actions and tasks learners must engage in to facilitate their learning process. Objective needs, also commonly referred to as necessities, represent a specific category of needs that are determined

based on the specific demands and requirements of the given situation. This particular type of need stands apart from other types in its direct correlation to the demands of the target situation.

According to Richterich and Chancerel (1980), a person's perceptions and wants are connected to their requirements as a learner. The investigation of language learners' needs must take into consideration both their wants and necessities since they reveal what the learners believe they need to know to fulfill their particular needs, such as academic or occupational advancement. Stufflebeam, McCormick, Brinkerhoff, and Nelson (2012) explained the meaning of "need" using the definition from Webster's Third International Dictionary, which states that a need is something necessary or beneficial for accomplishing a justifiable objective. They highlight that while helpful items can aid in achieving a purpose, they may not be essential. Conversely, necessary items are indispensable for accomplishing a specific and discerning goal. In summary, their explanation emphasizes that a need refers to something required and valuable for fulfilling a specific purpose, setting it apart from other considerations.

According to Richards & Schmidt (2013), necessity is a research methodology used to determine the specific language needs of a target group in order to design language programs that meet their needs. It is a form of needs analysis that focuses on identifying the language skills and knowledge that learners need in order to successfully perform specific tasks or functions within their work or academic contexts. Bachman & Palmer (2010) defined a process of identifying the specific language skills needed for successful performance in a given context, as determined by the tasks required in that context. Moreover, Robinson (2018) also defined necessity as referring to the identification of the language needs of learners in terms of what they need to know and be able to do with a language in order to achieve their goals in specific social, academic, or occupational settings.

In summary, the study defines needs as the necessity of the target situation, specifically referring to what employees need to know in order to effectively perform in that situation.

2.2 Definition of English Skills

Scott (1981) defined English communication as the interaction between a speaker and a listener who are exchanging information. Similar to this, Bygate (1987) defined communication skills as the ability to engage with others and preserve interpersonal relationships. A speaker should choose the appropriate language to employ depending on the occasion and the listener during communication (Luoma, 2004). Additionally, both the speaker and the listener must be proficient in the language in order for communication to be effective (Gower et al., 1995).

According to Harappa (2020), basic interpersonal communication skills extend beyond effective verbal expression. Proficiency in writing, reading comprehension, and listening skills holds equal significance. There exist diverse methods for effectively conveying intentions. The workplace demands mastery of four fundamental communication skills: speaking, writing, listening, and reading. M. Jehanzaib (2019) defines communication skills as the necessary abilities to articulate and write effectively. Individuals who are considered effective speakers possess the capacity to communicate appropriately, maintain eye contact with their audience, utilize a wide range of vocabulary, and adjust their speech to suit the listeners' needs. Similarly, proficient writers must be capable of conveying thoughts and messages to readers using various writing techniques and styles. In any given situation, it is essential to possess attentive listening skills, accurate writing skills, and clear speaking abilities. Consequently, successful communication necessitates proficient reading, writing, speaking, and listening aptitudes.

2.2.1 Listening Skill

One of the most crucial abilities for sharing and exchanging thoughts and emotions in daily life is listening. It can be difficult to hear a second language because you have to try to make sense of what you are hearing, which is especially difficult when you are listening to a conversation that is being held in the second language. In communicative contexts, when listeners must pay attention and concentrate while engaging in any discourse, listening skills are crucial (Khamprated, 2012). In order for effective application of listening skills in a communication scenario, it is necessary to have listening comprehension, which involves extracting meaning from the listening

source (Gilakjani & Sabouri, 2016). Listening comprehension refers to the capacity of individuals to understand the speaker through their senses and auditory organs, and determine the conveyed information's meaning (Bingol et al., 2014).

2.2.2 Speaking Skill

Speaking, especially in English, is one of the crucial abilities that is important to communication in any language. Speaking is essential for communication because speaking allows us to interact with people, convey our thoughts, and share information. Without speech, such a process of communication cannot occur. According to Quershi (2010), speaking is the primary form of communication that we employ for a variety of reasons and occasions. To effectively communicate in spoken contexts, speakers need to make sure that their communication is delivered appropriately and effectively. Quershi, I.A. (2010) emphasized the significance of speaking skills through the following key points: The deliberate training of speaking skills is crucial to equip individuals with the ability to engage in seamless and impactful verbal communication. While proficiency in all four communicative skills—listening, speaking, reading, and writing—is essential, possessing fluent speaking skills offers distinct advantages. It enables language users to effectively express their thoughts, ideas, and emotions through meaningful verbal expression.

2.2.3 Reading Skill

Another crucial communication ability we use on a daily basis is reading. Reading is the most crucial English language ability, according to Chawwang (2008), because it serves as the primary method of knowledge and information acquisition. The majority of the knowledge we learn nowadays may be found in written or online publications, and the English language is frequently the original source of such publications. Additionally, Chawwang (2008) underscores the significance of reading as a prevalent skill in everyday life, with ample English written materials available. In comparison, opportunities for speaking, listening, and writing may be limited. Reading plays a crucial role in expanding knowledge, particularly in English, which is widely used globally, especially in fields like science, technology, and advanced research (Pangsapa, 2012). In addition, Pangsapa (2012) argues that individuals across different

professions greatly benefit from reading as it serves as a primary means of self-directed learning, enabling them to accomplish their academic or professional goals. In a study conducted by Chantawimol (1998) on the attitude of Thai individuals towards English, it was found that professionals such as doctors, engineers, teachers, and individuals in the hotel industry rely on reading skills to access newspapers, academic textbooks, and journals. Additionally, students often come across a majority of their textbooks, sources of knowledge, and information in the English language.

2.2.4 Writing Skill

Since writing is an integrated skill, it is thought to be a challenging skill. Writing does need a variety of subskills, including basic structural components like paragraphing, sentence organization, syntax, punctuation, and spelling (Cornbleet & Carter, 2001; Khaldieh, 2000). Writing encompasses multiple aspects such as employing proper grammar (including subject-verb agreement, tense, and article usage), arranging words and sentence structure (syntax), adhering to mechanics (punctuation, spelling, and handwriting), and organizing ideas coherently and meaningfully (Clifford, 1991; Gebhard, 2000; Harris, 1969; Tyner, 1985). Therefore, authors need to consider various factors when composing a written piece.

People communicate through writing with one another to share ideas, thoughts, views, and attitudes (Alfaki, 2015). Writing is seen as being essential for a variety of vocations, much like other English language abilities, since it is a form of communication similar to speaking in that they are both expressive. Writing is still essential in many jobs, in both academic and professional fields, even though it is thought to be used less frequently than other English language abilities. Writing abilities, according to Afrin (2016), are crucial for students to have throughout their academic careers because they enable them to organize their thoughts and feelings and to communicate meaning via well-written prose.

2.3 The Importance of English Language Skills

The significance of English language communication abilities has been investigated in a variety of researches. As noted by Maes, Weldy, and Icenogle (1997), communication ability was not viewed as a crucial factor in recruiting decisions in

1975. However, language communication skills are now considered to be the most crucial competency and talent due to the growing importance of these abilities (Maes, Weldy, and Icenogle, 1997). Indeed, among the top three requirements for general management positions is communication ability (Kane, 1993).

According to Crosling and Ward (2002), proficiency in English language communication skills holds significant importance and provides valuable support in career advancement. Additionally, employees tend to prioritize spoken communication skills over written communication skills in the workplace, as indicated by Hetherington (1982). Mellinger (1992) further emphasizes that successful careers rely on two crucial components: effective communication and productive social interaction.

Friedrich (1994) suggests that English language communication proficiency entails the situational capacity to establish pragmatic and appropriate objectives, employing self-awareness, contextual understanding, and communication theories to attain flexible and adaptable communication outcomes. According to a report conducted by Elizabeth J. Erling (2014) for the British Council, possessing fluency in English is greatly esteemed in the job market. The report emphasizes the beneficial impact of English proficiency on economic growth. Furthermore, a separate report from The Economist (2013) indicates that English language skills can enhance the effectiveness of employees in sectors such as business process outsourcing, leading to increased efficiency.

2.4 English for Specific Purposes (ESP)

Since 1960, several linguists have provided various definitions and perspectives on English for Specific Purposes (ESP). As linguistics evolved, ESP emerged as a highly influential field within applied linguistics and teaching English as a foreign language (TEFL). It serves as a valuable instrument in comprehending learners' motivation to acquire a foreign language. Gamal Abdullah (2015) concurs that ESP relates to the learners' aims, whether they are learning English as a second language or as a foreign language. Examples of learning English for academic areas include English for Medical Studies and English for Hospitality, as well as many others. ESP is essentially an approach that places the learner at the center of the methodology. This implies that ESP courses are designed with a specific focus on meeting the individual

needs of students in relation to their English learning goals. For example, a course in ESP designed to prepare students for college will put a strong emphasis on teaching them how to read academic literature, write academic essays, attend lectures, and present seminars (Seto, 2013).

English for Specific Purposes (ESP) is regarded to be about preparing students to use English in academic, professional, or workplace situations where the language will be used, based on the definitions provided. In ESP, English is learned not for its own purpose or to get a comprehensive education but rather to make admittance easier or to be more effective linguistically in particular environments (Basturkmen, 2006).

Dudley-Evans and St. John (1997) proposed a categorization of ESP into two distinct domains: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Within EOP, further subdivisions can be made based on specific professional fields. The authors also acknowledged that English for Business Purposes (EBP) falls within the scope of EOP. Consequently, the English language used within a call center setting would be classified as ESP, with a specific focus on English for Business Purposes (EBP) in terms of the context and language usage.

2.5 English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) has a distinct emphasis and possesses distinctive characteristics when it comes to its definition and scope. Sezer (2004) states that English for Occupational Purposes (EOP) is a recently emerging and continuously developing subdomain within the field of English language teaching. Its primary objective is to address the specific English language requirements of learners within their respective occupational settings.

English for Occupational Purposes (EOP) is a sort of English for specific purposes (ESP). The two subcategories of EOP are English for Professional Purposes (EPP) and English for Vocational Purposes (EVP). English for Occupational Purposes encompasses specialized branches such as English for the banking industry and English for medical purposes (EMP). This field is applicable in both academic settings, where students are preparing for their future careers, and in business environments (Dudley-Evans & St. John, 1998).

Based on insights from Kim (2008) and Rautenbach et al. (2018), interviews conducted with employees of specific Korean organizations have revealed the emergence of the following characteristics in ESP/EOP in recent years:

• It considers the necessary skills and qualifications required for the workplace based on the findings of a need's assessment.

• It addresses and meets the educational requirements and demands effectively.

• The specific terminology and language taught is used within students' professional settings.

• It is focused on meeting immediate and practical needs within the workplace, rather than providing general education.

2.6 Related Previous Studies

Husin and Radzuan (2021) conducted a study on the English language needs among administrative support staff in a Malaysian public university. The research, which involved 40 support staff members from three administrative departments at University Malaysia Kelantan (UMK), utilized a questionnaire to assess their English language needs, perceptions, and usage at work. The study collected data through a survey and employed content descriptive analysis for analysis. The findings indicated that a significant majority of the respondents strongly agreed that possessing strong English skills would enhance their chances of promotion to higher positions. The data also highlighted that staff primarily utilized English during interactions with foreign staff and students. Additionally, staff expressed a need to enhance their English writing skills. The study aims to provide valuable insights into the English proficiency of administrative support staff and advocate for explicit workplace policies regarding the English language. As a result, it recommends the development and implementation of continuous professional development programs to aid in improving the English language abilities of the staff.

Surakkitthikul (2020) studied the English development needs and problems of support staff at a Thai university in Nakhon Pathom province. This study aimed to assess the English language needs and problem of support staff in an international college. A questionnaire was administered to 31 participants, gathering data on their background information, English skill needs and problems in the workplace, and

desired areas for skill development. The data were analyzed using Microsoft Excel to calculate frequencies, percentages, means, and standard deviation (SD). The findings of this research revealed that support staff in the university had overall moderate needs for English development in listening, speaking, reading, and writing skills. Moreover, the highest rank and high level of the needs of listening skill in the workplace was "listening to general conversations or greetings with instructors and students." The main English problems of support staff in the university were listening; "they do not understand the topics which they are not familiar with" and "they do not understand different accents." For speaking skills; "they cannot use proper English words."

Boonyachokanan (2017) investigated the problems and need for enhancing English communication skills among employees in a private university. The study included 80 employees employed at a private university as participants. A questionnaire was administered to the participants, and it was collected after a week. The collected data was then subjected to analysis using the SPSS program. The findings reveal that among the respondents, speaking was considered the most crucial skill for their work, followed by listening, writing, and reading. Regarding speaking, the main challenge reported by respondents was a perceived lack of vocabulary knowledge. When it came to listening, the major problem was the difficulty in understanding fast-paced speech. For reading, insufficient vocabulary knowledge was identified as the primary issue. In terms of writing, respondents indicated a need to enhance their knowledge of writing techniques. Regarding the desire to improve English skills in the workplace, the majority of participants expressed a preference for courses focused on enhancing English communication. Additionally, the results demonstrated that respondents rated all four skills as needing improvement. However, the skill that stood out as requiring the most attention was pronunciation accuracy in speaking. To address this, a course specifically targeting speaking skills should be provided, given its identified significance for improvement.

Chaiyapoo (2017) investigated the needs for English language use of university non-teaching staff. This study included the participation of 36 employees who were working as non-teaching staff members in an international program at a university in Thailand. Participants were selected through purposive sampling and a questionnaire was developed as one of the research instruments. The researcher did a preliminary

investigation to gather data, concepts, and ideas for the questionnaire's question items. The preliminary investigation was conducted using observation, informal interviews, and document analysis as the three methods. The researcher conducted semi-structured interviews from each division who are chosen based on their respective roles. Questionnaire data was analyzed using frequency, percentage, mean scores, and standard deviation. The results indicated that reading work-related emails was rated as the most important skill, while English grammar use was identified as the most difficult. Participants expressed a strong desire to improve their speaking skills, followed by listening, writing, vocabulary, grammar, pronunciation, and reading. More than 50% of the respondents expressed a preference for learning with instructors who were both Thai and non-Thai.

Sukprasert (2016) investigated the needs and proficiency for English development of academic support staff at Siam University. The study aimed to explore the English learning difficulties of academic support staff and identify their language development needs and proficiency levels. The study included a total of 120 academic support staff members from Siam University. A random sampling method was employed to select a sample size of 50 participants, ensuring representation from various departments within the university. The study used a questionnaire and SPSS to analyze data. The results were presented using descriptive statistics, including percentages, mean scores, and standard deviations. The research findings revealed that the respondents had different proficiency levels in listening, speaking, reading, and writing. They expressed a desire to develop their listening and speaking skills specifically in communicating with foreign lecturers or students to seek information.

Viravaidya (2011) conducted a research on the English language needs and wants of local employees employed in an international organization. This study had four main objectives. Firstly, it aimed to determine the extent to which English skills were used by the respondents in their organization and daily work. Secondly, it sought to explore the specific problems encountered when using English skills. Thirdly, it aimed to ascertain the particular English skills that were needed. Lastly, the study aimed to examine the importance of English skills in the context of business communication. The data for this study was gathered from 80 participants employed in an English-speaking international organization using a survey questionnaire as the data

collection instrument. The collected data was then analyzed using frequency and percentage calculations. The study findings showed that the participants relied heavily on English (76-100%) for their business communication. They emphasized the importance of reading skill, particularly in handling emails. However, they faced challenges with writing, specifically regarding correct grammar usage. Speaking skill, particularly in terms of grammar, was also identified as a problem. Overall, the participants acknowledged the crucial role of English in their organization.

CHAPTER 3
RESEARCH METHODOLOGY

In this chapter, a comprehensive overview of the research methods and approaches used for data collection and analysis of the research questions is provided. The primary objective of this study was to find out the needs of non-teaching employees at the Faculty of Medicine in a Thai university in using English skills. The chapter is divided into four parts: (1) Participants, (2) Research Instrument, (3) Research Procedures, and (4) Data Analysis.

3.1 Participants

The participants in this study were 111 non-teaching employees obtained from the total population of 154 non-teaching employees who were working at the Faculty of Medicine in a Thai university. These employees held various positions, including supervisors, senior professional level, professional level, practitioner level, permanent employee, and temporary employee of all departments: Human Resources, General Administration, Finance & Procurement, Educational Technology, Policy & Planning, Students Affairs, Quality Assurance, Educational Services, Research Administration, Postgraduate, and Social Services. The total number of employees and the number of participants from each department can be seen in Table 3.1

Table 3.1

Number of Participants

Department	Total Employees	Participants
1. Human Resources	9	8
2. General Administration	14	12
3. Finance & Procurement	23	11
4. Educational Technology	18	11
5. Policy & Planning	6	6
6. Students Affairs	7	7

Department	Total Employees	Participants
7. Quality Assurance	6	5
8. Educational Services	31	21
9. Research Administration	16	12
10. Postgraduate	6	6
11. Social Services	18	12
Total	**154**	**111**

Based on the description of 11 departments on the faulty website, the duties and responsibilities of each department can be specified as follows:

- Human Resources department manages the organization's workforce by handling recruitment, onboarding, employee relations, and policy enforcement. Their responsibilities include attracting qualified candidates, facilitating onboarding, addressing employee concerns, promoting engagement, managing evaluations, administering benefits, and ensuring policy compliance. HR's role is crucial in supporting the organization's mission and vision. (Faculty of Medicine, Thammasat University, 2022)

- General Administration department is responsible for various administrative and communication functions. They register important documents, coordinate administrators, teachers, and students (both Thai and foreign), publicize news and activities through various media channels, and establish communication with domestic and foreign agencies. Their role is to ensure smooth operations, effective coordination, and effective communication within the faculty while promoting the faculty's reputation and activities to a broader audience. (Faculty of Medicine, Thammasat University, 2022)

- Finance & Procurement department is responsible for fiscal management, budgeting, accounting, procurement, financial control, and distribution within an organization. They ensure efficient financial operations and effective procurement practices to support the organization's financial stability and resource allocation. (Faculty of Medicine, Thammasat University, 2022)

- Educational Technology department is responsible for developing software, programs, and databases to support teaching and research in the field of English language education. They create English language programs, maintain information databases, and provide resources to enhance the educational experience and facilitate language learning for teachers and researchers. (Faculty of Medicine, Thammasat University, 2022)

- Policy & Planning department prepares, monitors, and reports on budget plans while aligning them with university policies. They ensure effective financial management and the integration of budget decisions with the institution's strategic direction. (Faculty of Medicine, Thammasat University, 2022)

- Students Affairs department is responsible for promoting students' extracurricular activities and projects to enhance their development as qualified graduates. They also provide assistance and support to students facing various challenges during their studies, ensuring their successful completion of the entire course of study. (Faculty of Medicine, Thammasat University, 2022)

- Quality Assurance department is responsible for managing risks and promoting quality improvement within the faculty. They collect data from various sources, including international databases, to guide the quality management process. Their focus is on elevating operational results to excellence and ensuring continuous improvement throughout the institution. (Faculty of Medicine, Thammasat University, 2022)

- Educational Services department is responsible for supporting the development and improvement of bachelor's degree programs, coordinating teaching evaluations of faculty members, and evaluating academic work in textbooks and teaching materials. Their role is to enhance the quality of education by providing guidance, conducting assessments, and ensuring the availability of suitable resources for effective teaching and learning. (Faculty of Medicine, Thammasat University, 2022)

- Research Administration is responsible for supporting the development of researchers and innovators to produce quality research and innovation and supervising research and innovation standards to meet international standards. (Faculty of Medicine, Thammasat University, 2022)

- Postgraduate department is responsible for managing doctoral and master's studies and handling administrative tasks related to postgraduate programs. They oversee admissions, provide guidance to students, manage administrative processes, and ensure compliance with policies set by the Graduate Studies Committee. Their role is to support the progress and success of postgraduate students in accordance with established guidelines and regulations. (Faculty of Medicine, Thammasat University, 2022)

- Social Services department provides academic services in medicine, medical science, and applied Thai traditional medicine to benefit society. They offer healthcare programs, collaborate with external organizations, and may incorporate traditional healing practices alongside modern medicine. (Faculty of Medicine, Thammasat University, 2022)

3.2 Research Instruments

The research instrument in this study was a questionnaire that consisted of three main parts. The questions in the questionnaire were adapted from previous studies conducted by Boonyachokanan (2017) and Surakkitthikul (2020). To ensure accurate understanding of the questions, the items in the questionnaire were written in Thai. The questionnaire was divided into three sections. Firstly, background information of the participants, as well as evaluation of their English proficiency; secondly, a close-ended question about the participants' needs of using English skills at work and ; lastly, an open-ended question concerning the information about what English skills the participants need at work.

Part 1: Background Information of the Participants This part was designed to conduct a close-ended questions survey of the participants' demographics such as gender, age, education level, department, work position, work experience, and English proficiency. This part also required the participants to evaluate their English skills by rating them on a five-point scale.

Scale	English Skills
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

Part 2: The Participants' Needs of Using English Skills at Work The purpose of this part is to survey the necessity of non-teaching employees about using listening, speaking, reading, and writing skills in their work and the most necessary English skills for each department to gather insights from non-teaching staff regarding the necessity of English communication in their work. The participants were asked to indicate their perception of the necessity of using English in their work by using a five-point Likert scale provided below.

Scale	Level of Necessity
5	Very high
4	High
3	Moderate
2	Low
1	Very low

Part 3: An Open-ended Question This part was designed to obtain the information about what English skills the participants necessity at work.

3.3 Research Procedures

The questionnaire was administered to the participants in the Thai language to avoid misunderstanding of the English language. The online link (Google Form) of the questionnaire and consent form was sent to the 154 non-teaching employees. The questionnaires were distributed on 8 March 2023 and during 25 – 29 March 2023 the data was analyzed.

3.4 Data Analysis

The data obtained from the questionnaires were processed using Microsoft Excel program to determine the frequency, percentages, means, and standard deviation.

1) The background information of the participants including gender, age, education level, department, work position, and work experience, were analyzed using frequency distribution and percentage calculations.

The following mean range criteria were used to interpret the data about how the participants rated their English language proficiency in relation to the four skills:

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

2) The participants' responses to questions on their necessity for using English at work and the most necessary English skills for each department were analyzed using mean and standard deviation. The data collected for this part was analyzed and interpreted using a scale that included the following ranges:

Mean range	Level of Necessity
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

3) The participants' responses to the open-ended questions were coded and categorized. The data from this part helped answer the research questions in a qualitative way.

CHAPTER 4
RESULTS

This chapter presents the results on the needs in English skills of non-teaching employees at the Faculty of Medicine in a Thai university. The questionnaire was sent to 154 non-teaching employees and 111 responded, representing about 72.08%. In this chapter, the results of this research were divided into three parts as follows:

4.1 Background Information of the Participants

4.2 The Participants' Needs of Using English Skills at Work

4.3 An Open-ended Question

4.1 Background Information of the Participants

The results in this part presented the background information of the participants including their gender, age, education level, department, work position, and work experience. The data for this particular section of the results was analyzed using frequency and percentage calculations.

The participants' ratings of their English proficiency in the four skills were interpreted using the following criteria based on mean ranges:

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

Table 4.1

Gender

Gender	Frequency	Percentage (%)
Male	21	18.9
Female	88	79.3
LGBTQ	2	1.8
Total	**111**	**100**

Table 4.1 presents the analysis of the gender data. It shows that number of participants who answered the questionnaire were 21 males (18.9%), 88 females (79.3%) and 2 LGBTQ (1.8%).

Table 4.2

Age

Age	Frequency	Percentage (%)
20-25 years	7	6.3
26-30 years	29	26.1
31-40 years	43	38.7
41-50 years	19	17.1
More than 50 years	13	11.7
Total	**111**	**100**

Table 4.2 shows the participants' age range divided into five groups. The majority of participants (38.7%) were between 31-40 years old. The second largest group (26.1%) consisted of individuals aged 26-30 years. Participants aged 41-50 years accounted for 17.1% of the total. Those over 50 years old comprised 11.7%, and individuals aged 20-25 years made up 6.3% of the participants.

Table 4.3

Education Level

Education Level	Frequency	Percentage (%)
Lower than Bachelor's Degree	2	1.8
Bachelor's Degree	94	84.7
Master's Degree	15	13.5
Doctorate Degree	0	0
Total	**111**	**100**

Table 4.3 illustrates the educational level of the participants, with the bachelor's degree group representing the largest portion at 84.7%. The master's degree group comprised 13.5% of the participants, while those with educational levels below a bachelor's degree constituted a minority group, accounting for 1.8% of the total participants.

Table 4.4

Departments

Departments	Frequency	Percentage (%)
Human Resources	8	7.2
General Administration	12	10.8
Finance & Procurement	11	9.9
Educational Technology	11	9.9
Policy & Planning	6	5.4
Students Affairs	7	6.3
Quality Assurance	5	4.5
Educational Services	21	18.9
Research Administration	12	10.8
Postgraduate	6	5.4
Social Services	12	10.8
Total	**111**	**100**

Table 4.4 shows the departments of participants. The majority of the participants were Educational Services at 18.9%. The numbers of participants from the departments of General Administration, Research Administration and Social Services were equal at 10.8%. Finance & Procurement and Educational Technology participants numbers were the same at 9.9%, followed by that from Human Resources at 7.2% and from Students Affairs at 6.3%. Furthermore, the numbers of participants from Policy & Planning and Postgraduate were also the same at 5.4%. The minority group was from Quality Assurance at 4.5%.

Table 4.5

Work Position

Work Position	Frequency	Percentage (%)
Supervisors	8	7.2
Senior Professional Level	4	3.6
Professional Level	9	8.1
Practitioner Level	58	52.3
Permanent Employee	16	14.4
Temporary Employee	16	14.4
Total	**111**	**100**

Table 4.5 shows the work position of participants. The largest group of work position was practitioner level at 52.3%. The numbers of permanent employees and temporary employees were the same at 14.4%, followed by the professional level at 8.1%, supervisors at 7.2% and the smallest group was the senior professional level at 3.6%.

Table 4.6

Work Experience

Work Experience	Frequency	Percentage (%)
Less than 1 year	3	2.7
1-5 years	41	36.9
6-10 years	32	28.8

Work Experience	Frequency	Percentage (%)
11-15 years	14	12.6
16-20 years	7	6.3
More than 20 years	14	12.6
Total	**111**	**100**

Table 4.6 presents the years of work experience of participants. It shows that most of the participants had 1-5 years of work experience at 36.9%. 28.8% of participants had working experience of 6-10 years. The participants who had 11-15 years and more than 20 years were at the same percentage of 12.6%. The participants who worked for 16-20 years were 6.3% while the lowest percentage of working experience was less than 1 year at 2.7%.

Table 4.7

English Proficiency

Skills	*M*	*SD*	Level of Proficiency
Listening	2.95	0.53	Fair
Speaking	2.74	0.7	Fair
Reading	2.86	0.62	Fair
Writing	2.77	0.65	Fair
Total	**2.83**	**0.62**	**Fair**

According to Table 4.7, the overall English proficiency level of the participants across the four skills was determined to be at a fair level. Upon analyzing each individual skill, it was found that the participants had a fair level of proficiency in listening ($M = 2.95$, $SD = 0.53$), reading ($M = 2.86$, $SD = 0.62$), writing ($M = 2.77$, $SD = 0.65$), and speaking ($M = 2.74$, $SD = 0.7$), respectively.

4.2 The Participants' Needs of Using English Skills at Work

This section of the results was obtained from a questionnaire where participants were asked to rate the necessity of using English in their work. The questionnaire items focused on the necessities in English skills including listening, speaking, reading, and

writing. The data was analyzed as a whole and according to groups of departments. The data collected was analyzed by calculating the means and standard deviations. The mean range was interpreted to the level of necessity. The interpretation is shown as follows:

Mean range	Level of Necessity
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

Table 4.8

The Necessity of Using Listening Skills at Work

Skills	*M*	*SD*	Level of Necessity
1. Listening and understanding English conversation with foreign instructors	2.92	1.01	Moderate
2. Listening and understanding English conversation with foreign students	3.14	0.96	Moderate
3. Listening and understanding English conversation with Thai people	2.60	0.94	Low
4. Listening and understanding English conversation on the telephone	3.02	0.92	Moderate
5. Listening and understanding English information from various online media.	3.58	0.73	High
6. Listening and comprehending keywords in the sentence	3.47	0.91	High

Skills	*M*	*SD*	**Level of Necessity**
7. Listening and understanding English speech in meetings/conferences	3.14	0.98	Moderate
8. Listening and understanding English vocabulary for work such as academic words, and medical terms	3.64	0.88	High
Total	**3.19**	**0.92**	**Moderate**

Table 4.8 presents the necessity of using listening skills at work. The total mean score of necessity of listening skills was 3.19 interpreted at a moderate level of necessity. "Listening and understanding English vocabulary for work such as academic words, and medical terms" (*M* = 3.64, *SD* = 0.88) was the most necessity in listening skills at a high level. The second ranked was "listening and understanding English information from various online media" (*M* = 3.58, *SD* = 0.73) at a high level and the third was "listening and comprehending keywords in the sentence" (*M* = 3.47, *SD* = 0.91) at a high level.

At a moderate level, there are four skills. "Listening and understanding English conversation with foreign students" (*M* = 3.14, *SD* = 0.96) and "listening and understanding English speech in meetings/conferences" (*M* = 3.14, *SD* = 0.98) were the same mean, followed by "listening and understanding English conversation on the telephone" (*M* = 3.02, *SD* = 0.92) and "listening and understanding English conversation with foreign instructors" (*M* = 2.92, *SD* = 1.01). "Listening and understanding English conversation with Thai people" (*M* = 2.60, *SD* = 0.94) was the last ranked of necessity in listening skill at a low level.

Table 4.9

The Necessity of Using Speaking Skills at Work

Skills	*M*	*SD*	**Level of Necessity**
1. Making a conversation with foreign instructors	2.80	0.95	Moderate

Skills	*M*	*SD*	Level of Necessity
2. Making a conversation with foreign students	3.02	1.05	Moderate
3. Making a conversation with Thai people	2.63	1.05	Moderate
4. Making a conversation on the telephone	2.92	1.02	Moderate
5. Making a conversation in meetings/conferences	2.68	1.00	Moderate
6. Giving presentations and information in English	2.68	1.02	Moderate
7. Pronouncing vowels and consonants correctly	2.55	1.05	Low
8. Pronouncing with emphasis on stress words correctly	2.36	1.06	Low
9. Making a conversation that is grammatically correct	2.65	1.05	Moderate
Total	**2.70**	**1.03**	**Moderate**

Table 4.9 shows the necessity of using speaking skills at work. The total mean score of necessity of speaking skills was 2.70 at a moderate level. The highest rank was "making a conversation with foreign students" (*M* = 3.02, *SD* = 1.05) at a moderate level, followed by "making a conversation on the telephone" (*M* = 2.92, *SD* = 1.02), "making a conversation with foreign instructors" (*M* = 2.80, *SD* = 0.95), "making a conversation in meetings/conferences" (*M* = 2.68, *SD* = 1.00), "giving presentations and information in English" (*M* = 2.68, *SD* = 1.02), "making a conversation that is grammatically correct" (*M* = 2.65, *SD* = 1.05) and "making a conversation with Thai people" (*M* = 2.63, *SD* = 1.05), respectively. However, both "pronouncing vowels and consonants correctly" (*M* = 2.55, *SD* = 1.05) and "pronouncing with emphasis on stress words correctly" (*M* = 2.36, *SD* = 1.06) were perceived at a low level.

Table 4.10

The Necessity of Using Reading Skills at Work

Skills	*M*	*SD*	Level of Necessity
1. Reading and understanding e-mail in English	3.13	0.94	Moderate
2. Reading and understanding external memorandum in English	3.06	1.00	Moderate
3. Reading and understanding internal memorandum in English	3.05	1.05	Moderate
4. Reading and understanding articles in English such as journals and research articles	2.94	1.10	Moderate
5. Reading and understanding manuals and product descriptions in English	3.42	0.94	High
6. Reading and understanding various English media such as announcements, posters, brochures, magazines, and websites	3.56	0.77	High
7. Reading and pronouncing English correctly	2.69	1.03	Moderate
8. Reading and knowing the English grammar of the article	2.77	1.01	Moderate
Total	**3.08**	**0.98**	**Moderate**

Table 4.10 shows that the participants rated the level of necessity in using reading skills at work as moderate level at the mean score of 3.08. The highest rank was "reading and understanding various English media such as announcements, posters, brochures, magazines and websites" (*M* = 3.56, *SD* = 0.77) at a high level. The second rank was "reading and understanding manuals and product descriptions in English" (*M* = 3.42, *SD* = 0.94) at a high level.

For moderate level of necessity in using reading skills, there are six skills: "reading and understanding e-mail in English" (M = 3.13, SD = 0.94); "reading and understanding external memorandum in English" (M = 3.06, SD = 1.00); "reading and understanding internal memorandum in English" (M = 3.05, SD = 1.05); "reading and understanding articles in English such as journals and research articles" (M = 2.94, SD = 1.10); "reading and knowing the English grammar of the article" (M = 2.77, SD = 1.01); and "reading and pronouncing English correctly" (M = 2.69, SD = 1.03), respectively.

Table 4.11

The Necessity of Using Writing Skills at Work

Skills	M	SD	Level of Necessity
1. Writing e-mails in English	2.81	1.00	Moderate
2. Writing reports in English	2.82	1.04	Moderate
3. Writing English messages from the telephone	2.77	1.12	Moderate
4. Writing internal memorandums in English	2.75	1.12	Moderate
5. Writing external memorandum in English	2.72	1.08	Moderate
6. Writing English messages to publish various online media such as Facebook, Line, and YouTube	3.23	0.96	Moderate
7. Writing English messages to publish on various print media such as announcements, posters, brochures, and magazines	3.22	1.02	Moderate
8. Writing articles in English such as journals and research articles	2.67	0.99	Moderate
9. Writing English with grammatically correct structure	3.32	1.04	Moderate

Skills	*M*	*SD*	Level of Necessity
10. Writing academic English	3.52	0.90	High
Total	**2.98**	**1.03**	**Moderate**

For the results in Table 4.11, the participants rated their necessity in using writing skills at work. The total mean score of the necessity of writing skill was 2.98 or at a moderate level. The highest ranked and high level was "writing academic English" ($M = 3.52$, $SD = 0.90$).

The skills at moderate level were "writing English with grammatically correct structure" ($M = 3.32$, $SD = 1.04$), "writing English messages to publish on various online media such as Facebook, Line and YouTube" ($M = 3.23$, $SD = 0.96$), "writing English messages to publish various print media such as announcements, posters, brochures and magazines" ($M = 3.22$, $SD = 1.02$), "writing reports in English" ($M = 2.82$, $SD = 1.04$), "writing e-mails in English" ($M = 2.81$, $SD = 1.00$), "writing English messages from the telephone" ($M = 2.77$, $SD = 1.12$), "writing internal memorandums in English" ($M = 2.75$, $SD = 1.12$), "writing external memorandum in English" ($M = 2.72$, $SD = 1.08$) and "writing articles in English such as journals and research articles" ($M = 2.67$, $SD = 0.99$), respectively.

Table 4.12

The Overall Necessity of Using English Skills at Work

Skills	*M*	*SD*	Level of Necessity
Listening	3.19	0.92	Moderate
Speaking	2.70	1.03	Moderate
Reading	3.08	0.98	Moderate
Writing	2.98	1.03	Moderate
Total	**2.99**	**0.99**	**Moderate**

For the results in Table 4.12, the participants rated their necessity in using English skills at work. The results indicated that the overall necessity in using English skills at work was at a moderate level ($M = 2.99$, $SD = 0.99$). The participants rated

listening skills to be the most necessary skill ($M = 3.19$, $SD = 0.92$) followed by reading skills ($M = 3.08$, $SD = 0.98$), writing skills ($M = 2.98$, $SD = 1.03$), and speaking skills ($M = 2.70$, $SD = 1.03$), respectively.

Table 4.13

The Necessity of Using Listening Skills by Departments

Departments	*M*	*SD*	Level of Necessity
Human Resources	2.91	0.75	Moderate
General Administration	4.08	0.93	High
Finance & Procurement	2.80	0.91	Moderate
Educational Technology	2.58	0.67	Low
Policy & Planning	2.60	0.64	Low
Students Affairs	3.41	0.60	High
Quality Assurance	3.25	0.87	Moderate
Educational Services	3.74	1.01	High
Research Administration	3.14	0.89	Moderate
Postgraduate	2.65	0.64	Moderate
Social Services	2.92	0.79	Moderate
Total	**3.10**	**0.79**	**Moderate**

Table 4.13 reveals the opinions of participants who rated the necessity of using listening skills. The total mean score of the necessity of listening skills was 3.10 or at a moderate level. The results show that "General Administration" rated listening skills as the most necessary with mean score 4.80 or at a high level. The second rank was "Educational Services" ($M = 3.74$, $SD = 1.01$) at a high level, followed by "Students Affairs" ($M = 3.41$, $SD = 0.60$) at a high level, "Quality Assurance" ($M = 3.25$, $SD = 0.87$) at a moderate level, "Research Administration" ($M = 3.14$, $SD = 0.89$) at a moderate level, "Social Services" ($M = 2.92$, $SD = 0.79$) at a moderate level, "Human Resources" ($M = 2.91$, $SD = 0.75$) at a moderate level and "Finance & Procurement" ($M = 2.80$, $SD = 0.91$) at a moderate level, respectively. Conversely, the last two ranks

were "Educational Technology" (M = 2.58, SD = 0.67) and "Policy & Planning" (M = 2.60, SD = 0.64) which were at a low level.

Table 4.14

The Necessity of Using Speaking Skills by Departments

Departments	M	SD	Level of Necessity
Human Resources	2.47	0.80	Low
General Administration	3.64	1.22	High
Finance & Procurement	2.28	0.83	Low
Educational Technology	2.01	0.42	Low
Policy & Planning	2.13	0.45	Low
Students Affairs	2.73	0.75	Moderate
Quality Assurance	2.84	0.85	Moderate
Educational Services	3.36	1.26	Moderate
Research Administration	2.45	0.65	Low
Postgraduate	2.11	0.46	Low
Social Services	2.37	0.61	Low
Total	**2.58**	**0.75**	**Low**

Table 4.14 presents the opinions of participants who rated the necessity of using speaking skills. The results show that "General Administration" rated speaking skill as the most necessary with mean score 3.64 or at a high level. The second rank was "Educational Services" (M = 3.36, SD = 1.26) at a moderate level, followed by "Quality Assurance" (M = 2.84, SD = 0.85) at a moderate level and "Students Affairs" (M = 2.73, SD = 0.75) at a moderate level.

For low level of necessity in using reading skills, there are seven departments: "Human Resources" (M = 2.47, SD = 0.80); "Research Administration" (M = 2.45, SD = 0.65); "Social Services" (M = 2.37, SD = 0.61); "Finance & Procurement" (M = 2.28, SD = 0.83); "Policy & Planning" (M = 2.13, SD = 0.45); "Postgraduate" (M = 2.11, SD = 0.46); and "Educational Technology" (M = 2.01, SD = 0.42), respectively. The total mean score of the necessity of speaking skill was 2.58 or at a low level.

Table 4.15

The Necessity of Using Reading Skills by Departments

Departments	*M*	*SD*	Level of Necessity
Human Resources	2.73	0.72	Moderate
General Administration	4.06	1.07	High
Finance & Procurement	2.88	0.89	Moderate
Educational Technology	2.75	0.97	Moderate
Policy & Planning	2.81	0.79	Moderate
Students Affairs	2.91	0.86	Moderate
Quality Assurance	3.28	0.68	Moderate
Educational Services	3.36	1.20	Moderate
Research Administration	3.19	0.91	Moderate
Postgraduate	2.29	0.46	Low
Social Services	2.60	0.57	Low
Total	**2.99**	**0.83**	**Moderate**

Table 4.15 presents the opinions of participants who rated the necessity of using reading skills. The total mean score of the necessity of reading skill was 2.99 or at a moderate level. The highest ranked and high level was "General Administration" ($M = 4.06$, $SD = 1.07$). The departments at moderate level were "Educational Services" ($M = 3.36$, $SD = 1.20$), "Research Administration" ($M = 3.19$, $SD = 0.91$), "Students Affairs" ($M = 2.91$, $SD = 0.86$), "Finance & Procurement" ($M = 2.88$, $SD = 0.89$), "Policy & Planning" ($M = 2.81$, $SD = 0.79$), "Educational Technology" ($M = 2.75$, $SD = 0.97$) and "Human Resources" ($M = 2.73$, $SD = 0.72$), respectively. Conversely, the last two ranks were "Social Services" ($M = 2.60$, $SD = 0.57$) and "Postgraduate" ($M = 2.29$, $SD = 0.46$) at a low level.

Table 4.16

The Necessity of Using Writing Skills by Departments

Departments	*M*	*SD*	Level of Necessity
Human Resources	2.58	0.73	Low
General Administration	4.13	1.19	High
Finance & Procurement	2.63	0.90	Moderate
Educational Technology	2.59	0.80	Low
Policy & Planning	2.65	0.58	Moderate
Students Affairs	2.81	0.89	Moderate
Quality Assurance	2.82	0.87	Moderate
Educational Services	3.44	1.21	High
Research Administration	3.02	0.87	Moderate
Postgraduate	2.20	0.40	Low
Social Services	2.63	0.74	Moderate
Total	**2.86**	**0.83**	**Moderate**

For the results in Table 4.16, the participants rated the necessity of using writing skills. The total mean score of the necessity of writing skill was 2.86 or at a moderate level. The departments at a high level were "General Administration" (M = 4.13, SD = 1.19) and "Educational Services" (M = 3.44, SD = 1.21). The departments at a moderate level were "Research Administration" (M = 3.02, SD = 0.87), "Quality Assurance" (M = 2.82, SD = 0.87), "Students Affairs" (M = 2.81, SD = 0.89), "Policy & Planning" (M = 2.65, SD = 0.58) and "Social Services" (M = 2.63, SD = 0.74), respectively. For a low level of necessity in using reading skills, there are three departments: "Educational Technology" (M = 2.59, SD = 0.80); "Human Resources" (M = 2.58, SD = 0.73); and "Postgraduate" (M = 2.20, SD = 0.40), respectively.

Table 4.17

The Overall Necessity of Using English Skills by Departments

Departments	*M*	*SD*	Level of Necessity	Rank
Human Resources	2.67	0.74	Moderate	6
General Administration	3.98	1.07	High	1
Finance & Procurement	2.65	0.84	Moderate	7
Educational Technology	2.48	0.55	Low	10
Policy & Planning	2.55	0.52	Low	9
Students Affairs	2.97	0.57	Moderate	4
Quality Assurance	3.05	0.76	Moderate	3
Educational Services	3.48	1.16	High	2
Research Administration	2.95	0.69	Moderate	5
Postgraduate	2.31	0.31	Low	11
Social Services	2.63	0.61	Moderate	8
Total	**2.88**	**0.71**	**Moderate**	**-**

For the results in Table 4.17, the department rated the necessity of using English skills. The total mean score of the necessity of English skills was 2.88 or at a moderate level. The highest ranked and high level was "General Administration" (*M* = 3.98, *SD* = 1.07) followed by "Educational Services" (*M* = 3.48, *SD* = 1.16) at high level , "Quality Assurance" (*M* = 3.05, *SD* = 0.76) at moderate level, "Students Affairs" (*M* = 2.97, *SD* = 0.57) at moderate level, "Research Administration" (*M* = 2.95, *SD* = 0.69) at moderate level, "Human Resources" (*M* = 2.67, *SD* = 0.74) at moderate level, "Finance & Procurement" (*M* = 2.65, *SD* = 0.84) at moderate level, "Social Services" (*M* = 2.63, *SD* = 0.61) at low level, "Policy & Planning" (*M* = 2.55, *SD* = 0.52) at low level, "Educational Technology" (*M* = 2.48, *SD* = 0.55) at low level, and "Postgraduate" (*M* = 2.31, *SD* = 0.31) at low level, respectively.

4.3 An Open-ended Question

The results in this section were derived from the analysis of participants' responses to part 2 of the questionnaire. The question asked about participants' suggestions about the necessity for using English listening, speaking, reading, and writing skills at work. 10 of 111 participants gave their suggestions for the necessity in English skills at work.

4.3.1 Listening Skill

For listening skills, the participants suggested that "listening to inquiries when foreigners ask about various departments that they need to contact" was necessary at work. Moreover, the participants also suggested that "listening to call centers from various departments and "listening to residents' parents ask about the medical curriculum" were necessary at work.

4.3.2 Speaking Skill

The participants suggested that "speaking to foreign parents asking about curriculums and speaking to understand each other" were necessary at work. They also suggested "speaking with various departments in the International College of Medicine to transfer students and "conversations with foreign lecturers" were necessary at work.

4.3.3 Reading Skill

The participants suggested that "reading and understanding evaluation forms in English," "reading information about applying for a residency curriculum", "reading student recommendations in English", and "reading English vocabulary in tax invoices" were necessary at work.

4.4.4 Writing Skill

The participants suggested that "writing letters to international organizations" and "writing computer programs in English" were necessary at work.

In summary, this chapter has presented the results of the data collection and analysis pertaining to the participants' background information, the participants' needs of using English skills at work, and suggestions about the necessity for using English

skills at work. The next chapter will provide the conclusion, discussion, and recommendations for further research.

CHAPTER 5
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter provides a summary of the study, a summary of the findings, a discussion, a conclusion, implications, and recommendations for further study.

5.1 Summary of the Study

In this section, the objectives of the study, the participants involved, the instruments used, and the procedures followed are summarized to provide readers with a comprehensive overview.

5.1.1 Objectives of the Study

This study aimed to find out the needs of non-teaching employees at the Faculty of Medicine in a Thai university in using English listening, speaking, reading, and writing skills in their work to meet the following objectives.

1) To investigate the needs of non-teaching employees at the Faculty of Medicine in a Thai university in using English skills in their work.

2) To examine what English skills do non-teaching employees at the Faculty of Medicine in a Thai university need in each department.

5.1.2 Participants, Instruments, and Procedures

The participants in this study were 111 non-teaching employees obtained from the total population of 154 non-teaching employees from 11 departments: Human Resources, General Administration, Finance & Procurement, Educational Technology, Policy & Planning, Students Affairs, Quality Assurance, Educational Services, Research Administration, Postgraduate, and Social Services.

The research instrument was a questionnaire including close-ended questions and an open-ended question. The questionnaire consisted of three parts: (1) Background information of the participants. (2) The participants' needs of using English listening, speaking, reading and writing skills in their work. (3) The participants' suggestions about the necessity for using English listening, speaking, reading, and writing skills at

work. The questionnaire was translated into Thai to enhance understanding and minimize potential misinterpretation of the questions, promoting effective communication between the researcher and the participants.

The researcher created the online questionnaire by using Google Form. The questionnaires were distributed to 154 employees within 17 days. Out of the 111 returned questionnaires (72.08%), only 10 participants gave their suggestions for the necessity of using English skills at work. The data collected from these participants were analyzed using Microsoft Excel program, and the results were presented in terms of frequency, percentage, mean, and standard deviation.

5.2 Summary of the Findings

The results of the findings can be summarized as follows:

5.2.1 Background Information

According to the data, the participants engaged in this study were male, female, and LGBTQ. The majority of participants were female (79.3%). Most of them were aged between 31-40 years old (38.7%). For education background, most of the participants had a bachelor's degree (84.7%) followed by a master's degree (13.5%) and two participants had an education level lower than a bachelor's degree and none of the participants held a doctorate degree. The majority of non-teaching employees (18.9%) worked in the Educational Services department. For the work position, more than half of the participants worked as practitioner level (52.3%), followed by permanent level and temporary employee, which were equal (14.4%). Regarding their work experience, the largest group of participants had working experience between 1-5 years (36.9%) followed by working experience between 6-10 years (28.8%), and working experience between 11-15 years, and more than 20 years, which were equal (12.6%). Regarding English proficiency, the findings revealed that all of them rated at the fair level of four skills as follows: listening skill ($M = 2.95$), reading skill ($M = 2.86$), writing skill ($M = 2.77$), and speaking skill ($M = 2.74$).

5.2.2 The Necessity of Using English Skills at Work

The results showed that the overall necessity in using English skills at work was at a moderate level. The participants rated listening skills to be the most necessary skill with mean score 3.19 followed by reading skills ($M = 3.08$), writing skills ($M = 2.98$), and speaking skills ($M = 2.70$). This part is divided into four skills of listening, speaking, reading, and writing as follows:

5.2.2.1 Listening Skills It can be seen that the level of necessity in using listening skills as required by the participants was at moderate level. There are three of highest importance at high level aspects, which were listening and understanding English vocabulary for work such as academic words, and medical terms ($M = 3.64$), listening and understanding English information from various online media ($M = 3.58$), and listening and comprehending keywords in the sentence ($M = 3.47$). The participants rated listening and understanding English conversation with foreign students, and listening and understanding English speech in meetings/conferences equal at fourth with mean of 3.14. However, listening and understanding English conversation with Thai people was rated as the least necessary in using listening skills for their work ($M = 2.60$).

5.2.2.2 Speaking Skills All speaking skills were rated at a moderate level. The highest mean score was making a conversation with foreign students ($M = 3.02$) at a moderate level and no of the participants ranked speaking skills at a high level. The second mean score was making a conversation on the telephone ($M = 2.92$) followed by making a conversation with foreign instructors ($M = 2.80$), Making a conversation in meetings, conferences, and giving presentations and information in English were equal ($M = 2.68$). On the other hand, pronouncing vowels and consonants correctly ($M = 2.55$) and pronouncing with emphasis on stress words correctly ($M = 2.36$) were rated as the least necessary in using listening skills for their work.

5.2.2.3 Reading Skills It was revealed that the skill which had the highest ranking were reading and understanding various English media such as announcements, posters, brochures, magazines, and websites ($M = 3.56$) followed by reading and

understanding manuals and product descriptions in English ($M = 3.42$) at a high level while the lowest level was reading and pronouncing English correctly ($M = 2.69$). The overall mean score of necessity in using reading skills was 3.08 at a moderate level.

5.2.2.4 Writing Skills The participants identified the skills of writing academic English as the highest rank with mean score 3.52 at a high level. There are three skills at almost high level including writing English with grammatically correct structure ($M = 3.32$), writing English messages to publish various on online media such as Facebook, Line, and YouTube ($M = 3.23$), and writing English messages to publish various print media such as announcements, posters, brochures, and magazines ($M = 3.22$) which at a moderate level. The total mean score of writing skills was 2.98 and the participants rated it as a moderate level of necessity.

5.2.3 The Necessity of Using English Skills by Departments

The overall data in this part shows that General Administration was rated as the most necessary in using English skills, followed by Educational Services, Quality Assurance, Students Affairs, Research Administration, Human Resources, Finance & Procurement, Social Services, Policy & Planning, Educational Technology, and Postgraduate, respectively.

The results showed that General Administration was the most necessary in using four English skills as the highest ranked of all departments at a high level. The highest ranked were writing skills ($M = 4.13$) followed by listening skill ($M = 4.08$), reading skill ($M = 4.06$), and speaking skill ($M = 3.64$). Moreover, the second ranked of four skills was Educational Services. The participants from the Educational Services rated listening skill as the highest ranked with mean score 3.74 at a high level followed by writing skill ($M = 3.44$) at a moderate level, speaking skill, and reading skill were equal ($M = 3.36$) at a moderate level. For Quality Assurance, all four skills were ranked at a moderate to high level. The participants from Quality Assurance rated reading skills as the highest ranked with mean score 3.28, whereas writing skill was the lowest necessity. For participants from Students Affairs, it was found that the skill which was the most necessary skill for them was listening skill ($M = 3.41$) at a high level, while speaking skill was the lowest necessity.

For Research Administration, there are three skills at a moderate level: reading skill ($M = 3.19$); listening skill ($M = 3.14$); and writing skill ($M = 3.02$), while speaking skill ($M = 2.45$) is at a low level. For Finance & Procurement, there are also three skills at a moderate level: reading skill ($M = 2.88$); listening skill ($M = 2.80$); and writing skill ($M = 2.63$) can be seen almost as low level, while speaking skill ($M = 2.28$) is at a low level. For participants from the Human Resources and Social Services, it was found that listening skill was the most necessary skill at a moderate level, while the least necessary skill was speaking skill at a low level. In addition, participants from the Policy & Planning rated reading skills as the most necessary skill at a moderate level, whereas speaking was the lowest necessity. However, Educational Technology and Postgraduate were rated almost as low level of necessity in using English skills. The participants from the Educational Technology rated reading skills as the most necessary skill at a moderate level ($M = 2.75$), while the least necessary skills were writing skills, listening skills, and speaking skills at a low level. The participants from Postgraduate rated listening skills as the most necessary skill at a moderate level ($M = 2.65$), while speaking, writing, and reading skills were the lowest necessity at a low level.

5.2.4 Suggestions about the Necessity for Using English Skills at Work

According to the open-ended question, all English skills were necessary for the non-teaching employees in their work. They gave three suggestion about listening skill necessary at work, that were listening to inquiries when foreigners ask about various departments that they need to contact, listening to call centers from various departments, and listening to residents' parents ask about the medical curriculum. For speaking skill, four suggested that speaking to foreign parents asking about curriculums, speaking to understand each other, speaking with various departments in the International College of Medicine to transfer students, and conversations with foreign lecturers were necessary at work. For reading skill, four suggested that reading and understanding evaluation forms in English, reading information about applying for a residency curriculum, reading student recommendations in English and reading English vocabulary in tax invoices were necessary at work. Lastly, they gave two suggestions about writing skills, that writing letters to the international organizations and writing computer programs in English were necessary at work.

5.3 Discussion

This section focuses on the research findings and their connections to theories proposed by previous researchers who conducted similar studies. It further presents a discussion based on the two research questions as follows:

5.3.1 What are the needs of non-teaching employees at the Faculty of Medicine in a Thai University in using English skills in their work?

The needs identified in this study were categorized as "necessity" according to Robinson (1991) because they represented situations that employees must be familiar with in order to effectively perform in the given context.

For the first question, the results from the questionnaires revealed that all English skills were necessary by the participants at a moderate level. The participants rated listening skill to be the most necessary skill for them at work. Moreover, if we consider in detail each skill, there are two skills, listening and reading which most of the participants answered that these skills are necessary the most. The results in this part are related or similar to the findings of Surakkitthikul (2020), who studied the English development needs and problems of support staff from Educational Affairs, Administration, Finance, Human Resource, Public Relations, Engineering, International Relations, Audiovisual work, and Procurement Management at a Thai university in Nakhon Pathom province, with the results showing that all English skills were necessary at a moderate level and the participants rated listening and reading skill as the most necessary skill. Furthermore, the results of this study are similar to the results of Sukprasert (2016) who also investigated the needs and proficiency for English development of academic support staff at Siam University to determine the needs of academic support staff in improving their English skills and evaluated their proficiency in using English for job-related tasks. The finding of these studies illustrated that listening skill was ranked as the highest needs. Furthermore, the results of the study support the findings of Chaiyapoo (2017), who investigated the needs for English skills, vocabulary, grammar use, and pronunciation use of university non-teaching staff. The participants identified reading skill as the most important skill in the workplace.

In contrast, the results in this part are dissimilar to the findings from the problems and need for English communication improvement of employees at a private university (Boonyachokanan, 2017). The findings indicated that the participants regarded speaking skill as the most important skill. They are also, dissimilar to the finding of Viravaidya (2011), who investigated the English language needs and wants of local employees employed in an international organization. The findings revealed that the participants identified writing as the skill they needed to improve the most, rating it as the most necessary skill in their workplace. Moreover, the results of this study are in contrast to the findings of Husin and Radzuan (2021), who studied English language needs of administrative support staff employed in a public university in Malaysia to gather the viewpoints of the administrative staff regarding the utilization of English in specific communicative events within their workplace. The results found that the participants rated writing skill as the most necessary skill and which they needed to improve the most. The dissimilarity in the findings can indicate that Thailand and Malaysia, have different cultural and educational contexts. The language needs of non-teaching employees in a Thai university may differ from those in a Malaysian public university due to variations in job responsibilities, work environment, and organizational requirements.

Listening skill was rated by the participants as the highest level of necessity in their work. The most necessary aspects for listening skills are listening and understanding English vocabulary for work such as academic words, and medical terms. This might be because the participants identified the need to listen and understand English vocabulary used in their work, particularly academic and medical terminology. In the field of medicine, it is common for professionals to encounter complex and technical terms that require accurate interpretation in order to carry out their tasks effectively. Therefore, having strong listening skills is essential for individuals to comprehend spoken English in a professional context, whether it be in meetings, lectures, or conversations with foreign colleagues or patients. The second and third ranked skills were listening and understanding English information from various online media, and listening and comprehending keywords in the sentence, respectively. It is likely that these skills are important for several areas, including but not limited to Educational Technology, Research Administration, and Quality Assurance, as these

areas may require individuals to be able to read and understand research papers, articles, and other sources of information related to their work. Additionally, these skills could be relevant to General Administration, which is responsible for publicizing news and activities of the faculty through various media to both domestic and foreign agencies. The results are different from the findings by Surakkitthikul (2020), who studied the English development needs and problems of support staff at a Thai university in Nakhon Pathom province, with the results indicated that listening skill was the most necessary skill for listening to general conversations or greeting with instructors and students because listening and greeting were basic tasks that instructors, students, and support staff always use in communication. According to the results from the open-ended question, they suggested that listening to residents' parents ask about the medical curriculum was necessary at work. This is similar to the results of the study of Chaiyapoo (2017), who investigated the needs for English language use of university non-teaching staff, which indicated that listening to questions and explanations regarding general information about the institute, school, and curriculum within an international program was important.

For reading skill, the results from this study revealed that reading skill was rated as the second necessary skill after listening skill. The participants of the study indicated that they used English for reading and understanding various English media such as announcements, posters, brochures, magazines, and websites the most. The Faculty of Medicine may need to publicize news and activities through various media to both domestic and foreign agencies. Therefore, the ability to read and comprehend English is essential for many tasks in the Faculty of Medicine. The second and third ranked skills were reading and understanding manuals and product descriptions in English, and reading and understanding e-mail in English. This result indicated that employees may need to read and understand product descriptions and specifications in English and employees may receive emails from international partners, clients, or colleagues, and need to be able to read and understand the content accurately. These skills allow for effective communication, understanding of technical documents, and staying up-to-date with advancements in the field. The results are different from the findings of Chaiyapoo (2017), who investigated the needs for English language use of university non-teaching staff. The results indicated that emails concerning meeting invitations, rescheduling,

cancellations, meeting minutes, and agendas was the most necessary skill for non-teaching staff because they are required to read emails pertaining to topics related to meetings.

According to the results, writing skill was ranked as the third most necessary out of the four skills. Based on the study's findings, the most necessary writing skill was writing academic English. This could be because the Faculty of Medicine is an academic institution where research papers, reports, and other academic documents are common. In addition, the participants may need to write official correspondence, such as emails and letters, to communicate with instructors, students, and other stakeholders in the Faculty of Medicine. Therefore, they must know about academic writing and grammatical writing structure. The second and third ranked skills were writing English with grammatically correct structure, and writing English messages to publish on various online media such as Facebook, Line, and YouTube, respectively. The findings relate to the studies of Boonyachokanan (2017), who investigated the problems and need for enhancing English communication skills among employees in a private university located in Nonthaburi, which discovered that writing with grammatical accuracy was necessary to improve communication skills.

According to the results, speaking skill was considered the fourth most necessary skill, following listening, reading, and writing skills. Nevertheless, speaking skills remain crucial for non-teaching employees in terms of engaging in conversations and conveying information effectively in their work. Considering the results of the study, the most necessary aspect for speaking skills was making a conversation with foreign students. This indicates that there may be a significant number of foreign students studying at the Faculty of Medicine, and therefore, the faculty staff needs to be able to communicate effectively with them. In addition, the faculty may have collaborations and partnerships with international universities, which require effective communication skills in English to exchange ideas, discuss research findings, and negotiate agreements. According to the results from the open-ended question, they suggested that speaking to foreign parents asking about curriculums, speaking to understand each other, speaking with various departments in the International College of Medicine to transfer students, and conversations with foreign lecturers were necessary at work. This result indicated that speaking skills are necessary for the

participants' work, as they need to communicate effectively with students, instructors, colleagues, and other professionals in their field, including international partners and institutions. This is similar to the studies of Sukprasert (2016), who investigated the needs and proficiency for English development of academic support staff at Siam University to identify the English development needs of academic support staff and assess their proficiency in using English for work purposes, with the results indicating that speaking skill was the most necessary skill for speaking to foreign lecturers or students in asking for information. In addition, the findings of the study are also similar to the research of Chaiyapoo (2017), who examined the specific English language needs of non-teaching staff members in a university, which found that providing details and responding to inquiries regarding general information about the institute, school, and curriculum were important English speaking skills at work because they are required to actively listen to numerous inquiries regarding the institute and its offerings in terms of school and curriculum for the students.

In conclusion, the results of this study emphasized the importance of English language skills, particularly listening, reading, writing, and speaking skills, for non-teaching staff working in a Faculty of Medicine in Thailand. Listening and understanding English vocabulary for work, such as academic words and medical terms, was identified as the most necessary aspect of listening skills. Reading and understanding various English media, such as announcements, posters, brochures, magazines, and websites, was identified as the most necessary aspect of reading skills. Writing academic English with grammatical accuracy was identified as the most necessary aspect of writing skills. Making a conversation with foreign students was identified as the most necessary aspect of speaking skills. The findings suggest that the non-teaching staff in the Faculty of Medicine need to have strong English language skills to communicate effectively with instructors, students, and other stakeholders in various contexts.

5.3.2 What English skills do non-teaching employees in each department at the Faculty of Medicine in a Thai university need?

The participants in this study were non-teaching employees from 11 departments. According to the results in Chapter 4, listening was rated as the first rank

of the skill that they found necessary to use the most, followed by reading, writing, and speaking skills. The overall necessity in using English skills by departments shows that General Administration was rated as the most necessary in using English skills, followed by Educational Services, Quality Assurance, Students Affairs, Research Administration, Human Resources, Finance & Procurement, Social Services, Policy & Planning, Educational Technology, and Postgraduate, respectively.

The results indicated that General Administration, Educational Services, Quality Assurance, and Students Affairs were the departments where English skills were most necessary. Specifically, General Administration ranked the necessity in using all four skills as high. These departments may need to communicate with various stakeholders, including domestic and foreign agencies, students, and researchers, and they need to have the ability to use English in different forms, such as writing, reading, listening, and speaking. On the other hand, the departments where the necessity of using English skills was at a moderate level were Research Administration, Human Resources, Finance & Procurement, and Social Services. For these departments, there was no single skill that was rated as the most necessary, but rather a balance of listening, reading, writing, and speaking skills was required. Policy & Planning, Educational Technology and Postgraduate are the departments in which the need in English skills are low, compared with other departments. Although English skills are necessary for their work, they do not require as much proficiency as the other departments. There could be several reasons why these departments were rated as lower in terms of the necessity of using English skills. Policy & Planning may primarily deal with internal university policies, budget plans, and data analysis, which might not require extensive communication in English. The need for English skills might be relatively lower compared to other departments. For the Educational Technology department, it is possible that their focus on developing software and programs may not require extensive use of English skills. Similarly, for the Postgraduate department, it is possible that Postgraduate has a smaller population of international students, so there may be less of a need for English language skills within the department.

According to the results in Chapter 4, There are five departments that rated listening skill as the most necessary skill including Educational Services, Students Affairs, Human Resources, Social Service, and Postgraduate, respectively. These

departments are responsible for supporting students, faculty, and the community. They may need to communicate effectively with various stakeholders, including students, parents, colleagues, and experts in their field. Good listening skills are essential for understanding the needs and concerns of these stakeholders and providing appropriate support. This is similar to the study of Boonyachokanan (2017), who conducted research focused on identifying the problems when using English for communication and examining the key skills that employees should prioritize for improvement. This study focused on the problems of employees working in eight departments at a private university located in Nonthaburi with the opportunity to engage in English communication with individuals from foreign countries. The results found that listening and speaking skills was the most necessary skill for the Office of Human Resources.

Concerning reading skill, there are five departments that rated reading skill as the most necessary skill including Quality Assurance, Research Administration, Finance & Procurement, Policy & Planning, and Educational Technology, respectively. This may be because their work involves dealing with various types of documents, such as contracts, financial reports, policy documents, research papers, and technical manuals, which are typically written in English. These departments require a high level of necessity in English reading skills to effectively understand and interpret these documents. This is similar to the study of Chaiyapoo (2017), who examined the participants' usage of the English language, focusing on their necessities, wants, and difficulties to guide the development of future English for Occupational Purposes courses, which revealed that reading skill was the most necessary skill for the Finance & Budget Division in an international program at a university in Thailand.

Concerning writing skill, it was found that General Administration was the department where all four skills were necessary and ranked as high and it was the only one of the departments that needed the writing skill as high. As mentioned in Chapter 3, General Administration is responsible for registering various documents, coordinating various administrators, teachers, and students, both Thai and foreign, and publicizing news and activities of the Faculty of Medicine through various media to both domestic and foreign agencies. Their most necessary English skill was writing, as they needed to write various types of documents such as reports, memos, and emails in English. This result is similar to the finding of Chaiyapoo (2017), who explored the

English language needs of non-teaching staff members in the university. The findings revealed that the Admission and Public Relations Division considered writing skills to be the most important skill for their work. On the other hand, the results of this study differ from the findings by Boonyachokanan (2017) who investigated the problems and need for enhancing English communication skills among employees at a private university located in Nonthaburi to investigate the problems when using English for communication and identify the key skills that employees need to improve. It was found that the opinions of the Office of International Relations rated the speaking skill as the most necessary to their work.

According to the results, speaking skill was not rated as the most necessary English skill for any department. However, it is still important to consider speaking skills, especially for departments like General Administration and Educational Services that deal with communication and interaction with different individuals and groups. General Administration, which rated writing skill as a necessary skill at a high level, may not view speaking skill as the most necessary skill but it is still important for administrators to have the ability to communicate clearly and effectively through spoken language, particularly in meetings, and discussions. Similarly, Educational Services, which rated listening skill as a necessary skill at a moderate to high level, may not prioritize speaking skill as highly because their work involves a lot of interaction with students, which may require more listening than speaking. However, being able to speak English fluently and confidently can be an asset when communicating with foreign students.

Overall, the results of this study emphasized the necessity of English skills for various departments in a Faculty of Medicine, with General Administration, Educational Services, Quality Assurance, and Students Affairs being the departments where English skills were most necessary. The study also highlighted that listening and reading skills were rated as the most necessary skills in several departments, while writing skill was most necessary for General Administration. Additionally, although speaking skill was not rated as the most necessary skill for any department, it remains crucial for administrators to possess effective oral communication abilities.

5.4 Conclusion

This study aimed to find out the needs in using English skills of non-teaching employees at the Faculty of Medicine in a Thai university in their work. The participants of the study were 111 employees from 11 departments.

According to the results of the study, the overall results of necessity in using English in their work were equal at a moderate level. Listening was the most necessary skill for work, followed by reading, writing, and speaking skills, respectively. In terms of listening skills, the majority of participants thought listening and understanding English vocabulary for work such as academic words, and medical terms was the highest necessity. For reading skills, the participants used English for reading and understanding various English media such as announcements, posters, brochures, magazines, and websites the most. For writing skills, they agreed that they had a high demand for writing academic English. For speaking skills, they had a high rank of necessity for making a conversation with foreign students. Moreover, based on the participants' suggestions, they thought that speaking and listening with foreigners were necessary at work.

For the necessity of using English skills by departments. The results showed that General Administration was rated as the most necessary department to use English skills, followed by Educational Services, Quality Assurance, Students Affairs, Research Administration, Human Resources, Finance & Procurement, Social Services, Policy & Planning, Educational Technology, and Postgraduate, respectively. For General Administration, writing was rated as the most necessary skill. Additionally, five departments, namely Quality Assurance, Research Administration, Finance & Procurement, Policy & Planning, and Educational Technology rated reading skill as the most necessary. On the other hand, Educational Services, Students Affairs, Human Resources, Social Service, and Postgraduate rated listening skill as the most necessary skill. It is not clear which departments rated speaking skills as the most necessary skill for their work. However, it is important to note that speaking skills are crucial in any work environment, especially in an academic setting where collaboration and communication are required.

5.5 Implications

This study provides important insights into the English language needs of non-teaching employees at the Faculty of Medicine in a Thai university. The study highlights the overall moderate level of necessity of English skills in the workplace, with listening skills being the most necessary followed by reading, writing, and speaking skills. It also identifies the specific departments where English skills are most necessary and which skills are most needed in each department, with General Administration being the most important followed by Educational Services, Quality Assurance, and Students Affairs. The findings can be useful for the Faculty of Medicine to design training programs for the employees to improve their English language skills, which can positively impact their job performance and contribute to the success of the faculty.

The implications of this study are that the Faculty of Medicine should provide English language training programs that address the specific needs of non-teaching employees in the Faculty of Medicine, with a particular emphasis on listening and reading skills. It is also important that speaking skills were not rated as the most necessary skill in any department. However, this does not mean that speaking skills are not important in the workplace. Good speaking skills can be crucial for effective communication, collaboration, and building relationships. Therefore, it is recommended that the Faculty of Medicine encourages non-teaching employees to improve their speaking skills as well, even if it is not rated as the most necessary skill for their department. Moreover, the Faculty of Medicine should consider providing English language training programs tailored to the needs of each department, focusing on the skills identified as most necessary by the participants. This can help the Faculty of Medicine to provide targeted language training programs to improve the English language skills of non-teaching employees, which can lead to better communication and collaboration among employees. Moreover, this can enhance the efficiency and effectiveness of their work, which can ultimately benefit the university and its students.

Overall, this study provides important insights into the English language needs of non-teaching employees in a Thai university's Faculty of Medicine. It highlights the importance of developing listening, reading, writing, and speaking skills, and could provide a targeted approach to training and improving English proficiency, focusing on

the specific needs of each department. This can lead to enabling them to perform their job duties more effectively and enhance the organization's efficiency.

5.6 Recommendations for Further Research

Based on the study's findings and conclusion, the following recommendations are proposed for further research.

1) Since this research only collects data from employees, the researcher recommends that data be collected from the professors who supervise each department as well for clearer research results.

2) To obtain a more complete study, a large number of pilot studies should be conducted to identify deficiencies and certify the quality of the instrument.

3) This study used close-ended and open-ended questions to collect data. Future studies can use interviews and focus group methods to gain a deeper understanding of participants' experiences and perceptions.

4) This study identified the overall necessity of different English skills for employees in different departments. However, it did not explore the specific English skills needed for different job positions within each department. Future research should investigate the specific English skills required for different job positions and departments to provide more targeted language training programs.

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APPENDICES

APPENDIX A
QUESTIONNAIRE OF NEEDS IN ENGLISH SKILLS OF NON-TEACHING EMPLOYEES AT THE FACULTY OF MEDICINE IN A THAI UNIVERSITY

This questionnaire is part of the Master of Arts in Career English for International Communication Program, Language Institute of Thammasat University. The questionnaire aims to investigate the needs of non-teaching employees at the Faculty of Medicine in a Thai university in using English skills in their job. Your answer and information will be confidential and used for the purpose of this research study only.

The questionnaires are divided into three parts as follows:

Part 1: Background Information

Part 2: Level of Necessity for Using English at Work

  2.1 Listening skills

  2.2 Speaking skills

  2.3 Reading skills

  2.4 Writing skills

Part 3: Suggestions about the Necessity of Using English Skills at Work

  ** Part 3 will be integrated with Part 2

Part 1: Background Information

Directions: Please answer the following questions about your background information by placing a (✓) checkmark in the designated box.

 1. Gender

  ☐ Male   ☐ Female   ☐ LGBTQ

 2. Age

  ☐ 20-25 years   ☐ 26-30 years   ☐ 31-40 years

☐ 41-50 years   ☐ 51 years and higher

3. Education level

☐ Lower than bachelor's degree   ☐ Bachelor's degree

☐ Master's degree   ☐ Doctorate degree

4. Department

☐ Human Resources   ☐ Quality Assurance

☐ General Administration   ☐ Educational Services

☐ Finance & Procurement   ☐ Research Administration

☐ Educational Technology   ☐ Postgraduate

☐ Policy & Planning   ☐ Social Services

☐ Students Affairs

5. Work position

☐ Supervisors

☐ Senior professional level

☐ Professional level

☐ Practitioner level

☐ Permanent employee

☐ Temporary employee

6. Work experience

☐ Less than 1 year   ☐ 1-5 years   ☐ 6-10 years

☐ 11-15 years   ☐ 16-20 years   ☐ More than 20 years

7. Please rate your English proficiency.

Skills	Level of proficiency				
	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very Poor (1)
Listening					
Speaking					
Reading					
Writing					

Part 2: Level of Necessity for Using English at Work and Suggestion

Directions: Please mark (✓) in the table to evaluate level of necessity for using English at work.

2.1 Listening Skill

Skills	Level of Necessity				
	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)
1. Listening and understanding English conversation with foreign instructors					
2. Listening and understanding English conversation with foreign students					
3. Listening and understanding English conversation with Thai people					
4. Listening and understanding English conversation on the telephone					
5. Listening and understanding English information from various online media					
6. Listening and comprehending keywords in the sentence					

Skills	Level of Necessity				
	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)
7. Listening and understanding English speech in meetings/conferences					
8. Listening and understanding English vocabulary for work such as academic words, and medical terms					

In addition to the listening skills in Items 1-8 above, what other listening skills do you think are necessary?

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2.2 Speaking Skill

Skills	Level of Necessity				
	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)
1. Making a conversation with foreign instructors					
2. Making a conversation with foreign students					
3. Making a conversation with Thai people					

Skills	Level of Necessity				
	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)
4. Making a conversation on the telephone					
5. Making a conversation in meetings/conferences					
6. Giving presentations and information in English					
7. Pronounce vowels and consonants correctly					
8. Pronounce with emphasis on stress words correctly					
9. Making a conversation that is grammatically correct					

In addition to the speaking skills in Items 1-9 above, what other speaking skills do you think are necessary?

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2.3 Reading Skill

Skills	Level of Necessity				
	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)
1. Reading and understanding e-mail in English					

Skills	Level of Necessity				
	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)
2. Reading and understanding external memorandum in English					
3. Reading and understanding internal memorandum in English					
4. Reading and understanding articles in English such as journals and research articles					
5. Reading and understanding manuals and product descriptions in English					
6. Reading and understanding various English media such as announcements, posters, brochures, magazines, and websites					
7. Reading and pronouncing English correctly					
8. Reading and knowing the English grammar of the article					

In addition to the reading skills in Items 1-8 above, what other reading skills do you think are necessary?

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2.4 Writing Skill

Skills	Level of Necessity				
	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)
1. Writing e-mails in English					
2. Writing reports in English					
3. Writing English messages from the telephone					
4. Writing internal memorandums in English					
5. Writing external memorandum in English					
6. Writing English messages to publish on various online media such as Facebook, Line and YouTube					
7. Writing English messages to publish various print media such as announcements, posters, brochures and magazines					

Skills	Level of Necessity				
	Very High (5)	High (4)	Moderate (3)	Low (2)	Very Low (1)
8. Writing articles in English such as journals and research articles					
9. Writing English with grammatically correct structure					
10. Writing academic English					

In addition to the writing skills in Items 1-10 above, what other writing skills do you think are necessary?

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APPENDIX B

แบบสอบถามเพื่อวิจัย

เรื่อง ความต้องการในการใช้ทักษะภาษาอังกฤษของพนักงานในคณะแพทยศาสตร์ มหาวิทยาลัยของรัฐในประเทศไทย

แบบสอบถามนี้เป็นส่วนหนึ่งของงานวิจัยที่จัดทำขึ้นตามข้อกำหนดของหลักสูตร ศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ (หลักสูตร ภาษาอังกฤษ) สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ แบบสอบถามนี้ใช้เพื่อสำรวจความคิดเห็น ของพนักงานในคณะแพทยศาสตร์ มหาวิทยาลัยของรัฐในประเทศไทย ที่มีความจำเป็นในการใช้ ทักษะภาษาอังกฤษในที่ทำงาน คำตอบของผู้ตอบแบบสอบถามจะเป็นความลับและจะใช้เพื่อ วัตถุประสงค์ในการวิจัยเท่านั้น

แบบสอบถามนี้ประกอบด้วย 3 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ระดับความต้องการในการใช้ทักษะภาษาอังกฤษในที่ทำงาน

      2.1 ทักษะฟัง

      2.2 ทักษะพูด

      2.3 ทักษะอ่าน

      2.4 ทักษะเขียน

ส่วนที่ 3 ข้อเสนอแนะเพิ่มเติมของความต้องการในการใช้ทักษะภาษาอังกฤษในที่ทำงาน

      ** หมายเหตุ ส่วนที่ 3 จะอยู่รวมกันกับส่วนที่ 2

ส่วนที่ 1 ข้อมูลทั่วไป

คำชี้แจง: กรุณาตอบคำถามต่อไปนี้เกี่ยวกับข้อมูลพื้นฐานของคุณโดยการใส่เครื่องหมาย (✓) ใน ☐ ที่กำหนดไว้

1. **เพศ**

    ☐ ชาย   ☐ หญิง   ☐ กลุ่ม LGBTQ

2. **อายุ**

    ☐ 20 ปี – 25ปี   ☐ 26 - 30 ปี   ☐ 31 – 40 ปี

    ☐ 41-50 ปี   ☐ 51 ปีขึ้นไป

3. **วุฒิการศึกษาสูงสุด**
    ☐ ต่ำกว่าปริญญาตรี   ☐ ปริญญาตรี
    ☐ ปริญญาโท   ☐ ปริญญาเอก

4. **หน่วยงาน**
    ☐ งานบริหารทรัพยากรมนุษย์   ☐ งานพัฒนาคุณภาพ
    ☐ งานบริหารทั่วไป   ☐ งานบริการการศึกษา
    ☐ งานคลังและพัสดุ   ☐ งานบริหารงานวิจัย
    ☐ งานเทคโนโลยีทางการศึกษา   ☐ งานบัณฑิตศึกษา
    ☐ งานนโยบายและแผน   ☐ งานบริการสังคม
    ☐ งานกิจการนักศึกษา

5. **ตำแหน่ง**
    ☐ ระดับสายบังคับบัญชา
    ☐ ระดับชำนาญการพิเศษ
    ☐ ระดับชำนาญการ
    ☐ ระดับปฏิบัติการ
    ☐ ลูกจ้างประจำ
    ☐ ลูกจ้างชั่วคราว

6. **ประสบการณ์การทำงาน**
    ☐ น้อยว่า 1 ปี   ☐ 1-5 ปี   ☐ 6-10 ปี
    ☐ 11-15 ปี   ☐ 16-20 ปี   ☐ มากกว่า 20 ปี

7. **ความสามารถทักษะทางภาษาอังกฤษของท่าน**

ทักษะ ภาษาอังกฤษ	ระดับความสามารถ				
	ดีมาก (5)	ดี (4)	ปานกลาง (3)	ควรปรับปรุง (2)	ควรปรับปรุง อย่างมาก (1)
1. การอ่าน					
2. การฟัง					
3. การเขียน					
4. การพูด					

ส่วนที่ 2 ระดับความต้องการในการใช้ทักษะภาษาอังกฤษในที่ทำงาน

คำชี้แจง: กรุณาใส่เครื่องหมาย (✓) ในตารางเพื่อประเมินระดับความจำเป็นในการใช้ภาษาอังกฤษในที่ทำงาน

2.1 ทักษะการฟัง

ทักษะ	ระดับความจำเป็น				
	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยที่สุด (1)
1. ฟังและเข้าใจภาษาอังกฤษเมื่อสนทนากับอาจารย์ต่างชาติ					
2. ฟังและเข้าใจภาษาอังกฤษเมื่อสนทนากับนักศึกษาต่างชาติ					
3. ฟังและเข้าใจภาษาอังกฤษเมื่อสนทนากับคนไทย					
4. ฟังและเข้าใจบทสนทนาภาษาอังกฤษทางโทรศัพท์					
5. ฟังและเข้าใจภาษาอังกฤษจากสื่อออนไลน์ต่าง ๆ					
6. ฟังและจับใจความประเด็นสำคัญ (key words) ในประโยคภาษาอังกฤษได้					
7. ฟังและเข้าใจภาษาอังกฤษในที่ประชุม/สัมมนา					
8. ฟังและเข้าใจคำศัพท์ภาษาอังกฤษที่ใช้ในการทำงาน เช่น ศัพท์ทางวิชาการ ศัพท์ทางการแพทย์ เป็นต้น					

นอกเหนือจากทักษะการฟังทั้ง 8 ข้างต้น ท่านคิดว่าทักษะการฟังใดที่จำเป็นในการทำงานของท่านอีก

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2.2 ทักษะการพูด

ทักษะ	ระดับความจำเป็น				
	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยที่สุด (1)
1. พูดและสนทนาภาษาอังกฤษกับอาจารย์ต่างชาติ					
2. พูดและสนทนาภาษาอังกฤษกับนักศึกษาต่างชาติ					
3. พูดและสนทนาภาษาอังกฤษกับคนไทย					
4. พูดและสนทนาภาษาอังกฤษทางโทรศัพท์					
5. พูดและสนทนาภาษาอังกฤษในที่ประชุม/สัมมนา					
6. พูดนำเสนองานและข้อมูลต่าง ๆ เป็นภาษาอังกฤษ					
7. พูดออกเสียงสระและพยัญชนะภาษาอังกฤษได้อย่างถูกต้อง					
8. พูดออกเสียงภาษาอังกฤษโดยเน้นคำหนัก-เบา ได้อย่างถูกต้อง (Stress)					
9. พูดและสนทนาภาษาอังกฤษได้อย่างถูกต้องตามหลักไวยากรณ์					

นอกเหนือจากทักษะการพูดทั้ง 9 ข้างต้น ท่านคิดว่าทักษะการพูดใดที่จำเป็นในการทำงานของท่านอีก

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2.3 ทักษะการอ่าน

ทักษะ	ระดับความจำเป็น				
	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยที่สุด (1)
1. อ่านและเข้าใจอีเมล์ภาษาอังกฤษ					
2. อ่านและเข้าใจหนังสือบันทึกภายในที่เป็นภาษาอังกฤษ					
3. อ่านและเข้าใจหนังสือบันทึกภายนอกที่เป็นภาษาอังกฤษ					
4. อ่านและเข้าใจบทความต่าง ๆ ที่เป็นภาษาอังกฤษ เช่น วารสาร บทความวิจัย เป็นต้น					
5. อ่านและเข้าใจคู่มือการใช้และคุณสมบัติของครุภัณฑ์และพัสดุต่าง ๆ ที่เป็นภาษาอังกฤษ					
6. อ่านและเข้าใจสื่อภาษาอังกฤษต่าง ๆ เช่น ประกาศ โปสเตอร์ โบรชัวร์ นิตยสาร เว็บไซต์ เป็นต้น					
7. อ่านและสามารถออกเสียงภาษาอังกฤษได้อย่างถูกต้อง					

ทักษะ	ระดับความจำเป็น				
	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยที่สุด (1)
8. อ่านและสามารถทราบหลักไวยากรณ์ภาษาอังกฤษของบทความได้					

นอกเหนือจากทักษะการอ่านทั้ง 8 ข้างต้น ท่านคิดว่าทักษะการอ่านใดที่จำเป็นในการทำงานของท่านอีก

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2.4 ทักษะการเขียน

ทักษะ	ระดับความจำเป็น				
	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยที่สุด (1)
1. เขียนอีเมล์เป็นภาษาอังกฤษ					
2. เขียนรายงานต่าง ๆ เป็นภาษาอังกฤษ					
3. เขียนข้อความภาษาอังกฤษจากการฝากข้อความทางโทรศัพท์					
4. เขียนบันทึกข้อความภายในเป็นภาษาอังกฤษ					
5. เขียนบันทึกข้อความภายนอกเป็นภาษาอังกฤษ					
6. เขียนข้อความภาษาอังกฤษเพื่อเผยแพร่สื่อออนไลน์ต่าง ๆ เช่น เฟสบุ๊ค, ไลน์, ยูทูป เป็นต้น					

ทักษะ	ระดับความจำเป็น				
	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยที่สุด (1)
7. เขียนข้อความภาษาอังกฤษเพื่อ เผยแพร่สื่อสิ่งพิมพ์ต่าง ๆ เช่น ประกาศ โปสเตอร์ โบรชัวร์ นิตยสาร เป็นต้น					
8. เขียนบทความเป็นภาษาอังกฤษ เช่น วารสาร บทความวิจัย เป็นต้น					
9. เขียนข้อความภาษาอังกฤษถูกต้อง ตามหลักไวยากรณ์					
10. เขียนข้อความภาษาอังกฤษโดยใช้ คำศัพท์ทางวิชาการ					

นอกเหนือจากทักษะการเขียนทั้ง 10 ข้างต้น ท่านคิดว่าทักษะการเขียนใดที่จำเป็นในการทำงานของท่านอีก

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