



**THE ENGLISH SPEAKING AND LISTENING  
BARRIERS OF THAI STAFF WORKING WITH  
INTERNATIONAL STUDENTS AT  
MAHACHULALONGKORNRAJAVIDYALAYA  
UNIVERSITY**

**BY**

**PHRAMAHA WACHARA SOMA**

**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  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2023**

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ENTITLED

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## ABSTRACT

The primary aim of this study was to investigate the challenges faced by support staff at Mahachulalongkornrajavidyalaya University in Phra Nakhon Si Ayutthaya Province in regard to their English communication. The specific objectives included identifying the difficulties encountered by support staff when using English in their workplace. The study involved 30 support staff members from the university. A questionnaire was used as the research instrument to gather information on their background, English language skills, and areas requiring improvement. Data analysis was conducted using Microsoft Excel to calculate frequencies, percentages, means, and standard deviation. The results indicated that support staff at the university encountered some challenges in developing their English listening and speaking skills, with listening skills being identified as the main area of difficulty.

**Keywords:** barriers in English, speaking and listening skills, Thai staff

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## LIST OF ABBREVIATIONS

<b>Symbols/Abbreviations</b>	<b>Terms</b>
ASEAN	The Association of Southeast Asian Nations
MCU	Mahachulalongkornrajavidyalaya University



# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Nowadays, English language education has become the primary focus for the most prestigious universities in Thailand (Thadphoothon, et al., 2023). Each faculty offers various international programs, creating opportunities for students. To attract students, universities provide teaching, academic services, and facilities in English. Moreover, there are also students from different countries studying there. Consequently, foreign students who opt for these international programs must be able to communicate with instructors or support staff if they require assistance or encounter any issues. Therefore, it is essential for support staff to possess basic English proficiency in reading, listening, speaking, and writing.

In an increasingly interconnected world, the realm of higher education has witnessed a significant influx of international students seeking diverse academic experiences (Prachyapruit, 2020). This globalization of education has led to the emergence of multicultural learning environments (Aiemphaya, et al., 2021), where individuals from various cultural backgrounds converge to pursue their educational goals. Within this landscape, Buddhist international colleges hold a unique position, embodying principles of compassion, mindfulness, and intercultural understanding.

In addition, the ASEAN Economic Community has designated English as the common language among its members (Kirkpatrick, 2008; Takahashi, 2010). Thailand has actively participated in this initiative, recognizing the significance of English as the primary language within ASEAN. This presents a valuable opportunity for ASEAN countries to enhance their English proficiency. Therefore, it is imperative for all Thai university staff to prioritize the utilization of English.

Given Thailand's membership in the ASEAN community and its commitment to the vision of ASEAN, its Buddhist educational policy directly aligns with these goals. The Thai Sangha has outlined a strategy to establish itself as the global hub of Buddhism, focusing on areas such as tourism, meditation, conferences, and education.

This includes a particular emphasis on enhancing proficiency in second language communication (Thairath, 2024).

MCU is recognized as a world-class Buddhist university, aligning with its vision. As a leader in Buddhist studies, the university offers international curricula, including programs in international Buddhist studies, ASEAN language studies, and international projects for foreign students interested in studying Buddhism and participating in related activities. Moreover, in 2015, the university established three institutes: the International Buddhist Studies College, the ASEAN Studies Centre, and the Dhammatuta College, aimed at enhancing the university's internationalization.

The Registration and Evaluation Office at Mahachulalongkornrajavidyalaya University has conducted a statistical analysis of foreign student enrollment, revealing a projected total of 1,776 international students in 2023 with a rising trend (The Registration and Evaluation Office, 2024). Consequently, university staff are facing challenges in effectively communicating with these foreign students in English. This challenge is particularly evident in the areas of speaking and listening, which are critical for ensuring smooth interactions and understanding between staff and international students. The staff members often struggle with the nuances of spoken English, including pronunciation, idiomatic expressions, and varied accents, which can lead to misunderstandings and communication barriers. Additionally, the listening aspect poses a significant challenge as staff may find it difficult to comprehend diverse English accents and speech patterns of students from different countries. This situation underscores the need for targeted language training and support for the university staff to enhance their English communication skills, ultimately improving the overall experience for international students and fostering a more inclusive and effective educational environment.

English listening and speaking skills are necessary for effective communication, particularly among international organizations (Jeharsae, 2014). Furthermore, the use of English is critical among employees in global companies (Aunruen, 2005).

In fact, numerous studies (Chiaravijit, 2022; Kaoian, 2019; Wong, Velasamy, & Arshad, 2014) demonstrate that many organizations are dissatisfied with the level of English language proficiency among their employees.

As mentioned, English communication skills are considered critical for MCU staff, as they frequently interact with foreign students in their respective roles. Staff often encounter challenges in communication due to nervousness, lack of confidence, negative attitudes, and fluency issues. These factors contribute to misunderstandings and interpersonal conflicts between students and staff.

Therefore, we need to seek solutions to prevent potential problems. Currently, new staff are required to pass an English test before being employed. This demonstrates that MCU recognizes the importance of English language proficiency and competency development.

This study aims to investigate the English language barriers faced by Thai staff working in a Buddhist university in Thailand. These issues are crucial in intercultural communication, as they can cause discomfort and impede effective communication in multicultural environments.

In the future, this study may provide valuable guidance for Thai staff to acknowledge the significance of English communication and encourage them to improve their English skills in the workplace. Furthermore, the human resource department and supervisors can address these issues and support staff in overcoming these challenges.

## **1.2 Research Objectives**

- 1) To identify the English speaking barriers of MCU staff in the workplace
- 2) To identify the English listening barriers of MCU staff in the workplace

## **1.3 Research Questions**

- 1) What are the barriers in English speaking of MCU staff in the workplace?
- 2) What are the barriers in English listening of MCU staff in the workplace?

## **1.4 Definitions of Terms**

**1) Barriers in English speaking and listening** refer to obstacles, hindrances, or challenges encountered by individuals when attempting to effectively convey messages, ideas, or information in the English language. Barriers may arise due to

various factors such as language proficiency, cultural differences, vocabulary limitations, or communication apprehension.

**2) Thai staff** refer to person who are employed by a Buddhist university and of Thai nationality. They may include professors, administrators, support staff, or any other personnel associated with the university.

**3) Mahachulalongkornrajavidyalaya University:** This is a Buddhist educational institution located in Thailand.

### **1.5 Scope of the Study**

The main purpose of this research is to study English barrier of support staff at a Buddhist university in Phra Nakhon Si Ayutthaya Province. The participants in this research included 30 support staff in an international college/faculty working in various departments: Educational Affairs, Administration, Finance, Human Resources, Public Relations, and International Relations.

### **1.6 Significance of the Study**

The results of this study will assist the international college/faculty in recognizing the needs and issues related to English among the support staff. The findings will offer valuable insights and aid the university in effectively training and enhancing the support staff's English proficiency.

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

The study was divided into five chapters as follows:

Chapter 1 provides the background of the study, a statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and definition of terms.

Chapter 2 contains a review of the literature related to the English development of support staff.

Chapter 3 presents the research methodology which consists of participants, materials, procedures, and data analysis.

Chapter 4 describes the results of this study.

Chapter 5 focuses on the conclusion, discussion, and recommendations.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This study aims to examine barriers in English communication of Thai staff in Mahachulalongkornrajavidyalaya University in Phra Nakhon Si Ayutthaya, Thailand. In order to acquire sufficient background information for the investigation, the relevant literature and research are reviewed. This chapter is divided into three parts, as follows; 2.1 Concept of communication, 2.2 Communication barrier and 2.3 Previous Related Studies.

#### **2.1 Concept of Communication**

According to Hamilton and Kroll (2018), communication is the process of transferring thoughts, ideas, and feelings from one person to another in ways that are commonly understood. The basic module of communication includes various elements such as the sender's and receiver's stimulus and motivation, encoding and decoding, frame of reference, code channel, feedback, environment, and noise. To communicate more effectively, communicators must have a thorough understanding of these fundamental components of communication.

#### **2.2 Communication Barrier**

Many studies have indicated that Thai staff or officers experience difficulties with English communication and must enhance their English language skills. (Puapuntuma, 2019; Tansirisuk, 2019; Surakkitthikul, 2020). Buarqoub (2019) states that human communication is an important way for people to connect and participate in society. It is a process where individuals share thoughts, information, experiences, beliefs, and emotions with each other. Insufficient English skills can lead to problems in English communication between Thai people and foreigners. To overcome the frustration in communication, it is important to identify the obstacles in communication.

### **2.2.1 Language Barriers**

Julawong et al. (2019) pointed out that in the hospital staff such as nurses play a crucial role in patient care and are often the first point of contact. If they lack the knowledge and skills to communicate effectively because of a language barrier, it could lead to harmful or life-threatening outcomes. Being able to communicate in English is important for both work and education. English is needed in professional situations and is different from casual conversations. It is commonly used in daily life, especially online and in the workplace. English is seen as the primary global language and is the most used language on the internet. Improving English skills is crucial for accessing online information and communicating effectively (Surakkitthikul, 2020).

### **2.2.2 Cultural Barriers**

Cultural communication involves exchanging information between people from different cultural backgrounds through language, gestures, and body language. It is crucial for companies with diverse employees or those looking to expand globally to effectively communicate with individuals from different cultures to succeed in achieving their goals.

### **2.2.3 Listening Skill**

The ability to listen effectively is considered the primary and crucial aspect of the communication process, as the success of English communication relies heavily on the reception of messages by the intended recipients. According to McLean (2010), listening skills encompass the act of perceiving and interpreting messages through auditory feedback. Similarly, Underwood (1989) identifies seven key factors that contribute to poor listening comprehension, emphasizing the importance of understanding and addressing these barriers to effective communication and divided the causes of this problem into seven factors as follows:

**2.2.3.1 Speech Speed and Accent:** The speed and accent of a speaker can affect comprehension, influenced by their nationality and cultural background.

**2.2.3.2 Reluctance to Request Repetition:** Listeners may avoid asking speakers to repeat themselves due to disappointment or frustration at not following the speech.

**2.2.3.3 Limited Vocabulary:** Encountering unknown words or phrases can cause listeners to lose track of the overall meaning.

**2.2.3.4 Missing Signal Words:** Sudden changes in topics and ineffective speaking cues, such as pitch and tone, can disrupt comprehension.

**2.2.3.5 Lack of Contextual Knowledge:** Cultural differences can limit a listener's understanding of contextual cues, including nonverbal signals.

**2.2.3.6 Inability to Concentrate:** Overloading with unfamiliar content can lead to frustration and missing the message.

**2.2.3.7 Illusion of Learning:** Believing that effective listening requires understanding every single word can cause listeners to lose focus on the main idea as they attempt to interpret every word.

### ***2.2.3 Speaking Skill***

The ability to speak effectively is a fundamental skill that can immediately showcase a speaker's level of proficiency in English. Errors in speech serve as a significant indicator of a speaker's communication style (Levelth, 1989). It is essential to not only consider the technical abilities of speakers, but also their emotional intelligence and interpersonal skills in order to effectively engage and interact with others.

Nevertheless, certain scholars contend that psychological issues, such as the fear of making errors, shyness, anxiety, and a lack of confidence, are the predominant barriers hindering some individuals from engaging in English speaking practice (Nunan, 1999; Schwartz, 2005; Thornbury, 2005).

### 2.3 Previous Related Studies

Suntornsripitak (2015) investigate the perceived obstacles to fluency in speaking English among MA students in Bangkok. The study sought to identify the methods these students plan to use in order to improve their fluency. The participants 57 second-year students at a public university who were enrolled in an international program. The researchers conducted a pilot study before collecting the data. The data was collected through a survey that included closed-ended questions and a Likert Scale. The results were analyzed using SPSS to calculate frequencies, percentages, mean scores, and standard deviation. The findings revealed that the students considered vocabulary knowledge to be the biggest obstacle to fluency in speaking English, followed by grammatical knowledge. The results also showed that the students planned to improve their fluency by finding a job that allows them to use their English speaking skills and by practicing English speaking with both Thai and foreign friends, as well as by watching movies in English with subtitles.

Puapuntuma (2019) investigated "English Barriers And Factors Affecting Communication Among Thai Software Consultants Working In A Multinational Company." A group of 95 Thai software consultants in a multinational IT company completed a questionnaire on intercultural sensitivity and an English proficiency test between March and April 2019. The data were analyzed using SPSS to determine frequencies, means, and standard deviations. The English proficiency test was based on the CEFR levels to measure English ability on a six-point scale: Below A1, A1, A2, B1, B2, and C1. The study showed that the majority of participants had a good understanding of English in all areas—reading, writing, speaking, and listening. They were able to comprehend simple English messages from books, the internet, and engage in basic conversations related to their knowledge and the field of SAP software architecture. In terms of their ability to communicate with people from different cultures, most of them demonstrated strong interpersonal skills, including a positive attitude, open-mindedness, confidence, maintaining good relationships, and understanding the importance of cultural differences in effective communication.

Hiranprajak (2019) investigated "Problems and Needs in Using English Skills of Thai Specialist Teachers in an International Programme at a Thai Private Primary School." The study involved ten Thai specialist teachers working in the international

programme at SNR school, the entire target population. Among them, three teachers with one year, three years, and five years of experience were selected for interviews. The major problem identified for all Thai specialist teachers was their writing skills, including translating written documents, writing work-related emails, grammar rules, word selection, and language proficiency levels. In summary, this study provides a deep understanding of specific problems and needs in each skill area, which could lead to improved performance and higher quality education for teachers.

Srinopnikom (2019) conducted research titled "Behaviors and Problems in English Communication in the Workplace of Graduate Students in a Public University." This study aimed to explore the problems in English communication among graduate students at a public university workplace. Forty-five participants were randomly chosen from the university, and data was collected using a survey with a five-point rating system. The findings indicated that participants needed to utilize all their English skills at work, with a heavier reliance on listening and reading skills. However, writing, listening, and speaking skills posed equal moderate challenges.

Tansirisuk (2019) highlighted the main issue faced by customer service staff interacting with foreign customers at call centers in Bangkok: their inability to use proper grammar while communicating. They also found it challenging to understand slang, idioms, and informal language used by these customers. To overcome these communication barriers over the phone, customer service staff often requested foreign customers to speak more slowly.

Kakandee et al. (2020) examined barriers and possible factors affecting English communication among tourism business entrepreneurs in Nong Khai Province. The research involved surveys and interviews with 40 entrepreneurs, and data were analyzed using statistical methods and chi-square tests. The most common barriers identified were limited vocabulary, grammar knowledge, and difficulty understanding different English accents. Factors such as education level, years of experience, and English proficiency were found to correlate with these communication challenges.

Surakkitthikul (2020) investigated "A Study of The English Development Needs And Problems Of Support Staff At A Thai University In Nakhon Pathom Province." This study aimed to identify the needs and challenges faced by support staff when using English in their workplace. Thirty-one support staff members from an

international college completed a questionnaire on their background, English language needs and challenges at work, and desires for improving their English skills. Data analysis was conducted using Microsoft Excel to calculate frequencies, percentages, averages, and standard deviations (SD). The research showed that university support staff had a moderate need for improvement in their English skills, particularly in listening, speaking, reading, and writing. The main areas where support staff struggled with English were listening and speaking.

These studies conducted in Thailand regarding English language proficiency and communication barriers among different groups—students, employees, and teachers—clearly indicate significant challenges in speaking and listening English among participants. Overall, the studies underscore that vocabulary and grammatical knowledge are critical challenges, highlighting the need for effective models of English development programs, especially focusing on listening and speaking skills.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes: (1) context of the study, (2) research design, (3) population and sampling, (4) research instruments (5) data collection (6) and data analysis, as follows:

#### **3.1 Context of the Study**

Mahachulalongkornrajavidyalaya University (MCU) is a leading institution in Buddhist education, known for its commitment to integrating traditional Buddhist teachings with modern academic disciplines. By fostering a holistic approach to education that emphasizes ethical living, mindfulness, and community service, MCU plays a vital role in the preservation and dissemination of Buddhist knowledge. Through its international programs and innovative strategies, MCU remains a significant contributor to the global academic and religious landscape.

#### **3.2 Research Design**

The data collection process utilized two primary sources. Quantitative data was gathered through an online survey based on the research of Chiaravijit (2022) mentioned in Pannuan (2018) and Surakkittikul (2020), as cited in Soda (2014). To ensure accurate data collection from participants, the survey was translated into Thai to address language barriers.

Another method of research utilized was conducting face-to-face semi-structured interviews. This allowed for a more in-depth exploration of the participants' responses and interactions, providing valuable insights into their English speaking and listening skills, intercultural communication barriers, and attitudes towards international students. The interviews were recorded and analyzed to gather a narrative understanding of these key themes.

As for data analysis, the researcher made an effort to delve into the issue surrounding the English speaking and listening abilities of each individual participant. This involved categorizing the data into five distinct levels to better understand the

proficiency of the participants. Through the examination of the results obtained from both the questionnaires and interviews, the researcher was able to uncover connections and patterns that helped in drawing conclusions regarding the barriers faced by Thai staff at Mahachulalongkornrajavidyalaya University in their English speaking and listening skills.

### **3.3 Population and Sampling**

Based on an inquiry and tallying the total staff count at Mahachulalongkornrajavidyalaya University, the researcher estimated approximately 350 participants at the main campus. The study encompassed two distinct groups of participants. The study consisted of two distinct groups of participants: 1) 30 Thai staff from Mahachulalongkornrajavidyalaya University in Phra Nakhon Si Ayutthaya who completed the online questionnaire and 2) five staff members who were selected for interviews. The majority of staff members in both groups fell within the age range of 25 to 30 years old. They held master's degrees and had 1-5 years of working experience.

#### ***3.3.1 Inclusion Criteria***

The participants in this research comprise a convenience sample of 30 staff members working across various departments at Mahachulalongkornrajavidyalaya University, located in Phra Nakhon Si Ayutthaya, Thailand. All participants were employed in various departments and had a minimum of five years of work experience. The sample group included lecturers, staff, and administrators. Convenience sampling was chosen for its ease of access and efficiency in gathering information effectively.

#### ***3.3.2 Size of Participants***

As for size of participants, there were 30 participants who completed the online questionnaires and five participants who were selected for in-depth interviews.

### **3.4 Research Instruments**

Interviews and questionnaires are utilized as the instruments to gather the data on the impediments to English communication. The questionnaires are initially written in English and then translated into Thai. The questionnaire comprised 13 items and

interviews adapted from Chiaravijit (2022), as cited in Pannuan (2018). Regarding the interview, a semi-structured interview with open-ended questions adapted from Ruangthum (2020) as site in Somsai & Intaraprasert (2011) was undertaken to inquire about communication barriers that had arisen and the key strategies for resolving them. However, all questionnaires and interviews were reviewed and edited by the advisor to ensure content and construct validity. The details of the interview and questionnaire are provided below:

### ***3.4.1 Questionnaires***

The questionnaire was comprised of 27 items adapted Chiaravijit (2022) mentioned in Pannuan (2018) and Surakkittikul (2020), as cited in Soda (2014).

Part I: General information. The objective of the first section was to collect the general information of all respondents at Mahachulalongkornrajavidyalaya University, including their gender, age, level of education and working experience.

Part II: This section was split into four parts. To gather information, the questionnaire had 16 questions about the level of the effect of problems in listening and speaking skills in the workplace and 10 questions about the level of problems in speaking and listening skills in the workplace.

Part III: This part was an open-ended question designed to allow participants to give suggestions.

### ***3.4.2 Interview***

Semi-structured interviews, adapted from Ruangthum (2020), as cited in Somsai & Intaraprasert (2011), were undertaken to inquire about communication barriers that had arisen and the key strategies for resolving them. The research primarily employed a semi-structured interview approach. In this study, five participants were selected and asked to do a one-on-one interview and record themselves answering seven questions. The questions focused on their 1) work experience, 2) language barriers, and 3) skill development.

### 3.5 Data Collection

The data for this study were obtained directly from the research participants from two sources: an online questionnaire and a semi-structured interview protocol. The questionnaire was designed to investigate barriers in English listening and speaking skills. To obtain more insightful data to ensure a deeper understanding, a semi-structured interview protocol was also used. The data collection process was as follows:

**Stage 1:** The researcher adapted an online survey and a semi-structured interview guide to ensure their appropriateness for the study's objectives. Subsequently, Google Forms was selected as the platform for creating the online survey, which was divided into five sections to gather information on participants' demographic characteristics, proficiency in English, and challenges faced when using English in a professional setting.

**Stage 2:** In this stage, the researcher requested cooperation from members of the Line group application known as "Mahachulalongkornrajavidyalaya University" in completing an online questionnaire. The researcher provided an online link to the questionnaire within the Line group application.

**Stage 3:** After obtaining responses from group members, the researcher identified and selected five eligible participants from the Line group based on the selection criteria previously set to conduct individual oral interviews.

**Stage 4:** The researcher carefully chose knowledgeable staff members who had completed the questionnaire to participate in interviews. Upon agreeing to be a part of the study, they were required to provide their signature on the informed consent form as an indication of their voluntary participation.

**Stage 5:** The researcher utilized semi-structured interviews to provide participants with a platform to freely articulate their thoughts and recount their workplace experiences. Each interview lasted around 10 minutes, during which participants were prompted to discuss their experiences in the workplace, including aspects such as work tasks, communication, and language development. Additionally, participants were given the opportunity to elaborate on their perspectives or pose further inquiries. Through these interviews, the researcher was able to not only gather essential information but also gain a comprehensive understanding of the participants' experiences through firsthand observation of their interactions.

### 3.6 Data Analysis

The information gathered from the survey is carefully examined and processed utilizing the Excel program. The characteristics of the participants are presented in terms of their average values. The main factors influencing the English communication skills of the respondents were evaluated using a five-point Likert scale. As per the criteria established by Likert (1932), the scores were calculated to determine the amount in agreement and disagreement:

Scale	Level of Agreement	Mean Range
5	Highly affected	4.21-5.00
4	Quite affected	3.41-4.20
3	Somewhat affected	2.61-3.40
2	Slightly affected	1.81-2.60
1	Not affected	1.00-1.80

The interview was conducted to collect data for this research, as the qualitative nature of the study called for in-depth information gathering. The responses from the interview were recorded and analyzed using the concept of thematic analysis, which was inspired by the framework developed by Braun and Clarke in 2006.

In conclusion, the researcher was able to analyze the correlations, parallels, and distinctions within the outcomes of the participants who completed questionnaires versus those who underwent oral interviews. These findings were anticipated to assist in identifying key obstacles in English listening and speaking proficiency among Thai staff interacting with international students at MCU, thus facilitating the development of a targeted training program for future implementation at the institution.

## CHAPTER 4

### RESULTS

This chapter describes the test results based on the data gathered from the questionnaire. The primary data sets were questionnaires and interviews. The questionnaire findings are divided into five parts:

- 4.1 Overall listening and speaking English skills
- 4.2 The level of problem in English speaking and listening skills
- 4.3 The wants in English development
- 4.4 Other suggestions
- 4.5 Interview results

#### 4.1 Overall in Listening and Speaking English Skills

This section delved into the general difficulty level of MCU employees in the workplace when it comes to speaking and listening in English while carrying out their responsibilities. Utilizing a five-point Likert scale, respondents were tasked with assessing their challenges in English communication.

**Table 4.1**

*Frequency of Using English Listening and Speaking Skill in the Workplace*

Skill	Always	Most of the time	Sometimes	Rarely	Never
<b>Listening</b>	3 (10.00%)	<b>13 (43.33%)</b>	12 (40.00%)	2 (6.67%)	0
<b>Speaking</b>	4 (13.33%)	<b>15 (50.00%)</b>	8 (26.67%)	3 (10.00%)	0

Table 4.1 shows that 13 respondents or 43.33% use listening skill most of the time, while 15 respondents or 50.00% use speaking skill most of the time in the workplace.

**Table 4.2***Rating of English Listening and Speaking Skill Proficiency*

<b>Skill</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Very poor</b>
<b>Listening</b>	0	<b>15 (50.00%)</b>	14 (46.67%)	1 (3.33%)	0
<b>Speaking</b>	2 (6.67%)	10 (33.33%)	<b>16 (53.33%)</b>	2 (6.67%)	0

Table 4.2 shows that most of the respondents answered that their listening skill was at a good level (50.00%), while speaking skill was at a fair level (53.33%).

**Table 4.3***Rating of English Listening and Speaking Skills as a Career Necessity*

<b>Skill</b>	<b>Very high</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Very low</b>
<b>Listening</b>	2 (6.67%)	13 (43.33%)	<b>14 (46.67%)</b>	1 (3.33%)	0
<b>Speaking</b>	6 (20.00%)	<b>16 (53.33%)</b>	7 (23.33%)	1 (3.33%)	0

Table 4.3 displays the respondents' opinions regarding the necessity of English skills for their work. The responses indicate that the necessity for listening skills was at a moderate level (46.67%), whereas the necessity for speaking skills was rated as high (53.33%).

**Table 4.4***Rating of How Problematic English Listening and Speaking Skills are in their Career*

<b>Skill</b>	<b>Very high</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Very low</b>
<b>Listening</b>	1 (3.33%)	11 (36.67%)	<b>17 (56.67%)</b>	1 (3.33%)	0
<b>Speaking</b>	4 (13.33%)	<b>13 (43.33%)</b>	<b>13 (43.33%)</b>	0	0

Table 4.4 shows the respondents' opinions regarding problematic English skills for their work. It indicates that 17 respondents, or 56.67%, encountered moderate-level problems with listening skills. For speaking skills, 13 respondents encountered problems equally at high and moderate levels (43.33%).

## 4.2 The Level of Problems in English Listening and Speaking

This section of the study focuses on assessing the proficiency levels of MCU staff in English speaking and listening skills in the workplace setting. Participants were asked to evaluate their difficulties in these areas using a five-point Likert scale. The data is reported in terms of means and standard deviations.

**Table 4.5**

*The Level of the Effect of Listening Skill Problems in the Workplace*

<b>Listening</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level</b>
1. Understanding students' needs and wants	3.13	0.81	Somewhat Affected
2. Understanding students' complaints	3.17	0.82	Somewhat Affected
3. Understanding Buddhist technical terms	3.40	0.84	Quite Affected
4. Understanding foreign instructors/colleagues	3.00	0.73	Somewhat Affected
5. Resolving complaints	3.30	0.97	Somewhat Affected
6. Listening to conversations on the telephone with instructors and students	3.50	0.96	Quite Affected
7. Listening to conversations in meetings/seminars/conferences with instructors and students	3.50	0.85	Quite Affected
8. Understanding the accents of students from various countries	3.57	0.84	Quite Affected

<b>Total</b>	<b>3.27</b>	<b>0.87</b>	<b>Somewhat Affected</b>
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Table 4.5 shows the level of problems in the workplace. The average mean score for the problem of listening skills was 3.27, indicating a somewhat affected level. The highest ranked problem related to listening skills in the workplace is ‘Understanding the accents of students from various countries’ (mean = 3.57, SD = 0.87), followed closely by ‘Listening to conversations on the telephone with instructors and students’ (mean = 3.50, SD = 0.96), ‘Listening to conversations in meetings/seminars /conferences with instructors and students’ (mean = 3.50, SD = 0.85), and ‘Understanding Buddhist technical terms’ (mean = 3.40, SD = 0.84).

In addition, somewhat affected issues include ‘Resolving complaints’ (mean = 3.30, SD = 0.97), ‘Understanding students’ complaints’ (mean = 3.17, SD = 0.82), ‘Understanding students’ needs and wants’ (mean = 3.13, SD = 0.81), and ‘Understanding foreign instructors/colleagues’ (mean = 3.00, SD = 0.73).

**Table 4.6**

*The Level of the Effect of Speaking Skill Problems in the Workplace*

<b>Speaking</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level</b>
1. Welcoming and greeting	2.83	0.78	Somewhat Affected
2. Asking for general information	2.80	0.83	Somewhat Affected
3. Providing what students need and want	2.77	0.67	Somewhat Affected
4. Clarifying students’ questions and/or repeating messages	3.07	0.81	Somewhat Affected
5. Giving information about law/rules/instructions	3.20	0.79	Somewhat Affected

6. Resolving complaints	2.90	0.70	Somewhat Affected
7. Speaking on the telephone with instructors and students	3.30	0.97	Somewhat Affected
8. Presenting or reporting on projects in meetings	3.50	0.96	Quite Affected
<b>Total</b>	<b>3.05</b>	<b>0.86</b>	<b>Somewhat Affected</b>

Table 4.6 shows the level of problem in the workplace. The average mean score of the affected speaking skill was 3.05 or at a somewhat affected level. The highest mean score is ‘presenting or reporting on projects in meetings’ (mean = 3.50, SD = 0.96), followed by ‘Speaking on the telephone with instructors and students’ (mean = 3.30, SD = 0.97), ‘Giving information about law/rules/instructions’ (mean = 3.20, SD = 0.79), ‘Clarifying students’ questions and/or repeating messages’ (mean = 3.07, SD = 0.81), ‘Resolving complaints’ (mean = 2.90, SD = 0.70), ‘Welcoming and greeting’ (mean = 2.83, SD = 0.78), ‘Asking for general information’ (mean = 2.80, SD = 0.83), and ‘Providing what students need and want’ (mean = 2.77, SD = 0.67).

**Table 4.7**

*The Level of Listening Skill Problems in the Workplace*

<b>Listening</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level</b>
1. I do not know the meaning of vocabulary or technical terms	3.30	0.82	Moderate
2. I do not understand the complicated sentences	3.47	0.76	High
3. I do not understand the topics which I am not familiar with	3.67	0.83	High

4. I do not understand fast speech	3.43	0.96	High
5. I do not understand different accents	3.67	0.91	High
<b>Total</b>	<b>3.51</b>	<b>0.87</b>	<b>High</b>

Table 4.7 presents the result of problematic situations in listening skills in the workplace. The participants were asked to rate different situations. The average mean score of problems in listening was at a high level of 3.51%.

There were four situations at a high level. The highest score (mean = 3.67, SD = 0.91) was 'I do not understand different accents' followed by 'I do not understand the topics which I am not familiar with' (mean = 3.67, SD = 0.83), 'I do not understand the complicated sentences' (mean = 3.47, SD = 0.76), and 'I do not understand fast speech' (mean = 3.43, SD = 0.96).

There was only one situation at a moderate level: 'I do not know the meaning of vocabulary or technical terms' (mean = 3.30, SD = 0.82).

**Table 4.8**

*The Level of Speaking Skill Problems in the Workplace*

<b>Speaking</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level</b>
1. I do not have confidence in speaking English	3.73	1.03	High
2. I cannot use proper English words	3.97	0.75	High
3. I cannot pronounce English words correctly	3.80	0.98	High
4. I cannot speak English sentences correctly	3.77	0.88	High

5. I cannot speak complicated English sentences	3.77	0.88	High
<b>Total</b>	<b>3.81</b>	<b>0.93</b>	<b>High</b>

Table 4.8 presents the results regarding problematic situations related to speaking skills in the workplace. The average mean score for problems in speaking skills was 3.81, indicating a high level of difficulty. The highest mean score was observed for 'I cannot use proper English words' (mean = 3.97, SD = 0.75). Following closely is 'I cannot pronounce English words correctly' with a mean score of 3.80 (SD = 0.98). Tied for third place are 'I cannot speak English sentences correctly' and 'I cannot speak complicated English sentences' (mean = 3.77, SD = 0.88). The lowest ranked issue is 'I do not have confidence in speaking English' (mean = 3.73, SD = 1.03).

### 4.3 The Wants in English Development Skills

In this section, participants were queried on their perspectives regarding the enhancement of their English language proficiency, encompassing aspects such as participation in English training programs and recommendations for self-improvement.

**Table 4.9**

*The Number of Respondents Who Want to Have an English Training Course*

Want an English training course	Frequency	Percentage %
No	0	0.00
Yes	30	100
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 4.9 presents the number of participants who want to have an English training course. All participants or 100% want to have an English training course.

**Table 4.10***The English Skill That Respondents Want to Develop the Most*

<b>skill</b>	<b>Frequency</b>	<b>Percentage %</b>
Speaking	4	13.33
Listening	26	86.67
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 4.10 shows the overall English skills that respondents want to develop. The data shows that 86.67% of respondents wanted to develop speaking skills, while 13.33% of respondents wanted to develop listening skills.

**Table 4.11***Convenient Time to Attend an English Training Course*

<b>Period of time</b>	<b>Frequency</b>	<b>Percentage %</b>
Office hours (in the afternoon)	2	6.67
After office hours (in the evening)	2	6.67
Online	22	73.33
Saturday-Buddhist holy day (Wan Phra)	4	13.33
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 4.11 present the suitable time to attend an English training course. Most of the respondents (73.33%) preferred online course, followed by 13.33% of the respondents who preferred Saturday-Buddhist holy day (Wan Phra). Office hours (in the afternoon) and after office hours (in the evening) were equally suitable times to attend an English training course (6.67%).

**Table 4.12***Courses Per Year*

<b>Courses per year</b>	<b>Frequency</b>	<b>Percentage %</b>
One	2	6.67

Two	9	30.00
Three	3	10.33
Four	16	53.33
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 4.12 shows the preferred number of English courses per year. Most of the respondents (53.33%) preferred four courses per year, while 30.00% of them preferred two courses per year; 10.33% preferred three courses per year. The least preferable was one course per year, which was chosen by only 6.67% of the respondents.

**Table 4.13**

*Number of Hours Per Course*

<b>Hours per course</b>	<b>Frequency</b>	<b>Percentage %</b>
15 hours	8	26.67
30 hours	17	56.67
45 hours	5	16.67
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 4.13 presents the number of learning hours per course. Most of the respondents (56.67%) preferred 30 hours per course, and 26.67% of them preferred 15 hours per course. Only 16.67% of the respondents preferred 45 hours per course.

**Table 4.14**

*Preferred English Language Instructor*

<b>Instructor</b>	<b>Frequency</b>	<b>Percentage %</b>
Thai instructors	1	3.33
Foreign instructors (native speakers)	12	40.00

<b>Instructor</b>	<b>Frequency</b>	<b>Percentage %</b>
Foreign instructors with Thai instructors as assistants	12	40.00
Tutor (Thai)	5	16.67
Tutor (native speaker)	0	0.00
<b>Total</b>	<b>30</b>	<b>100.00</b>

Table 4.14 shows the preferred English language instructor. The results showed that 40.00% of respondents preferred to learn English with foreign instructors (native speakers) and foreign instructors with Thai instructors as assistants. A total of 16.67% preferred a Thai tutor, and only 3.33% of the respondents would like to learn English with Thai instructors.

#### **4.4 Other Suggestions**

Regarding the respondents' suggestions, seven of 30 respondents suggested that trainings in English usage should be comprehensive, covering all aspects to mitigate potential issues. Additionally, there should be a greater emphasis on enhancing English communication skills through more training initiatives. Internal communication in English should be actively promoted, with a particular focus on encouraging personnel to engage in English communication within the workplace, thereby fostering regular practice. Exposure to various English accents is also crucial for improving listening skills.

#### **4.5 Interview Results**

In this section, the findings from interviews conducted with a group of five Thai staff members chosen from Mahachulalongkornrajavidyalaya University are presented. By responding to seven inquiries, the bulk of the data discussed focuses on three key aspects of the research: individual backgrounds, challenges encountered, and growth in skills and abilities.

The interview report underscores the critical role of English-speaking staff at the university in translating documents, coordinating student activities, and acting as

liaisons to prevent misunderstandings and support foreign students effectively. Challenges, such as varied language proficiencies, accents, and limited vocabulary among both staff and students, necessitate continuous language skill improvement. Strategies employed by the staff include using translator programs, interpreting body language, enhancing English skills through media, and practicing with coworkers. Specific issues like the use of non-standard terms and accents also highlight the need for visual aids and targeted vocabulary learning. Overall, the interview emphasizes the importance of attentive, well-informed, and proactive staff to facilitate effective communication and support for international students.



## CHAPTER 5

### CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter provides the conclusion and discussion of the major findings, the limitations, and the recommendations for future study.

#### 5.1 Summary of the Study

English, a widely spoken international language, plays a crucial role in people's daily lives worldwide. It is a means of communication for individuals from various countries and cultures, both native and non-native speakers. The influence of globalization is increasing and will continue to do so (Jhaiyanuntana & Nomnian, 2020). In Thailand, a popular travel destination, English is used as a foreign language for communication in various sectors, such as in the publishing and hospitality industries, to cater to tourists from different nationalities (Phongpichitphoom, 2017).

##### 5.1.1 Objectives of the Study

- 1) To identify the English speaking barriers of MCU staff in the workplace
- 2) To identify the English listening barriers of Thai staff in the workplace

##### 5.1.2 Participants, Materials, and Procedures

###### Participants

The participants of this study were 30 support staff members who worked in various divisions at Mahachulalongkornrajavidyalaya University in Phra Nakhon Si Ayutthaya Province.

###### Materials

According to the study's mixed-method design, with questionnaires and semi-structured interviews were the primary research tools. The questionnaires were comprehensive, consisting of three main sections: 1) demographic information, 2) English listening and speaking skill levels, and 3) suggestions for improvement. Additionally, semi-structured interviews were conducted to delve deeper into the communication barriers and skill development context.

### Procedures

Because the individuals involved in this research project were affiliated with a state-controlled university, it was imperative to obtain official approval before proceeding. Consequently, the researcher submitted a formal request to conduct the study and promptly distributed questionnaires to gather data once permission was granted. Additionally, key departmental representatives were approached for interviews as part of the research process. The data gathered from the questionnaires were calculated and analyzed using the Excel program. The results are shown in terms of frequency, percentage, mean, and standard deviation, while the data obtained from the interviews was analyzed thematically.

## **5.2 Summary of the Findings**

The results of the study can be summarized as follows:

### ***5.2.1 Respondents' General Background Information***

The majority of the respondents in this study were male (76.67%), while 23.33% were female. Most participants were aged between 25 and 30 years old (53.33%), and none were under 25 years old. Half of the respondents held a master's degree (50%), followed by those with a bachelor's degree (40%), and a doctorate degree (10%). The majority of support staff worked in faculties/graduate schools and institutions (23.33%). Regarding their current job experience, the largest group had between 1 to 5 years of experience (50.00%), followed by those with 6 to 10 years of experience (30.00%).

### ***5.2.2 Overall Listening and Speaking English Skills***

Based on the frequency of using English listening and speaking skills in the workplace, the findings revealed that 43.33% of respondents used speaking skills most of the time, and 50.00% of respondents used listening skills most of the time. The proficiency rating of English listening skills among staff was rated as good (50.00%), while speaking skills were rated as fair (53.33%). Regarding the necessity of English skills for staff, speaking skills were deemed essential (53.33%), whereas listening skills were considered at a moderate level (46.67%). In terms of problems with English skills,

56.67% of respondents encountered issues with listening skills at a moderate level, while speaking skills presented problems equally at high and moderate levels (43.33%).

### ***5.2.3 The Level of Problem in English Speaking and Listening Skills***

The problems in speaking and listening skills that affected participants

**Listening skill:** Understanding the accents of students from various countries received the highest mean score, while 'listening to conversations on the telephone with instructors and students' and 'listening to conversations in meetings/seminars from international students' tied for second highest mean score.

**Speaking skill:** All speaking situations were rated at a level that somewhat affected the participants. The highest mean score was 'Listening to conversations in meetings /seminars/conferences with instructors and students.'

The level of problem in English communication skills in listening and speaking:

**Listening skill:** The overall problem was at a high level. There were two situations that were rated at a high level: not understanding different accents and not understanding the topics which participants were unfamiliar with. Next, three situations in listening were rated at a moderate level 'I do not understand fast speech', 'I do not know the meaning of vocabulary or technical terms', and 'I do not understand the complicated sentences'.

**Speaking skill:** All problem situations of speaking skill were rated at a high level, and the overall level of speaking problems was at a high level.

### ***5.2.4 Suggestions Based on Respondents' Points of View***

Out of 30 respondents, seven suggested that English trainings should cover all aspects to prevent issues and should focus on improving communication skills. They also recommended promoting English communication in the workplace and exposing personnel to different English accents to enhance listening skills.

## **5.3 Discussion of the study**

This section presents the discussion based on the two research questions as follows:

### ***5.3.1 What are the English Speaking Barriers of MCU Staff in the Workplace?***

The study investigated barriers in English speaking skills among university staff. It found that, overall, staff at Mahachulalongkornrajavidyalaya University had moderate proficiency in speaking English. The most significant obstacle to communication between Thai staff and foreign students was identified as the lack of information about laws, rules, and instructions, which hindered the provision of necessary information. Conversely, providing what students need and want was considered less challenging, despite involving regular interaction, coordination, and answering their questions, which are standard requirements across departments.

Soda (2014) highlighted the need for English speaking skills among officers at DZ Card Company in Thailand, particularly for communicating ideas over the telephone. Pinsaikeow (2019) emphasized that speaking skills were crucial for Infantry Corps officers in the Royal Thai Army, who needed to issue orders and instructions during exercises or operations. Phonsomboon (2020) discovered that Thai vendors faced challenges in effectively communicating product information to foreign customers due to vocabulary limitations and lack of confidence, resorting to body language to bridge the communication gap. Similarly, Saengwong (2022) found that people generally encountered moderate difficulties in speaking English, highlighting it as one of the more challenging language skills requiring a high level of proficiency. Most participants agreed that teaching students and conversing with foreign teachers posed challenges due to speaking skills.

### ***5.3.2 What are the English Listening Barriers of Thai Staff in the Workplace?***

This study explored the barriers in English listening. The research highlighted that university staff encounter challenges in understanding English spoken with various accents by students from different countries. While collaboration with teachers or foreign colleagues generally proceeds smoothly due to regular interaction, understanding diverse English accents remains a hurdle. Peasungga (2017) identified listening skills as the primary challenge for Thai teachers at Chokchai Ladprao School in Bangkok, particularly in comprehending authentic English conversations. Similarly, Kaewsuphan (2018) found that marketing representatives in international companies struggled with listening skills, especially in deciphering different English accents used

by foreign customers. Phonsomboon (2020) observed that many Thai vendors faced difficulties understanding fast-paced English speech from foreign customers, leading to misinterpretations exacerbated by unfamiliar vocabulary and non-native accents.

Teeraprapha (2021) identified the top three challenges for participants as difficulties in understanding accents from other countries, grasping the intonation and emphasis in passengers' speech, and keeping pace with fast-talking individuals. Similarly, Ruangphueng (2019) emphasized the importance of listening as a critical skill for comprehending conversations and delivering quality customer service, noting widespread challenges in understanding accents from non-English speaking regions. These findings echo those of Phoonkum (2020), who investigated listening problems among employees at a Japanese automotive company and underscored the pivotal role of contextual understanding in listening comprehension. Insufficient background or cultural knowledge among listeners was cited as a key factor contributing to misunderstandings in communication.

#### **5.4 Limitations of the Study**

The limitations of the study were as follows:

1) The data in this investigation was gathered using close-ended statements, which may have limited the scope of understanding other potential issues in English listening and speaking communication for the respondents. The researcher did not delve deeply into exploring other possible factors that could influence English listening and speaking abilities.

2) The research specifically homed in on the primary factors that impact the English speaking and listening abilities of MCU employees in their professional environment. However, it should be noted that additional challenges related to English reading and writing proficiency may also arise in the course of their work duties.

3) The research specifically targeted individuals employed at MCU, neglecting to include data from employees at other universities in Thailand. Had the study encompassed a broader sample pool, additional variables impacting English communication skills could have been identified.

### 5.5 Recommendations

Based on the findings, the following recommendations are proposed:

1) The research focused on Thai staff at Mahachulalongkornrajavidyalaya University in Phra Nakhon Si Ayutthaya. However, the findings may not be relevant to all support staff at the university. It is recommended that future research include support staff from other departments to get a more accurate understanding.

2) Further research should be undertaken on various aspects, such as the enhancement of reading and writing abilities. This will help in investigating other potential challenges faced by staff at MCU and in developing their proficiency.

In conclusion, this study highlighted the key factors that impact the English speaking and listening abilities of MCU staff. The findings offer useful insights for the university management team to develop English training programs, which can help improve the English language skills of university officials and other relevant individuals.



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**APPENDICES**

## APPENDIX A

### QUESTIONNAIRE (ENGLISH)

This questionnaire is designed for a graduated research project in Master of Arts in Career English for International Communication at Thammasat University. The objective of this questionnaire is to examine The Barriers in English Speaking and Listening of Thai Staff with International Students in Mahachulalongkornrajavidyalaya University. Your response will be kept anonymous and used solely for this study.

#### Part I:

Instruction: Please answer the questions below by putting a mark ✓ in the box according to your own information.

#### 1. Gender

Male

Female

#### 2. Age

Under 25 years

25 – 30 years

31- 35 years

36 – 40 years

41 – 45 years

45 years and above

#### 3. Education level

Below Bachelor's Degree

Bachelor's Degree

Master's Degree

Doctorate degree

#### 4. What division do you work for?

Faculties/Graduate school

Institutions

Student Activities Division

Finance Division

Office of Registration and the Evaluation Division

International

#### Relations Division

Colleges

Other (Please specify)\_\_\_\_\_

5. How many years have you been working for this university?

less than 1 year

1 – 5 years

6 – 10 years

11 – 15 years

More than 15 years

## Part II:

Instruction: Please answer the questions below by putting a mark ✓ in the box according to your own information.

Overall in listening and speaking English Skills

1. How often do you use English for communication in the workplace?

Skill	Always	Most of the time	Sometimes	Rarely	Never
Listening					
Speaking					

2. Please rate your English proficiency?

Skill	Excellent	Good	Fair	Poor	Very poor
Listening					
Speaking					

3. Please rate your English skills that are a necessity for your career work?

Skill	Very high	High	Moderate	Low	Very low
Listening					

Speaking					
----------	--	--	--	--	--

4. Please rate your English skills that are problematic for your career work?

Skill	Very high	High	Moderate	Low	Very low
Listening					
Speaking					

### Part III: The level of problem in English speaking and listening skill

Instruction: Please mark (✓) in the table to evaluate level of problem in using English language skills at your workplace.

#### The level of affect in listening skill in the workplace

Listening Skill	Highly Affected 5	Quite Affected 4	Somewhat Affected 3	Slightly Affected 2	Not Affected 1
1. Understanding students' needs and wants					
2. Understanding students' complaints					
3. Understanding Buddhist technical terms					
4. Understanding foreign instructors/colleagues					

5. Resolving complaints					
6. Listening to conversations on the telephone with instructors and students					
7. Listening to conversations in meetings /seminars / conferences with instructors and students					
8. Understanding the accents of students from various countries					

### The level of affect in Speaking skill in the workplace

Speaking Skill	Highly Affected 5	Quite Affected 4	Somewhat Affected 3	Slightly Affecte 2	Not Affected 1
1. Welcoming and Greeting					
2. Asking for General Information					
3. Providing what students need and want					

4. Clarifying students' questions and/or repeating messages					
5. Giving information about law/rules/instruction					
6. Resolving complaints					
7. Speaking on the telephone with instructors and students					
8. Presenting or reporting on the projects in meetings					

#### The level of problem in listening skill in the workplace

Listening Skill	Very High 5	High 4	Moderate 3	Low 2	Very low 1
1. I do not know the meaning of vocabulary or technical terms					
2. I do not understand the complicated sentences					
3. I do not understand the topics which I am not familiar with					

4. I do not understand fast speech					
5. I do not understand different accents					

### The level of problem in speaking skill in the workplace

Speaking Skill	Very High 5	High 4	Moderate 3	Low 2	Very low 1
1. I do not have confidence in speaking English					
2. I cannot use proper English words					
3. I cannot pronounce English words correctly					
4. I cannot speak English sentences correctly					
5. I cannot speak complicated English sentences					

### Part IV: The want in English development skills

Instruction: Please mark (✓) in the box to indicate the best corresponds to you.

1. Do you want to have an English training course?

Yes (continue answering the questions)       No (stop answer the questions)

2. Which English skill do you want to develop the most?

- Listening                       Speaking

3. What time that you want to attend the training?

- Office hour (in afternoon)     After office hour (in evening)  
 Online                               Saturday and Buddhist holy day (Wan Phra)

4. How often would you like to attend the English training course per year?

- One time per years               Two time per years  
 Three times per years          Four time per years

5. How many hours per time for attend the English training course?

- 15 hours pre course             30 hours pre course  
 45 hours pre course

6. What type of English teacher you prefer the most?

- Thai instructor  
 Foreign instructor (Native speaker)  
 Foreign instructor with Thai instructor as an assistance instructor  
 Tutor (Thai)  
 Tutor (Native speaker)

**Part IV:**

Suggestion(s) on how to improve speaking and listening skills.

.....  
 .....  
 .....  
 .....

## **APPENDIX B**

### **INTERVIEW QUESTION (ENGLISH)**

Seven semi-structured interview questions are divided into three main parts based on focus area as follows.

#### **Part 1 : Work Experience**

- 1.1 How long have you been working at Mahachulalongkornrajavidyalaya University?
- 1.2 Do you think that your current position plays a crucial role in communication with foreign student, and why?

#### **Part 2 : Language Barriers**

- 2.1 Based on your duties, what are the challenges you've encountered in coping with foreign students?
- 2.2 In your opinion, does accent affect communication?
- 2.3 What would be the major cause of communication failure, in your opinion?
- 2.4 What can be used to prevent communication breakdown to achieve good communication?

#### **Part 3 : Skill Development**

- 3.1 How have you developed your listening and speaking skills?

## APPENDIX C

### QUESTIONNAIRE (THAI)

แบบสอบถามนี้จัดทำขึ้นสำหรับโครงการวิจัยระดับปริญญาโท สาขาวิชาภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ มหาวิทยาลัยธรรมศาสตร์ แบบสอบถามนี้มีวัตถุประสงค์เพื่อตรวจสอบอุปสรรคในการพูดและการฟังภาษาอังกฤษของเจ้าหน้าที่ชาวไทยกับนิสิตชาวต่างชาติในมหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย คำตอบของคุณจะถูกเก็บเป็นความลับและใช้สำหรับการศึกษานี้เท่านั้น

#### ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

1. เพศ

ชาย

หญิง

2. อายุ

ต่ำกว่า 25 ปี

25 – 30 ปี

31- 35 ปี

36 – 40 ปี

41 – 45 ปี

45 ปี ขึ้นไป

3. ระดับการศึกษา

ต่ำกว่าปริญญาตรี

ปริญญาตรี

ปริญญาโท

ปริญญาเอก

4. หน่วยงาน

คณะและบัณฑิตวิทยาลัย

สถาบัน

กองกิจการนิสิต

กองคลังและทรัพย์สิน

สำนักทะเบียนและวัดผล

กองวิเทศสัมพันธ์

วิทยาลัย

อื่นๆ (โปรดระบุ) \_\_\_\_\_

5. ท่านทำงานกับมหาวิทยาลัยนี้มาระยะเวลาเท่าใด?

มากกว่า 1 ปี

1 – 5 ปี

6 – 10 ปี

11 – 15 ปี

มากกว่า 15 ปี

ส่วนที่ 2 : ทักษะโดยรวมด้านการฟังและการพูดภาษาอังกฤษ

1. ท่านมีโอกาใช้ภาษาอังกฤษมากน้อยเพียงใด?

ทักษะ	บ่อยมาก	บ่อย	บางครั้ง	นาน ๆ ครั้ง	ไม่เคยเลย
การฟัง					
การพูด					

2. ท่านคิดว่าทักษะในการใช้ภาษาอังกฤษของท่านอยู่ในระดับใด?

ทักษะ	ดีมาก	ดี	ปานกลาง	น้อย	น้อยที่สุด
การฟัง					
การพูด					

3. โปรดระบุระดับความจำเป็นในการใช้ภาษาอังกฤษแต่ละด้านในที่ทำงาน?

ทักษะ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
การฟัง					
การพูด					

#### 4. โปรดระบุระดับปัญหาในการใช้ภาษาอังกฤษแต่ละด้านในที่ทำงาน?

ทักษะ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
การฟัง					
การพูด					

#### ส่วนที่ 3 : ระดับปัญหาทักษะการฟังและการพูดภาษาอังกฤษ

คำอธิบาย: โปรดทำเครื่องหมาย ✓ ในช่องที่ท่านคิดว่าเหมาะสมและตรงกับความคิดเห็นของท่านมากที่สุดเพียงคำตอบเดียว

#### ระดับผลกระทบต่อทักษะการฟังในที่ทำงาน

ทักษะการฟัง	ได้รับผลกระทบอย่างมาก 5	ค่อนข้างได้รับผลกระทบ 4	ได้รับผลกระทบบ้าง 3	มีผลกระทบเล็กน้อย 2	ไม่ได้รับผลกระทบ 1
1. เข้าใจความจำเป็นและความต้องการของนิสิต					
2. เข้าใจในข้อร้องเรียนของนิสิต					
3. เข้าใจศัพท์ภาษาอังกฤษทางพระพุทธศาสนา					
4. ความเข้าใจกับอาจารย์หรือเพื่อนร่วมงานชาวต่างชาติ					

5. สามารถ แก้ไขข้อ ร้องเรียนได้					
6. การฟังบท สนทนาทาง โทรศัพท์กับ นิสิต ชาวต่างชาติ					
7. การฟังการ ประชุม / สัมมนา จาก นิสิต ชาวต่างชาติ					
8. การฟังและ เข้าใจในสำเนียง หลากหลายของ นิสิตชาว ต่างประเทศ					

ระดับผลกระทบต่อทักษะการพูดในที่ทำงาน

ทักษะการพูด	ได้รับ ผลกระทบ อย่างมาก 5	ค่อนข้าง ได้รับ ผลกระทบ 4	ได้รับ ผลกระทบ บ้าง3	มีผลกระทบ เล็กน้อย 2	ไม่ได้รับ ผลกระทบ 1
1. การต้อนรับ และการทักทาย					
2. การสอบถาม ข้อมูลทั่วไป					

3. การจัดหาใน สิ่งที่นิสิต ต้องการ					
4. การให้ความ กระจ่างในสิ่งที่ นิสิตได้สอบถาม					
5. การให้ข้อมูล เกี่ยวกับ กฎหมาย/ กฎเกณฑ์/คำสั่ง					
6. การแก้ไขข้อ ร้องเรียน					
7. การพูดคุย ทางโทรศัพท์กับ นิสิต ชาวต่างชาติ					
8. การพูด/ นำเสนอ/ รายงานในที่ ประชุมกับนิสิต ชาวต่างชาติ					

## ระดับปัญหาทักษะการฟังในที่ทำงาน

ทักษะการฟัง	มากที่สุด 5	มาก 4	ปานกลาง 3	ต่ำ 2	ต่ำมาก 1
1. ท่านไม่ทราบ ความหมายของคำศัพท์ หรือศัพท์เทคนิคต่าง ๆ					
2. ท่านไม่เข้าใจประโยค ภาษาอังกฤษที่ซับซ้อน					
3. ท่านไม่เข้าใจ ภาษาอังกฤษในหัวข้อที่ ท่านไม่คุ้นเคย					
4. ท่านฟังภาษาอังกฤษ ไม่เข้าใจเนื่องจากผู้พูด ๆ เร็วเกินไป					
5. ท่านฟังภาษาอังกฤษ ไม่เข้าใจเนื่องจากสำเนียง ที่แตกต่างกัน					

## ระดับปัญหาทักษะการพูดในที่ทำงาน

ทักษะการพูด	มากที่สุด 5	มาก 4	ปานกลาง 3	ต่ำ 2	ต่ำมาก 1
1. ท่านรู้สึกขาดความ มั่นใจเวลาพูด ภาษาอังกฤษ					
2. ท่านไม่สามารถนึก คำศัพท์ที่ต้องการจะพูด ได้ทันเวลา					
3. ท่านไม่สามารถออก เสียงคำศัพท์ภาษาอังกฤษ ได้อย่างถูกต้อง					
4. ท่านไม่สามารถพูด ประโยคภาษาอังกฤษที่ ถูกต้องตามหลัก ไวยากรณ์					
5. ท่านไม่สามารถพูด ประโยคภาษาอังกฤษที่ ซับซ้อนได้					

#### ส่วนที่ 4: ความต้องการในการพัฒนาภาษาอังกฤษ

คำอธิบาย: โปรดทำเครื่องหมาย ✓ ในช่องที่ท่านคิดว่าเหมาะสมและตรงกับความคิดเห็นของท่านมากที่สุดเพียงคำตอบเดียว

1. ท่านอยากให้มีการจัดอบรมการใช้ภาษาอังกฤษหรือไม่  
 ต้องการ (ตอบข้อต่อไป)       ไม่ต้องการ (หยุดตอบแบบสอบถาม)
2. ท่านอยากพัฒนาภาษาอังกฤษในด้านในมากที่สุด  
 ฟัง       พูด
3. ท่านคิดว่าช่วงเวลาใดที่เหมาะสมต่อการเรียนภาษาอังกฤษมากที่สุด  
 ในเวลางาน (ช่วงบ่าย)       หลังเลิกงาน (ช่วงเย็น)  
 ออนไลน์       วันเสาร์และวันพระ
4. ท่านอยากให้มีการอบรมภาษาอังกฤษกี่ครั้งต่อปี  
 1 ครั้ง       3 ครั้ง  
 2 ครั้ง       4 ครั้ง
5. ท่านคิดว่าควรใช้ระยะเวลาเท่าไรในการอบรมแต่ละคอร์ส  
 15 ชั่วโมง       30 ชั่วโมง  
 45 ชั่วโมง
6. ท่านต้องการเรียนภาษาอังกฤษกับผู้แบบใดมากที่สุด  
 อาจารย์ชาวไทย  
 อาจารย์ต่างชาติ (เจ้าของภาษา)  
 อาจารย์ต่างชาติเป็นผู้สอน และ อาจารย์ชาวไทยเป็นผู้ช่วยสอน  
 ทิวเตอร์ (ชาวไทยที่เชี่ยวชาญภาษาอังกฤษ)  
 ทิวเตอร์ (ชาวต่างชาติที่เชี่ยวชาญภาษาไทย)

7. ท่านมีข้อเสนอแนะในการจัดอบรมภาษาอังกฤษสำหรับบุคลากรมหาวิทยาลัยหรือไม่

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## APPENDIX D

### INTERVIEW QUESTION (THAI)

คำถามสัมภาษณ์แบบกึ่งโครงสร้าง 10 ข้อแบ่งออกเป็น 3 ส่วนหลักโดยพิจารณาจากประเด็นสำคัญดังต่อไปนี้

#### ส่วนที่ 1 : ประสบการณ์การทำงาน

- 1.1 คุณทำงานที่มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย มานานแค่ไหนแล้ว
- 1.2 คุณคิดว่าตำแหน่งปัจจุบันของคุณมีบทบาทสำคัญในการใช้ภาษาสื่อสารกับนิสิตชาวต่างชาติหรือไม่ เพราะเหตุใด

#### ส่วนที่ 2 : อุปสรรคด้านภาษา

- 2.1 ตามบทบาทที่คุณได้รับมอบหมาย อะไรคือความท้าทายที่คุณพบในการรับมือกับนิสิตชาวต่างชาติ
- 2.2 ยกตัวอย่างเหตุการณ์ที่คุณคิดว่ามีการสื่อสารที่ทำให้เกิดการตีความผิดพลาด
- 2.3 ในความคิดคุณ อะไรคือสาเหตุสำคัญของความล้มเหลวในการสื่อสารกับนิสิต
- 2.4 สิ่งใดบ้างที่สามารถนำมาใช้เพื่อป้องกันการสื่อสารที่ผิดพลาด และทำให้การสื่อสารมีประสิทธิภาพมากยิ่งขึ้น

#### ส่วนที่ 3 : การพัฒนาทักษะ

- 3.1 ท่านมีการพัฒนาทักษะด้านการฟังและด้านการพูดอย่างไรบ้าง?

## APPENDIX E

### INTERVIEW

**Table 4.4.1**

*Interview Results from 1<sup>st</sup> Respondent*

Focus area	Theme	Answer
<i>Personal Data</i>		
	Work experience	Working as a staff 5 years now become Instructors for 2 years
	Crucial role	Contact and give information to international students
<i>Language Barrier</i>		
	Encountered challenge	Negotiation, translation, clarification of rules, instruction with international students
	Cause of communication failure	Misinterpretation and a lack of English communication skills of both staffs and international students.
<i>Skill development</i>		
	Strategy for develop listening and speaking skills	Using free CEFR test on the internet to level measurement and speak with foreign students.

(V. Aashir, personal communication, May 11, 2024).

VA1: It is crucial because there are still staff members who can speak English and help with tasks such as translating documents, coordinating student clubs, and acting as a liaison between students and other organizations.

VA2: Some students may not understand the rules because the university has not officially translated them into English. This lack of translation could lead to

situations where students urgently need information, but the university's policy on how quickly this information must be provided might make our service appear inadequate. Only students who understand Thai will be able to fully

VA3: Not being able to understand English is a problem for both the staff and students, as they may have different levels of language proficiency and varying accents. This requires staff to pay close attention to what students are saying, especially in departments that cater to foreign students. Staff members should be knowledgeable about rules and regulations to reduce the workload on other departments. In general, the staff lack communication skills.

VA4: However, I pay attention to anything that pushes me to communicate better, like watching the news, listening to music, or watching movies. It's important to continuously improve your skills and occasionally test yourself to see how you're progressing. You can find free exams online to measure your level. I also try to listen to different languages to become more comfortable with them.

The findings, as seen in Table 4.4.1. The interview highlights the importance of English-speaking staff at the university for translating documents, coordinating student activities, and acting as liaisons. It addresses the issue that many students may not understand university rules due to a lack of official translations, potentially causing misunderstandings and making the service seem inadequate. Communication problems arise from varying language proficiencies and accents among both staff and students, emphasizing the need for staff to be attentive and well-informed about regulations to support foreign students effectively. The interviewee also underscores the importance of continuous language skill improvement through media consumption and self-assessment.

**Table 4.4.2***Interview Results from 2<sup>nd</sup> Respondent*

<b>Focus area</b>	<b>Theme</b>	<b>Answer</b>
<i>Personal Data</i>		
	Work experience	More than 3 years
	Crucial role	Coordinate and publish academic articles
<i>Language Barrier</i>		
	Encountered challenge	Struggling to comprehend various accents and select appropriate words for clear communication.
	Cause of communication failure	Insufficient academic vocabulary.
<i>Skill development</i>		
	Strategy for develop listening and speaking skills	Listen to music and attempt to translate the lyrics on our own or find translations and also watch movies with subtitles.

(L. Somporn, personal communication, May 11, 2024).

LS1: Because of my experience in journals and article publishing, part of my job involves reaching out to international students who are interested in publishing their articles.

LS2: In my job, I have two coworkers. Sometimes students reach out to one coworker, but then end up contacting the other one later on. This can lead to repetitive conversations because we are not fluent in English. As a result, misunderstandings can occur on both sides. Communicating through chat can also increase confusion.

LS3: Even though sometimes struggle to communicate effectively due to limited vocabulary and accents. To overcome this barrier, I may need to rely on

translator programs or interpret their body language and key words to understand their message.

LS4: However, I try to listen to songs that I like, even if I don't fully understand them. I make an effort to listen and try to translate the lyrics or listen to versions that have already been translated. I also watch movies with English subtitles in order to practice listening.

The finding, as seen in Table 4.4.2, The interviewee discusses their role in assisting international students with article publishing, highlighting communication challenges due to language barriers and the potential for misunderstandings when students contact different coworkers. Miscommunication is exacerbated by limited English fluency and reliance on chat, which can be confusing. To address these issues, the interviewee uses translator programs and interprets body language and key words. They also enhance their English skills by listening to translated songs, practicing with movie subtitles, and translating song lyrics to improve their vocabulary and comprehension.



**Table 4.4.3***Interview Results from 3<sup>rd</sup> Respondent*

<b>Focus area</b>	<b>Theme</b>	<b>Answer</b>
<i>Personal Data</i>		
	Work experience	1 years
	Crucial role	Coordinate with ASEAN students
<i>Language Barrier</i>		
	Encountered challenge	Negotiation and giving information to project co-workers with ASEAN students
	Cause of communication failure	Insufficient vocabulary and accent issue.
<i>Skill development</i>		
	Strategy for develop listening and speaking skills	The primary goal is to strengthen one's ability to listen and speak effectively. This can be achieved by practicing with different accents and engaging in conversations with others.

(T. Sawanathakorn, personal communication, May 11, 2024).

TS1: One of my responsibilities is to oversee and support ASEAN students during their time at the university. This includes organizing events, providing resources, and offering guidance to ensure their success and integration into the campus community.

TS2: I work closely with these students to address any concerns or challenges they may face, and strive to create a welcoming and inclusive environment for them to thrive academically and socially.

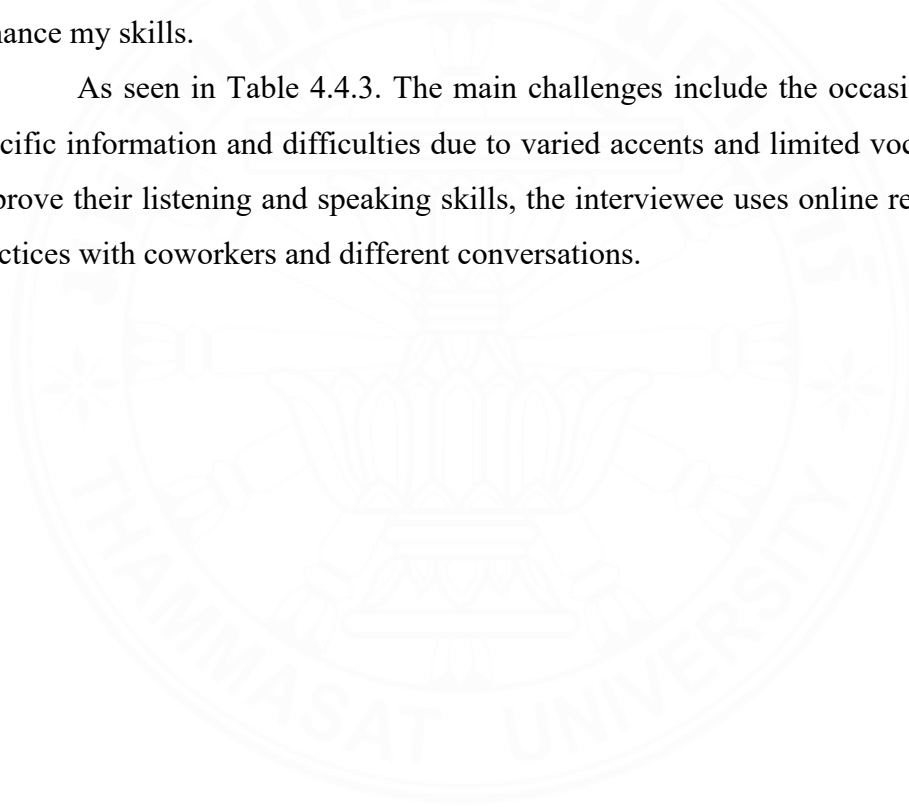
TS3: Additionally, I serve as a liaison between the university and ASEAN student organizations to facilitate communication and collaboration. Overall, my role

is to enhance the overall experience and support system for ASEAN students at the university.

TS4: The issue I faced was that sometimes we don't have certain information, which makes it difficult to provide students with the information they need, such as their speaking accents. Another challenge I have is my own limited vocabulary when communicating with students.

TS5: When working on improving my listening and speaking abilities, I will concentrate on using online resources to practice listening to different accents. For speaking, it's helpful to practice with coworkers or follow different conversations to enhance my skills.

As seen in Table 4.4.3. The main challenges include the occasional lack of specific information and difficulties due to varied accents and limited vocabulary. To improve their listening and speaking skills, the interviewee uses online resources and practices with coworkers and different conversations.



**Table 4.4.4***Interview Results from 4<sup>th</sup> Respondent*

<b>Focus area</b>	<b>Theme</b>	<b>Answer</b>
<i>Personal Data</i>		
	Work experience	More than 3 years
	Crucial role	Coordinate and visa require to international students
<i>Language Barrier</i>		
	Encountered challenge	Negotiation, Welcoming and sent e-mail trough all international students
	Cause of communication failure	Insufficient staff to give information
<i>Skill development</i>		
	Strategy for develop listening and speaking skills	Engaging in phone conversations can enhance communication abilities as it requires focusing on listening and speaking without visual cues.

(W. Thanaphon, personal communication, May 11, 2024).

WT1: I work in the International Relations Division and handle visa administration. Welcoming foreign guests both at in Thailand and abroad, and also work with five other institutions. I regularly use language skills for tasks like writing emails and communicating in English.

WT2: The challenge lies in the process of thinking, specifically in the transition from English to English. For many Thai individuals, the default mode of thinking involves translating from English to Thai, and then back to English. This ingrained habit can make it difficult to think directly in English without the intermediary step. Consequently, we may inadvertently bring our Thai language grammar and structure into our English thought process. This can potentially lead to

misunderstandings or miscommunications, as certain nuances may get lost in translation.

WT3: Accent is just one factor that can contribute to misunderstandings, along with the lack of properly trained staff to handle student interactions when they are tired, resulting in communication breakdowns.

WT4: Our student body encompasses a diverse spectrum of language proficiency levels, which presents a unique challenge for staff members like myself. In order to effectively communicate with them, I make a conscious effort to adopt the perspective of a native speaker when interacting with our students.

WT5: Engaging in telephone calls is widely regarded as one of the most effective methods for honing one's communication skills. By actively listening and trying to comprehend the message being communicated without the aid of visual cues, individuals are able to enhance their abilities in both speaking and listening. This practice helps to develop effective verbal communication skills, as well as the ability to accurately interpret and respond to the thoughts and ideas being expressed. In contrast to simply watching language tutorials on platforms like YouTube, engaging in real-time conversations over the phone provides a more interactive and practical approach to improving communication skills.

According to the results of Table 4.4.4, the result show that the interviewee, working in the International Relations Division, handles visa administration and frequently uses English for tasks such as writing emails and welcoming foreign guests. They face challenges due to the ingrained habit of translating between Thai and English, which can lead to misunderstandings. Accents and staff fatigue further contribute to communication issues. To effectively communicate with a diverse student body, the interviewee strives to think like a native speaker. They find that engaging in telephone calls is an effective way to improve communication skills, as it enhances both listening and speaking abilities through real-time, interactive practice.

**Table 4.4.5***Interview Results from 5<sup>th</sup> Respondent*

<b>Focus area</b>	<b>Theme</b>	<b>Answer</b>
<i>Personal Data</i>		
	Work experience	About 2.5 years
	Crucial role	Provide support for international students living on campus and offer guidance on navigating campus life and meditation retreat.
<i>Language Barrier</i>		
	Encountered challenge	Negotiation, Welcoming, Giving information and sent e-mail through all international students
	Cause of communication failure	Lack of grammar and various communication cultural
<i>Skill development</i>		
	Strategy for develop listening and speaking skills	Learning technical word, Buddhist vocabulary as well as conversation with international students regularly

(S. Rungchart, personal communication, May 11, 2024).

SR1: I work in the Student Affairs Division where we handle the accreditation of dorms for international students. We provide guidance on campus living and dining for both monk and lay students. I communicate in English to inform students about meditation retreat and new student orientations. We offer a variety of international courses, and our academic programs support this effort.

SR2: And the issues we face involve differences in English accents and grammar usage among countries. Each country has its own unique communication style, which can make it difficult for students from certain countries to understand when words or sentences are too short.

SR3: However, the issues mentioned above were not as significant as the confusion caused by the cafeteria's name. Some students refer to it as a canteen or restaurant, but because this Buddhist university, English words are replaced with Buddhist terms, leading to misunderstandings. To address this issue, I propose providing visual aids or creating a vocabulary list to improve communication.

SR4: In the skill development section, I am focusing on learning work-related terms and Buddhist terminology. To improve my listening skills, I am speaking with students from different countries and paying attention to their accents when they describe activities.

