A STUDY OF PROBLEMS IN ENGLISH ORAL COMMUNICATION OF LOGISPOST WORLD SERVICE OFFICERS AT THE POST OFFICES IN BANGKOK

MASTER'S PROJECT

BY

CHAIYAPREUK BORWORNRITTIDADE

Submitted in Partial Fulfillment of the Requirements for the

Master of Arts Degree in Business English for International Communication

at Srinakharinwirot University, Thailand

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AN ABSTRACT

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This study was conducted to explore the problems of English oral communication among forty six Logispost World service staff members at the post offices in Bangkok. It also explored the solutions suggested by the participants in order to improve their language skills. The research design was quantitative in that the questionnaire was used to collect the data about the participants on what English oral communication problems did they encounter when communicating with foreign customers. The results revealed the following: the participants faced the problems with fast speech by foreign customers at the highest level. Moreover, the participants generally translated word for word from Thai to English in order to communicate with customers. Specifically, their most frequently encountered problems included producing grammar errors, the various accents of the customers and their limited vocabulary knowledge. With regard to the solution suggested by participants, the study pointed out that an English training course at the company by native English teachers was the most common suggestion by participants. English training courses at the company by Thai teachers and the scholarship for further study in an international program in a related field to their job in a university was rated at a high level.

การศึกษาปัญหาในการสื่อสารภาษาอังกฤษของเจ้าหน้าที่ให้บริการโลจิสโพสต์ระหว่างประเทศ

ณ ที่ทำการไปรษณีย์ในกรุงเทพมหานคร

บทคัดย่อ

ของ

ชัยพฤกษ์ บวรฤทธิเดช

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปะศาสตร์มหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ

สิงหาคม 2560

ชัยพฤกษ์ บวรฤทธิเดช. (2560). *การศึกษาปัญหาในการสื่อสารภาษาอังกฤษของเจ้าหน้าที่ให้บริการโลจิสโพสต์ระหว่างประเทศ ณ ที่ทำการไปรษณีย์ในกรุงเทพมหานคร.* สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาสารนิพนธ์:ผู้ช่วยศาสตราจารย์ ณัฏฐา แก้วฉา.

การวิจัยครั้งนี้จัดทำเพื่อสำรวจปัญหาในการในการสื่อสารภาษาอังกฤษของเจ้าหน้าที่ให้บริการโลจิสโพสต์ระหว่างประเทศจำนวน 46 คน ณ ที่ทำการไปรษณีย์ในกรุงเทพมหานคร งานวิจัยครั้งนี้ได้สำรวจแนวทางในการพัฒนาทักษะทางภาษาซึ่งแนะนำโดยกลุ่มตัวอย่างของงานวิจัย งานวิจัยที่จัดทำขึ้นเป็นงานวิจัยเชิงปริมาณ โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บข้อมูลปัญหาในการใช้ภาษาอังกฤษที่กลุ่มตัวอย่างพบจากการสื่อสารกับผู้ใช้บริการชาวต่างชาติ ผลของการวิจัยแสดงให้เห็นว่ากลุ่มตัวอย่างมักจะพบปัญหาของความเร็วในการพูดของผู้ใช้บริการชาวต่างชาติ นอกจากนี้แล้วกลุ่มตัวอย่างมักจะใช้การแปลจากภาษาไทยเป็นภาษาอังกฤษทีละคำในการสื่อสารกับผู้ใช้บริการชาวต่างชาติ อีกทั้งยังมีปัญหามักพบบ่อยที่สุด คือ การใช้ไวยากรณ์ผิด สำเนียงที่หลากหลายของผู้ใช้บริการชาวต่างชาติ และ ความรู้ในคำศัพท์ภาษาอังกฤษไม่เพียงพอของเจ้าหน้าที่ สำหรับแนวทางในการพัฒนาทักษะทางภาษาอังกฤษซึ่งแนะนำโดยกลุ่มตัวอย่างแสดงให้เห็นว่าการจัดการอบรมภาษาอังกฤษโดยอาจารย์จากชาติเจ้าของภาษาเป็นที่แนะนำมากที่สุดจากกลุ่มตัวอย่าง การจัดอบรมภาษาอังกฤษโดยอาจารย์ชาวไทยและการให้ทุนการศึกษาสำหรับศึกษาต่อในหลักสูตรนานาชาติในสาขาที่เกี่ยวข้องกับหน้าที่การงานของกลุ่มตัวอย่างที่มหาวิทยาลัยเป็นที่แนะจากกลุ่มตัวอย่างในระดับสูง

The Master's Project Titled

"A Study of Problems in English Oral Communication of Logispost World Service Officers at the Post Offices in Bangkok"

By

Chaiyapreuk Borwornrittidade

has been approved by the Graduate School as partial fulfillment of the requirements for the Master of Arts degree in Business English for International Communication of Srinakharinwirot University

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CHAPTER 1
INTRODUCTION

Background of the Study

English has been widely used by Thai people to communicate with foreigners. English is increasingly significant for Thai people for communication because of a rising number of foreign tourists of Thailand. Thailand was voted to be the best country in the world for holiday in 2015(Tourism Authority of Thailand [TAT], 2015) consequently with the increasing number of tourists from Europe (10.93%) and United State of America (15.98%) in February 2015(Department of Tourism, 2016). Foreigners who travel and stay in Thailand may require an international logistics service to serve their business or personal purposes. Some of them have their own e-commerce business to sell products from Thailand to other countries. On the other hand, foreign tourists frequently send their parcels to their destination for several personal purposes such as a gift, souvenir and etc.

International logistics service of Thailand Post Company has become a key service to respond with the needs of foreign customers. Logispost World Service is one of international logistics services which have specific features to meet customers' needs. Logispost World Service is a service to ship out parcels from 20 – 200 kilograms to 32 destination countries; it also included customs clearance services provided. Nowadays, there are a lot of foreign customers coming to use Logispost World Service at the post offices especially in Bangkok. Logispost World Service is quite complex in terms of restriction and condition of using this service. Logispost World Service staff must have a good understanding with methods of operation of Logispost World Service in order to

provide correct and complete information to the customers when they come to use Logispost World Service.

Logispost World Service staff typically use English speaking and listening to communicate with their foreign customers. Several problems of English communication occur from providing Logispost World Service to foreign customers. There are a lot of problems caused from English listening. Some staff do not understand English when they communicate with their customers. Some of them understand some vocabulary when communicating with the clients, but they do not understand what customers require properly. On the other hand, English speaking is also English communication problems for the staff. Some of Logispost World Service staff cannot speak English. There are staff who can speak English but they are not fluent enough to communicate with their customers. As a result, English oral communication can lead to the communication breakdown between Logispost World staff and their customers.

Lack of English listening and speaking of Logispost World Service staff may affect the brand image of Thailand Post Company which is the state enterprise dealing with several leading organizations both in Thailand and foreign countries. The negative brand image will affect the trust from customers in a brand of Thailand Post particularly the foreign customers which are the target customers of international logistic service of Thailand Post Company. Thailand Post Company can gain more income from providing Logispost World Service to foreign customers. Therefore, the researcher is interested in studying the problems in English language communication of Logispost World Service staff.

Purposes of the Study

The purposes of the study are as follows:

1) To investigate problems in English oral communication of Logispost World Service staff at the post offices in Bangkok.
2) To identify the solutions suggested by LW Staff suggested by the Logispost World service staff to those English oral communication problems.

Research Questions

To meet the purposes of the study, the research questions are as follows:

1) What problems in English oral communication do the Logispost World Service staff encounter when communicating with the foreign customers?
2) What is the solutions suggested by Logispost World service staff to those English oral communication problems?

Significance of the Study

The result of this study will be beneficial for Thailand Post Company to understand English oral communication problems of their staff. Furthermore, the results from this study will identify the solutions suggested by Logispost World service staff for English oral communication problems. These solutions suggested by Logispost World service staff will be a guideline for Thailand Post Company to provide appropriate training courses and activities which help improve English communication skills of their staff. As a result, Logispost World staff will be able to provide appropriate information of Logispost World Service to foreign customers which can decrease problems when using the service.

Moreover, the result of this study will be beneficial for the Human Resource Department of the company in providing appropriate English training course for their staff. Also, English proficiency will be one qualification that is required in the recruitment in order to get new staff who are good at English, which will lessen English oral communication problems. On the other hand, the people who want to work in this business can be better prepare themselves to have better opportunity to work at the good reputation logistics company.

In addition, there are few studies of problems in English oral communication in Logistics field in spite of fast growing of this business in Thailand. The result of this study will encourage the people who are working in logistics field to understand the problems in English oral communication and they can realize that they should pay more attention on the improvement of English skills of their staff.

Scope of Study

This research is quantitative research which aims to study English language problems only for the listening and speaking skills of Logispost World Service staff of Thailand Post Company. This research also focuses on the solution suggested by Logispost World service staff that may help improve English communication skills of Logispost World staff. The research instrument is the questionnaire. The data of this research will be collected from 48 Logispost World Service staff from 46 post offices in Bangkok.

Definition of Terms

Definitions of the terms used in this study are defined as follows:

Problems: the troubles or difficulties in using English listening and

speaking skills encountered by Thailand post Logispost World Service staff when communicating with foreign customers of Logispost World Service.

LW Staff: the staff of Thailand Post Company who serve the customers of Logispost World Service which is a logistics service to ship out 20 – 200 kilograms of goods to 32 destination countries around the world.

Summary of the Chapter

This chapter discussed background of the study including the important role of English in Thailand, brief details of LW service of Thailand Post, and the problems which might be caused by LW staff' lack of English. Purposes of the study, research questions, significance of the study, and definition of term are presented in this chapter.

CHAPTER 2

LITERATURE REVIEW

The content of this chapter aims to present the information related with problems of English oral communication. The content of this study can be divided into 4 sections.

General Information of Logispost World Service of Thailand Post Company

Thailand Post Company is a state enterprise which provides postal service in Thailand. Nowadays, Thailand Post Company is expanding its business to respond market needs and it can be divided into 4 business sectors: mail market, logistics market, financial and retail market and stamp market. According to State Enterprise Review in 2015, logistics market has become the best source of income for Thailand Post Company. Logistics service of Thailand Post Company has rapid growth following the fast growing of e-commerce business in Thailand. Moreover, multinational e-commerce companies are recognized to expand their businesses in Thailand. Therefore, international logistics of Thailand Post Company is then more interesting to match with market trend in the near future.

In the present, the international logistics business of Thailand Post Company consists of three services: EMS World, Parcel, and Logispost World Services. EMS World is a service to ship out 0 – 30 kilograms of goods to several countries in the world. agThis service will provide fastest delivery service with 24 hours real time updated delivery status in the website. Parcel service is an economy service to ship out 0 – 30 Kilograms of goods to several countries. Above services are able to ship out small sized or middle-sized parcels only, but not respond to the requirement of a customer to ship out bulk items to other countries for both of personal and business purposes. Therefore,

Thailand Post Company has realized that Logispost World Service can be a service to serve customers' needs.

Logispost World Service is a service to ship out goods of 20 – 200 kilograms to 32 destination countries in the world and it is a door-to-door delivery service. Consequently, Logispost World Service is an interesting service for both of Thai and foreign customers who want to deliver big sized items to their destination. Therefore, English oral communication has become vital for LW staff for providing correct service information to their foreign customers.

English Language skills of LW staff

According to the increasing number the post offices where the Logispost World Service is available for customers. Nowadays, Thailand Post Company has expanded Logispost World Service to 190 post offices in Thailand. Therefore, LW staff may have more chances to use English for communication with their foreign customers. On the other hand, the lack of English skills of LW staff might cause problems when foreign customers come to use services at the post office. English oral communication problems can be a barrier in order to provide correct information to their foreign customers. A lot of problems can occur because LW staff cannot communicate well in giving information to their customer such as returned items, delayed items, and etc. Moreover, Logispost World Service has its own intensive restriction because all items of Logispost World Service are transported by air. They must be proceeded under the safety policy of International Air Transport Association and regulations of customs office at a destination country which has its own regulations. All items of Logispost World must not be prohibited items and customers have to complete required information and related documents depending on kind of goods to deliver and regulations of customs office at a destination country.

LW staff have to communicate with their foreign customers in order to provide necessary information to their foreign customers. Their improvement of English oral communication can be a solution to prevent any problems that might occur from giving wrong information to foreign clients. Moreover, the image of Thailand Post Company will be better if they can make their customers satisfied.

English Listening and Speaking Problems

English oral communication problems can be frequently found from many workplaces. There are several factors which lead to English oral communication problems. According to Underwood (1989) the problems of listening can be caused by the factors as follows.

1. Lack of control over the speed of the speaker.

The listeners always face this problem. They do not understand what the speakers try to communicate with them because they miss to understand some part of the conversation and they are unable to understand the main idea from the conversation. Finally, they can fail to understand the conversation.

2. Being unable to get things repeated.

The listeners do not understand full part of conversation and they are in some situations which they could not ask the speakers to repeat again such as when watching television or listening radio.

3. The listeners' limited vocabulary.

The speakers normally select vocabulary to communicate, but the listeners may have limited vocabulary and they could not understand some words in this conversation.

As a result, they fail to understand the speakers. Therefore, they have to improve their knowledge of vocabulary which is a significant part of English oral communication. This solution can help the listeners to understand what the speakers try to communicate.

4. Failure to recognize the signals.

The listeners can easily missed to understand the speakers when they try to move to the next point, give an example or repeat a sentence. The signals include louder voice of the speakers, word expression, and different intonation. Those signals may distract the listeners from what the speakers are trying to present and they can lack concentration. Finally, they are unable to understand the content of the presentation.

5. Problem of interpretation.

This problem can occur with the listeners who may not have enough background knowledge of the speech topic. For example, the snow is very bad, so there is nobody in the office. Some people may not understand this sentence clearly or they misunderstood the concept of this sentence because they have never experienced the snow and they do not know how bad it is.

6. Inability to concentrate.

This is a major problem for the listeners. The interesting topic may attract the concentration from the listeners, and there are some situations which are the barrier of concentration such as a short break during classroom, poor condition of equipment.

7. Establish learning habits.

This problem is that the listeners may pick up the behavior from the speakers because they want the listeners to understand everything from their speech. They normally ensure by repeating and pronouncing each word carefully. The listeners can fail because they lose confident and they may worry about particular words or phrases while

they are listening. This makes the listeners fail to understand and being unconfident to react properly.

Moreover, Hymes (1972) proposed the term of "communicative competence". He stressed that the language users have to use the language correctly according to linguistic competence, and they have to use it appropriately following communicative competence. His concepts can be clarified as follows.

1. Linguistic competence means knowledge of grammar. Savignon (1983) pointed out that linguistic competence is not a traditional grammar which intends to focus on rules of grammar. It is the mastery of linguistic code which includes vocabulary, sound and pronunciation, and syntax and relationship of words. Moreover, linguistic competence also includes the ability to use the knowledge of grammar in order to create good understanding among communication.

2. Sociolinguistics competence is the knowledge of social and culture rules of language use. Sociolinguistics required the understanding of social context of language use and relationship of the people in each conversation. Moreover, the judgment of appropriateness is also the essential factor of sociolinguistics competence.
The communicators not only know of what to say but also how to say. They have to know what is unacceptable while communicating with people from other cultures and they have to react appropriately.

3. Discourse competence means the ability to connect all of the contents into a whole meaningful sentence. It includes the ability to recognize theme or topic of paragraph, text book, conversation while communicating, television and etc. Then, the communicators are able to conclude those contents to a cohesive and coherent oral communication. The discourse competence involves the word order and the creation of sentence for communication in various types.

4. Strategic competence means the ability to know the problems which might occur among communicating and sustain the incomplete communication by paraphrasing the conversation to create comprehension, adjustment speed of conversation and etc. For example, the listeners may not understand what the speakers try to say. The listeners can ask the speakers to repeat it again or they may paraphrase the sentence and re-check with the speakers for mutual understanding.

According to the information of those researchers, the problems of English oral communication can be caused from many factors. LW staff always use English in a face to face situation to create the understanding about the service to foreign customers. Therefore, there are many factors that can cause problems of English oral communication for the staffs while communicating with their customers including grammatical problems, sound and pronunciation, lack of vocabulary knowledge, over speed of the speakers, and the cultural differences between the speakers and listeners. In order to reduce the problems of English oral communication, it is necessary to explore the problems of English oral communication regarding grammatical competence and the solutions suggested by LW staff to those problems.

Besides, most of the studies indicated that English listening and speaking problems can be caused from several factors. Sursattayawong (2006) studied English speaking problems at hospital. She found that the respondents who work at her hospital have problems while communicating with foreign patients. The participants are not confident to communicate in English with their patients and they have limited vocabulary. Vocabulary can be found as a problem for both speaking and listening skills. Kiatcharas (2011) studied English communication problems between Thai cabin crews and Korean Passengers. The research found that Thai cabin crews faced problems while communicating with their Korean passengers because they are not native English

speakers and they have limited vocabulary. Moreover, Juan &Abidin (2013) found that lack of vocabulary knowledge is a main problem for listening comprehension. The listeners are able to respond more slowly while communicating. This factor can be an English communication barrier between speakers and listeners. Limitation of vocabulary knowledge is problematic issue to the workers whose English is necessary for. They are unable to produce an appropriate sentence to communicate with their passengers without knowledge of vocabulary. Also, the passengers could not understand the massage from the cabin crews who have limited vocabulary. Results of those studies indicate that vocabulary is an essential part of English oral communication.

It is obvious that a lot of studies also found vocabulary as a source of problems in English communication both of listening and speaking. A lot of studies also found other factors that cause problems in English oral communication. Witchaiyupong (2011) did a research of English barriers for Thai employees working in an international setting. The researcher also found that vocabulary can be found in this study as a barrier of communication among Thai workers and expatriate staff. Moreover, grammar usage is also the cause of communication problem. The sampling group from this study expressed that they normally spoke English with incorrect grammar and they thought the foreign staff in this company tried to avoid the communication with Thai staff because they may not understand what the Thai staff said. Similarly, Khan (2007) also found that basic knowledge of grammar was also the breakdown of communication. The speakers encountered with the using of parts of speech such as the selection of a noun, a verb and an adjective. They often failed to use the correct grammar to produce a sentence for speaking. Thadphooton (2014) did the study of characteristic of English language as used by Thai taxi drivers. The researcher investigated the problems of English communication between Thai taxi drivers and their foreign passengers. The result of this study indicated

that Thai taxi drivers had limited vocabulary and they also had problems about grammar. The respondents stated that they had limited knowledge of English skills and they were unable to speak a correct sentence and did not understand what their passenger said. Those English communication problems of Thai taxi drivers can cause several negative effects on the passengers. They do not want to pick up the foreign passengers because of their lack of English skill. They have faced the conflict with their passengers because they could not deliver the passengers to the place where the passengers required. Those problems can be an obstacle to earn good income from providing service to group of foreign customers.

In addition, accent and pronunciation are one of major problems of English communication which can be found from several studies. Upamai (2013) conducted the survey of oral English problems between foreign executives and their Thai subordinates in banking sector in Bangkok. The foreign executives could not understand Thai staff because they are not familiar with English pronunciation and accent of Thai staff. The result of this study is consistent with the study of Uraipan (2011) who explored the problems of English listening and speaking of Thai flight attendants. Thai flight attendants often encountered the problems of Korean passengers' accent because they are not familiar with their accent. Ho (2014) also found that various accents of the speakers are the problems of English oral communication. The listeners may encounter difficulty to understand what the speaker is trying to communicate. According to the results from those studies, Thais and Koreans are not native English speakers; therefore, they have their specific accents and pronunciation. This may affect the persons who are in charge of communication with foreign customers because they do not understand the massage from the customers which can lead to being unable to provide good service or correct instructions.

In brief, regarding above information, it can be assumed that the major factors of English oral communication problems can be identified into 3 main categories as indicated in the grammatical competence. Firstly, insufficient of vocabulary knowledge can be found as a problem of English oral communication from several studies. Lack of vocabulary knowledge is a barrier of English oral communication because the speakers are unable to produce a sentence to communicate effectively with others. On the other hand, the listeners are unable to understand what the speakers say if they have limited vocabulary. Secondly, accent and pronunciation were defined as problems of English oral communication. Various accents of each speaker are the important factor that makes the listeners fail to understand what the speakers said. Lastly, lack of grammar knowledge is also the source of English oral communication problem. The speakers who have limited grammar knowledge are unable to produce the correct sentence to communicate well with their listeners. Therefore, this study will focus on the problems of English oral communication of the participants and explore the solutions suggested by LW Staff to those English oral communication problems.

Related Studies

This study focused on problems in English oral communication of LW staff. There have been previous studies related to communication problems between service officers and their foreign customers. The results of those studies can be summarized according to the various types of problems in English oral communication as following**.**

English oral communication problem regarding grammar

Grammar problem was found from several studies as a problem in English oral communication. Prasertnilornkul (2008) conducted the survey of English communication

problems of Admission Office at Rangsit University. He found that most of the officers at admission office could not understand when the international students spoke to them and they had the problems with grammar and they did not know how to communicate in English. Similarly, Netsuwan (2008) explored the English communication problems between information staff and foreign passengers at the Suvarnnabhumi Airport. A result of research found that the grammatical errors were the main problematic issue for them in English communication. Furthermore, Maithong (2011) did a survey of export staff's needs and problems in English communication at Thanulux Public Co.,Ltd. She also found that the participants encountered the serious problems when facing rapid English speaking.

Grammar was also problem issues for them. Regarding the opinion on the type of English training course for listening and speaking, she found that the majority of the respondents would prefer to study with native English instructors with 40 hours course with two hours per class to meet the demands of the respondents. Most of them wanted to attend an English course twice a week on weekdays after work.

English oral communication problem regarding accents and pronunciation

Accents and pronunciation were frequently found from several studies as problems in English oral communication. Charunsri (2011) investigated the needs and problems of English language skills for the hotel front office staff in Chinatown Bangkok. This research intended to study the problems of English communication between front officers of the hotel and their foreign guests. The researcher indicated that the most found problem from all respondents was the listening. The most problematic activity came from the communication with foreign guests by phone because voice and pronunciation during communication via phone may not be clear. In addition, the accent from hotel guests was

problematic with them because the guests were from multinational countries (e.g., Indian and Singaporean) and they may not familiar with those accents. The problems from communicating with their guests occurred while the guests spoke with the front officers, but they could not understand the guests because of their various accents including their consonant and vowel sound.

Uraipan (2011) also studied the problems of English listening and speaking of Thai flight attendants. The researcher found that problems occurred from the accents of the passengers. Thai flight attendants were facing various accents of their passengers and this may cause the problems of English oral communication between them. Moreover, Kittipongse (2010) studied English oral communication problems of bank's staff in communicating with foreign customers. The researcher found that the major problems of English speaking were English accent, incorrect stress and incorrect pronunciation of those respondents. The finding of this study also mentioned the problems of their listening skill. The major problem was they could not understand English when communicating with their foreign customers.

Furthermore, Khamkaew (2009) investigated the needs and problems in English and speaking skills of the metropolitan police officers at counter service. He also found that the listening skill was discovered as a common problem because the tourists came from several countries with various accents, and they were also facing problems in catching up the words when the tourists were speaking too fast. Moreover, the speaking skill was also problematic issue with them. The police officers encountered the problems when they were speaking basic expressions. They spoke incomplete sentences, and pronounced incorrect English vowel sounds.

Fahmongkolchai (2011) also investigated on needs and problems in English listening and speaking skills of CIMB Thai Bank Tellers. He also found that the main

problem was they were not familiar with customers' accents because their customers were from various countries and different nationalities. Regarding the problem of speaking skill, the result indicated that the bank's tellers had difficulties to select appropriate vocabulary to use in many situations.

Pruksanubul (2006) studied the communication problems among Thai vendors and foreigners at Khaosan Road. The result of this study also indicated that various accents of foreigners were the most serious problem which can cause misunderstanding when communicating with their customers. In term of speaking problems, some vendors lacked English knowledge and they could not speak English apart from saying yes or no.

Maithong (2011) did a survey of export staff's needs and problems in English communication at Thanulux Public Co.,Ltd. She found that the participants encountered the serious problems when facing rapid English speaking. Stress and intonation were also problems issues for them. Regarding the opinion on the type of English training course for listening and speaking, she found that the majority of the respondents would prefer to study with native English instructors with 40 hours course with two hours per class to meet the demands of the respondents. Most of them wanted to attend an English course twice a week on weekdays after work.

English oral communication problem regarding vocabulary

Moreover, a lot of studies indicated that vocabulary was also important problem in English oral communication. Kiatcharas (2011) studied English communication problems between Thai cabin crews and Korean passengers who were not native speakers. Language differences can cause communication problems between them. From this study, it was found that Thai cabin crews did not understand while Korean passengers were speaking because they had limited vocabulary. As a result, they could not communicate

their requirement to the crews to create mutual understanding. Kongchern (2008) surveyed the problems in English communication of staff in export companies. The most frequent problems of listening because they have limited vocabulary and being unable to get the main idea from those speakers. Regarding the speaking problems, respondents were not fluent in English. They did not have knowledge of idioms and grammatical sentence structure, and were also shy to speak English. Therefore, a survey of English oral communication of LW staff at Thailand Post Company can be beneficial for the organization or Human Resource Department in order to improve English proficiency of their staff by providing a training course for them or encourage them to improve their English skills by many ways. Moreover, they will obtain a guideline to solve those problems and they can apply these solutions suggested by LW staff to improve their business.

Summary of the Chapter

This chapter discussed background information of LW service and the importance of English for providing LW service to foreign customers. English listening and speaking problems from several researchers were discussed in this chapter. In addition, the finding of previous related studies were also presented in the last part of this chapter.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter aims to explain the methodology for data collection and data analysis procedures. This chapter consists of 4 sections: participants of the study, research instruments, data collection, and data analysis procedure. The details are as follows:

Participants of the Study

Participants of this study were 46 LW Staff of Thailand Post Company working at post offices in Bangkok Metropolitan areas because a rising quantity of foreigners in Bangkok and there are a lot of problems when communicating with foreign customers who come to use Logispost World Service at the post offices in Bangkok Metropolitan areas.

The selection of participants of this study is convenience sampling technique. All LW staff must hold the certificate from Thailand Post School, and they must be permanent staff of Thailand Post Company.

The level of staff of the post office at Thailand Post Company can be classified into 4 levels which are 1) head of the post office (level 8) 2) supervisor of department (level 7) 3) middle level officer (Level 4-6) 4) operational officer (Level 1-3).

Research Instrument

The instrument for data collection of this study was a questionnaire which aims to explore the problems of English oral communication and solution suggested by LW staff to response with those problems. The contents of the questionnaire were adapted from

that of Jeharsae (2012). The questionnaire was prepared in English and Thai version and it consisted of two parts as follows:

Part 1: Problems of English oral communication.

The first part explored the level of problems in English oral communication of LW staff of Thailand Post Company that they may encounter while communicating in English with their foreign customers. The participants of this study were asked to identify the level of the problems which were designed as five point Likert scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Part 2: Solution suggested by LW staff to improve English oral communication level.

This section aims to explore the participants' opinion and suggestion concerning solution suggested by LW staff to the problems of English oral communication. This part was designed as five point Likert scales to explore the solution suggested by LW staff to the problems of English oral communication 1 (Very Low) to 5 (Very High).

Data collection

The data were collected from 46 LW staff. Copies of questionnaires were sent to the participants working in the post office at Bangkok Metropolitan areas through registered mail service of Thailand Post Company because this is the most comfortable method to distribute copies of the questionnaire between the researcher and the participants. The data were collected in March 2017, and the respondents had returned the questionnaire to the researcher within two weeks after receiving the questionnaire.

After the questionnaires were completed, the data from the participants were then analyzed.

Data Analysis

The data from questionnaire were analyzed by using the Statistical Package for Social Sciences (SPSS) and presented through descriptive statistics as follows.

1. Percentage

   The demographic information of the participants were analyzed into percentage.

2. Mean

A five point Likert scale were used to rate the level of English oral communication problems of LW staff and solution suggested by LW Staff to those problems. The mean score were used to interpret the average level of English oral communication problems and solutions suggested by LW staff based on the criteria of Rensis Likert (1932) as follows:

Scale	Level of Agreement	Mean Range
5	Very High	4.21 – 5.00
4	High	3.41 – 4.20
3	Moderate	2.61 – 3.40
4.	Low	1.81 – 2.60
1.	Very Low	1.00 – 1.80

Summary of the Chapter

This chapter discussed participants of the study and the participants' qualifications. Research instrument, data collection process and data analysis methods were also presented in this chapter.

CHAPTER 4

FINDINGS

This chapter presents the finding of this study which are divided into 3 main sections to answer the research questions of this study. The first part is general information of the participants in this study including the background education of the participants, working experiences at the company, and the employment status of each staffs. The second part is the results of the study regarding the problems of English oral communication of LW staff. Lastly, the third part revealed the suggestions of LW staff on the solution to improve their English skills. The questionnaires were distributed to 46 LW staff from Bangkok and metropolitan areas by registered mail service of Thailand Post Company. All of participants had received the questionnaires not later than 2 weeks after distributed process. All the questionnaires were returned to the researcher by mail service of Thailand Post Company and through the social media application such as Line application and Facebook for analysis. The results of the study are revealed in the following sections.

Part 1: General Information of the Participants.

Part 1 is to describe the general information of the 46 participants including the background of education included educational qualification of the participants, working experience with the company, and employment status both of temporary and permanent staffs. The data were analyzed into percentage(%) with the descriptive analysis as presented in table 1.

Table 1

General Information of the Participants

General Information	N	%
Education Background:		
Bachelor's degree	45	97.80
Master's degree	1	2.20
Work Experience:		
Less than 1 year	5	10.90
Between 1 - 3 years	8	17.40
More than 3 years	33	71.70
Employee Status:		
Temporary	11	23.90
Permanent staff	35	76.10
Total	**46**	**100.00**

Regarding the educational background of the LW staff, 97.80% of the staff hold bachelor's degree from various majors such as human resources major, logistics management major, public administration, and other majors. There is only one participant who graduated master's degree of business administration program which is 2.20% from the group of this study.

The working experience of the participants at Thailand Post Company indicated that most of the participants (71.70%) have been working at Thailand Post Company for more than 3 years while17.40% of them have 1-3 year working experience at the company, and 10.90% are the LW staff who have less than 1 year experience at Thailand

Post Company. Regarding the employment status of LW staffs, 76.10% are the permanent staffs while 23.90% are temporary contract staffs. The operational level officers are the biggest population of this study which are 41.18% of the participants while 29.41% are middle level officers. Besides, 23.53% are supervisors of the department, and 5.88% of the participants are the head of the post office.

Part 2: Problems in English Oral Communication

The second part is to explore the problems in English oral communication while the LW staff are communicating with the foreign customers. Five-point Likert scale were used as an instrument to explore each problem in English oral communication. The problems in English language skills regarding the oral communication were separated into 4 groups including grammar, vocabulary, accent and pronunciation, and other problems. The data were analyzed by SPSS program and were presented in mean (*M*) and standard deviation (*SD*) The mean score was used to interpret the average level of participant's opinions on their English oral communication problems based on the criteria of Rensis Likert (1932). The standard deviation (*SD*) indicated the distribution level of the data. The problems in English oral communication were presented as follows.

Table 2

The problems in English oral communication of LW staff

Problems in English Oral Communication	M	S.D.	Meaning
I cannot communicate with foreign customers due to the lack of English knowledge.	3.33	1.01	Moderate
I do not use the correct forms of verb tense.(i.e. present, past and future tenses)	3.28	0.98	Moderate

Table 2 (continued)

Problems in English Oral Communication	M	S.D.	Meaning
I produce grammatical errors when speaking.	3.46	1.01	High
I speak with poor English pronunciation	3.30	1.07	Moderate
I do not understand what foreign customers say because of their various accents.	3.41	0.88	High
I produce word stress misplacements.	3.33	1.06	Moderate
I have limited vocabulary.	3.24	1.04	Moderate
I respond with inappropriate words.	2.83	1.02	Moderate
I do not understand what foreign customers say because of my limitation of vocabulary.	3.33	1.08	Moderate
I am not confident when communicating with foreign customers.	3.26	1.08	Moderate
I normally think in Thai before translating to speak in English.	3.50	1.03	High
I do not understand words or sentences when foreign customers speak too fast.	3.91	1.01	High
Total	**3.35**	**1.02**	**Moderate**

Regarding the problems of English oral communication, the problems of over speed speaking produced by foreign customers was rated at highest level (*M* = 3.91, *SD* = 1.01) followed by the problems that the participants normally think in Thai before

translating to speak in English (*M* = 3.50, *SD* = 1.03) and the problems of producing grammatical errors. '(*M* = 3.46, *SD* = 1.01). Furthermore, the problems "I respond with inappropriate words" was rated lowest (*M* = 2.83, *SD* = 1.02).

Table 3

Grammar problems in English oral communication of LW staff

Grammar Problem	M	S.D.	Meaning
I cannot communicate with foreign customers due to the lack of English knowledge.	3.33	1.01	Moderate
I do not use the correct forms of verb tense. (i.e. present, past and future tenses)	3.28	0.98	Moderate
I produce grammatical errors when speaking.	3.46	1.01	High
Total	**3.36**	**1.00**	**Moderate**

In terms of grammar problem, the average mean point of this part was rated as moderate level (*M* = 3.36, *SD* = 1.01) and there was one problem that the participants encountered at high level: 'I produced grammatical errors when speaking.'(*M* = 3.46, *SD* = 1.01). However, they faced the other grammar problems at moderate level.

Table 4

Accent and pronunciation problems in English oral communication of LW staff

Accent and pronunciation problems	M	S.D.	Meaning
I speak with poor English pronunciation	3.30	1.07	Moderate

Table 4 (continued)

Accent and pronunciation problems	**M**	**S.D.**	**Meaning**
I do not understand what foreign customers say because of their various accents.	3.28	0.98	Moderate
I produce word stress misplacements.	3.46	1.01	High
Total	**3.36**	**1.00**	**Moderate**

Regarding accent and pronunciation problems, the participants rated moderate level to this component (*M* = 3.35, *SD* = 1.01) and there was one problem that the participants encountered at high level: 'I do not understand what foreign customers say because of their various accents.'(*M* = 3.41, *SD* = 0.88).They faced the other problems at moderate level.

Table 5

Vocabulary problems in English oral communication of LW staff

Vocabulary problems	***M***	***SD***	**Meaning**
I have limited vocabulary.	3.24	1.04	Moderate
I respond with inappropriate words.	2.83	1.02	Moderate
I do not understand what foreign customers say because of my limitation of vocabulary.	3.33	1.08	Moderate
Total	**3.13**	**1.04**	**Moderate**

Regarding vocabulary problems, the average mean score was in moderate level (*M* = 3.13, *SD* = 1.04). The most serious problem in this component was the participants do not understand what foreign customers say because of their limitation of vocabulary (*M* = 3.33, *SD* = 1.08). In addition, other accent and pronunciation problems: 'I have limited vocabulary.'(*M* = 3.24, *SD* = 1.04), and 'I respond with inappropriate words.' (*M* = 2.83, *SD* = 1.02) were rated at moderate level as shown in table 5

Table 6

The other problems in English oral communication of LW staff

Other problems	*M*	*SD*	Meaning
I am not confident when communicating with foreign customers.	3.26	1.08	High
I normally think in Thai before translating to speak in English.	3.50	1.03	High
I do not understand words or sentences when foreign customers speak too fast.	3.91	1.01	High
Total	**3.56**	**1.04**	**High**

In terms of other problems related to English oral communication problems, the average mean score of this part was in high level. The most serious problem in this part is the fast speed speaking by foreign customers.' (*M* = 3.91, *SD* = 1.04) followed by the problems 'I normally think in Thai before translating to speak in English.'(*M* = 3.50,

SD = 1.03), and ‘I am not confident when communicating with foreign customers.’ (*M* = 3.26, *SD* = 1.08). All problems in this part were rated in high level.

Part 3: Solution suggested by LW Staff to Improve English Oral Communication Level

The third part is to explore the solutions suggested by the participants in order to improve English oral communication skills. The problems of English language skills in oral communication are separated into 3 groups including a training course at the company, the company scholarship and sponsorship activities and self-study solution. The data were analyzed by SPSS program and were presented in mean (*M*) and standard deviation (*SD*). The mean score was used to interpret the average level of participants’ opinions on the solution suggested by LW staff based on the criteria of Rensis Likert (1932). The standard deviation (*SD*) indicated the distribution level of the data. The data were presented in the section as follows.

Table 7

Solution suggested by LW staff.

Solution suggested by LW Staff to Improve English Oral Communication Level	**M**	**S.D.**	**Meaning**
English speaking and listening training course by Thai teacher.	3.96	1.07	High
English speaking and listening training course by native English teachers.	4.33	0.87	Very High

Table 7 (continued)

Solution suggested by LW Staff to Improve English Oral Communication Level	**M**	**S.D.**	**Meaning**
The company offers the scholarship to further their study in an international program in the field related to their job in a university.	3.96	0.94	High
The company encourages the officers to participate English camp activities to improve English skills.	3.85	0.99	High
Company's sponsorship for learning an English course at English language schools.	4.07	1.08	High
Consult with the English experts for suggestions.	3.70	0.87	High
Self-study e.g. listen to music and learn from lyrics, watch English subtitle movies or chat with foreign friends.	3.80	0.91	High
Total	**3.95**	**0.96**	**High**

The results of solutions suggested by LW staff in order to improve their English skills indicated that an English speaking and listening training course by native English teachers was the best solution suggested by LW staff. It was only one solution which was rated at very high level. '(M = 4.33, SD = 0.87). The other solutions suggested by LW staff were rated at high level: 'company's sponsorship for learning an English course at English language schools.'(M = 4.07, SD = 1.08). English speaking and listening training course by Thai teacher and the scholarship provided by the company to

further their study in international program in the field related to their work in a university were rated at the same mean point (*M* = 3.96, *SD* = 0.94). However, consulting with an English experts for the suggestions was rated lowest (*M* = 3.70, *SD* = 0.87).

Table 8

The solution regarding a training course at the company

Training course at the company	***M***	***SD***	**Meaning**
English speaking and listening training course by Thai teachers.	3.96	1.07	High
English speaking and listening training course by native English teachers.	4.33	0.87	Very High
Total	**4.15**	**0.97**	**High**

In terms of the solution to provide a training course at the company, "English speaking and listening training course by native English teachers" was rated at very high level (*M* = 4.33, *SD* = 0.87), while "English speaking and listening training course by Thai teachers" was rated at high level. (*M* = 3.96, *SD* = 1.07).

Table 9

The solution regarding scholarship and sponsorship activities provided by the company

Scholarship and sponsorship activities provided by the company	***M***	***SD***	**Meaning**
The company offers the scholarship to further their study in international program in the field related to their job in a university.	3.96	0.94	Moderate
The company encourages the officers to participate English camp activities to improve English skills.	3.85	0.99	Moderate
Company's sponsorship for learning an English course at English language schools.	4.07	1.08	Moderate
Total	**3.96**	**1.00**	**Moderate**

Regarding to the finding of scholarship and sponsorship activities provided by the company, the overall picture of this component was rated at moderate level '(*M* = 3.96, *SD* = 1.00). English course at a language school sponsorship by the company was rated highest '(*M* = 4.07, *SD* = 1.08). The scholarship to study bachelor or master degree in an international program in the field related to their job was rated at moderate level '(*M* = 3.96, *SD* = 0.94).

Table 10

The solution regarding self-study

Self-study	***M***	***SD***	**Meaning**
Consult with the English experts for suggestions.	3.70	0.87	Moderate
Self-study e.g. listen to music and learn from lyrics, watch English subtitle movies or chat with foreign friends.	3.80	0.91	Moderate
Total	**3.75**	**0.89**	**Moderate**

Regarding self-study solution, the overall picture of this part was rated at moderate level '(*M* = 3.75, *SD* = 0.89). "Self-study e.g. listen to music and learn from lyrics, watch English subtitle movies or chat with foreign friends" was rated highest in this component by the participants as the solution to improve their English skill,'(*M* = 3.70, *SD* = 0.87) as indicated in table 10.

Summary of the Chapter

In conclusion, this chapter presented the results from data collection on the problems in English oral communication of LW staff and the solution suggested by LW staff in order to improve their English skills. The finding reported that the majority of the participants graduated bachelor degree from various majors. There are few LW staff who graduated in English major or international program. Most of them are permanent staff and have been working at this company for more than 3 years. Regarding the English oral

communication problems, it was found that the participants faced the problems of English oral communication when the customers spoke too fast. They rated this problem at very high level. The participants also faced the problems because they normally think in Thai before translating to speak in English and they had problems of producing grammatical errors.

According to the solution suggested by the participants, they especially prefer the company to provide an English course by native English teachers, and this solution was rated at very high level (M = 4.33, SD = 0.87). In addition, the participants require the company to support the expenses for taking an English course at a language school.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter provides conclusion and discussion to answer two research questions. Research question 1 aims to explore what problems in English oral communication which the Logispost World Service staff encounter when communicating with foreign customers are. Research question 2 is to study what solutions suggested by Logispost World service staff to those English oral communication problems are. Conclusion and discussion in this chapter will be constructed following the research questions. This chapter contains the three main sections: conclusion of the finding, discussion of the major findings, limitations of the study and recommendations for further studies.

Conclusion

According to the research questions, this study intended to study the problems of English oral communication and the solutions suggested by the participants to improve their language skills for communication. The questionnaire was used in this study to focus on the problems of English oral communication when communicating with their foreign customers, and the suggestion from the participants on the solution to improve their language skills in order to decrease the problems. The researcher distributed 46 copies of the questionnaire to LW staff at 46 post offices in Bangkok by registered mail service of Thailand Post Company. All copies of the questionnaire were returned to the researcher in two weeks after, and the data collected from the questionnaires were analyzed to answer the research questions of this study.

The first research question intended to investigate the problems in English oral communication of the participants when providing service to foreign customers. The

finding reported that the participants faced the problems of English oral communication at moderate level. There were 4 problems which the participants rated at high level: ‘I do not understand words or sentences when foreign customers speak too fast.’,‘ I normally think in Thai before translating to speak in English. ’,‘ I produce grammatical errors when speaking.’,‘ I do not understand what foreign customers say because of their various accents.

The second research question aimed to explore what the solutions suggested by the sampling group in order to improve their language skills were. The finding revealed that English speaking and listening training course by native English teachers was selected at very high level. In an addition, there were the other 3 main solutions suggested by the participants: “company’s sponsorship for learning an English course at English language schools, and English speaking and listening training course by Thai teachers and the scholarship provided by the company to further study in international program in the field that is related to their job in a university.

Discussion of the major findings

Research Question 1: What problems in English oral communication do the Logispost World Service staff encounter when communicating with the foreign customers?

According to the first research question, it was found that the speed of the conversation is the most serious problem of English oral communication of LW Staff. This might be because some LW staff are not English major and they are not good at listening and speaking skills. They do not have a lot of chance to use English in daily life, so they are not familiar with English conversation. This finding can be supported by the several previous studies. Jeharsar (2012) studied English oral communication problems and strategies used by Thai employees in an international workplace. The researcher

found that the most common problem in English of Thai employees was the fast speed conversation from the foreign customers. This problem usually occurred during telephone calls. The results were also consistent with Pruksanubul (2006) who found that Thai vendors at Kaosan Road did not understand their foreign customers when they spoke too fast. However, the results of this study revealed that this problem was also critical for the participants in face to face communication with foreign customers. The reason might be due to insufficient practice in English oral communication of the staff. They usually communicate with Thai customers because they are the main largest proportion of customers of the company. Therefore, they have only a few chances to practice English oral communication.

On the other hand, the participants also stated that they usually use the method of translation from Thai to English to produce a sentence to communicate with their customers. This problem might be because the staff do not have enough knowledge about the structure of English sentences, grammar and vocabulary. Therefore, they are not fluent in English and they have to think in Thai before converting to English and react to the customer. This finding can be well supported by Holme and Tangtongtavy (1995) who stated that Thai people need to think in Thai and translate into English and speak out, which is consistent with the study of Witchaiyutphong(2011) who studied English barriers for Thai employees working in an international setting, at Thomson Reuters Company in Thailand. The researcher found that participants were not able to select appropriate vocabulary to communicate and they could not manage to speak correctly.

They normally thought in Thai and translated into English before they spoke. Apart from the problems above, LW staff also expressed that they lose confidence when they have to communicate with their foreign customers which is one of important problems of English oral communication. Another reason might be the pattern of teaching and learning

English as a second language in Thailand might focused on the knowledge of grammar and vocabulary rather than the competence in English oral communication.

Furthermore, the finding of the study reported that the participants produced grammatical errors while communicating with their foreign customers. Grammar is still the important problem in English oral communication for Thai employees. The finding of this study is similar to that of Prasertnilornkul (2008) which also mentioned that the participants of the study had the problems with grammar and they did not know how to use English for communication. In the part of listening problems, grammar can be the cause of them. Kiatcharas (2011) who studied English communication problems between Thai cabin crews and Korean passengers indicated that the participants from this study expressed that some Korean passengers had poor English grammar, so the cabin crews could not understand the conversation of the passengers. One plausible reason for this problem of Korean passenger might be because of the interferences of their mother tongue. Another reason may be due to their lack confidence when communicating with their cabin crews which makes their communication ineffective.

It was found that accent and pronunciation are also shown in this current study as the problems of English oral communication for LW staff. The participants rated moderate level to this problem with the mean score similar to that of grammatical problem. As a result, it can be summarized that foreign customers of the Thailand Post Company come from various countries and they have different accents. Therefore, the participants cannot understand those accents because they are not familiar with various accents.

Another thing that caused the problems of English oral communication for the participants is vocabulary. It was found in this study as a barrier of English communication. The participants thought that they have limited knowledge of vocabulary,

which makes them unable to produce the sentence to communicate with customers. In other words, they could not understand the conversation from their customers. The result of accents and vocabulary as the problems of English oral communication were supported by the study of Vasavakul and Chinokul (2006) who studied the needs analysis of business English oral communication of customer service staff at international banks in Thailand. The result of this study indicated that lack of business vocabulary, and accents are the main problems of poor English proficiency of their staff.

According to the results from general information of the participants, most of the participants are officers in operational level and they are from various majors of bachelor degree. There are only a few participants who graduated from English major or international program. As a result, the operational level officers who usually deal with the foreign customers rated the problem in English oral communication at moderate level. Moreover, the company should pay attention to the recruitment process and qualification of the applicants which requires good English proficiency and English majors or international program graduates.

Research Question 2: What is the solution suggested by Logispost World service staff to those English oral communication problems?

In terms of solutions suggested by LW staff, the participants rated high level for overall solutions that might help improve their English skills. They rated a training course at the company as the best solution to improve their language skills at very high level, and they prefered an English oral course training by native English teacher. This solution might reflect that the participants expect the better improvement of English oral communication skills from the native English teachers. The result of this study were consistent with the finding of Fahmongkolchai's study (2011) who found that CIMB Thai

Bank Teller thought that the training by native English teachers was the solution to overcome English communication problems. The result was also similar to the study of Maithong (2011) who studied the export staff's needs and problems in English communication at Thanulux Public Co., Ltd. The participants of this study required a training in English speaking and listening.

Furthermore, the participants similarly rated high level for company's sponsorship for taking an English course at English language schools. The convenience might be the important factor to choose this solution because the participants can choose English language schools which are located nearby their area and they can study on weekends or after working hours.

English speaking and listening training course by Thai teacher was selected from the participants with the high mean score. Some of the staff preferred Thai teachers because they required the teacher who can explain in Thai if they do not understand English well. With the same mean score, the participants requested the company to provide them the scholarship to further their study in bachelor or master degree in a university in an international program or in the field is related to their job. This finding can be supported by educational background of the participants which indicated that most of the participants did not graduate in English major, but they normally faced with foreign customers. Therefore, the scholarship to study in an international program in the field that is related to their job in a university is required from the participants.

In summary, LW staff thought that the other problems such as the fast speech of foreign customers is the most serious obstacle for them. As a result, they cannot understand the customers, and they cannot provide the appropriate services for the customers.

Grammar is the important problem found from this study. The participants do not know how to communicate correctly. Vocabulary and pronunciation are also the important problems apart from grammatical problem.

English training at the company by native English teacher is the best choice suggested by the participants in order to improve their English skills to overcome the problems of English oral communication. LW staff also stressed that the company should provide the scholarship to further their study in an international program in the field that is related to their job both in bachelor and master degrees. This data can be reflected from their educational background which indicated that there are few people graduating in English major or international program. The company should pay more attention on giving them the scholarship to further their study in bachelor or master degrees international program or in the field that is related to their job in a university. The executive officers may change the requirement for the qualification of the applicants of Thailand Post as English skills or English qualification of the applicants should be considered as the first priority.

Implications of the study.

This study has provided beneficial implications for the company. LW staff of the company faced the problems in English oral communication, and the problems were rated at moderated level. The implication can be an indicator to remind an organization about the problems in English oral communication of their staff. The solution suggested by the participants can encourage the organization to support what they require such as, an English training course by native English teachers or a scholarship to study English at language schools.

In addition, the implication of this study will stimulate the Human Resource Department of the company to require English proficiency as an important qualification in the recruitment procedure. To hire the staff who are good at English may lessen English oral communication problems which often occurred when the staff provided service to the customers.

Lastly, Training and Development Department can employ the information about suggested by the participants to design or develop their training course. As the training and development officers, the solution suggested by the participants can provide them a guideline for developing English training courses which match with the staff' suggestions.

Limitations of the study can be described as follows:

1. This study intended to explore the problems of English oral communication which focused on speaking and listening skills. Those skills were often used by the participants in communicating with their customers. The other skills such as reading and writing skills are also important for the participants to use in their career. Therefore, reading and writing should be included in a further study in order to reflect the problems in English skills of LW staff in more various aspects.

2. The study was conducted with only 46 LW staff from the post offices in Bangkok. In fact, Logispost World service is now available at 242 post offices around Thailand and there are a lot of post offices located at the famous areas for foreign travelers. The problems in English oral communication would be often found at tourist attraction areas and because the foreign travelers are the target customers of Thailand Post Company, there are a lot of foreign travelers coming to ship their items to international countries. Therefore, the post offices at the tourist attraction areas at other provinces may provide the significant information for further studies.

3. Questionnaire was used in this study as a research instrument because of the limited time of data collection. The result from this study may not provide in-depth information. The other instrument such an interview method can be added for a further study to investigate in-depth information on English oral communication problems.

Recommendations for the Further Studies.

This research has the recommendation for further studies as following.

1. The further studies should expand the scope of the study to investigate on reading and writing problems of the participants. According to the participants in this study, reading skill and writing skill will be increasingly important for them. The researcher will be able to study the four language skills of the staff and the finding will provide more useful information for the organization.

2. The sampling group of further studies should include the post offices which are located at the other areas, especially tourist attraction areas, such as, Phuket, Chiang Mai, and other provinces. The result from further studies can illustrate the problems in English oral communication of all LW staff in the organization.

3. The interview should be used together with a questionnaire as the instruments of further studies. Questionnaire can be used to explore what the problems in English oral communication of LW staff are. Moreover, the interview can provide in-depth information regarding the problems and solution in their oral communication for further studies.

Summary of the Chapter

This chapter presented the discussion and conclusion of the study. Before discussion, brief information of this study was provided. The discussion of major finding was presented following research questions to present the problems of English oral communication from the participants of this study and the solutions suggested by the participants in order to improve their English skills. Lastly, the limitations and recommendations of this study were proposed in the final part of this chapter

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APPENDIX

Questionnaire

This questionnaire is designed for a graduated research project in the Master of Art in Business English for International Communication Program at Srinakharinwirot University. Your contribution in providing useful information is greatly appreciated. All information provided will be kept strictly confidential.

Education Background:

(…...) Bachalor's degree,

Major_____

(…...) Master's degree,

Major_____

Working experience at Thailand Post Company

(…...) Less than 1 year

(…...) Between 1 to 3 years

(…...) More than 3 years

Employment status in Thailand Post Company

(…...) Temporary staff.

(…...) Permanent staff level _____.

Part I: Problems in English Oral Communication

Direction: Please answer all questions below by putting a "√" for each statement that most accurately reflects the level of your agreement with each of the following English oral communication problems. (5 = Very High, 4 = High, 3 = Moderate 2 = Low, 1 = Very Low)

	Level of Agreement				
Problems in English Oral Communication	**1**	**2**	**3**	**4**	**5**
Grammar problem					
1. I cannot communicate with foreign customers due to the lack of English knowledge.					
2. I do not use the correct forms of verb tense.(i.e. present, past and future tenses)					
3. I produce grammatical errors when speaking.					
Accent and pronunciation problems					
4. I speak with poor English pronunciation.					
5. I do not understand what foreign customers say because of their various accents.					
6. I produce word stress misplacements.					
Vocabulary problem					
7. I have limited vocabulary.					
8. I respond with inappropriate words.					

	Level of Agreement				
Problems in English Oral Communication	**1**	**2**	**3**	**4**	**5**
9. I do not understand what foreign customers say because of my limitation of vocabulary.					
Other problems					
10. I am not confident when communicating with foreign customers.					
11. I normally think in Thai before translating to speak in English.					
12. I do not understand words or sentences when foreign customer speak too fast.					
13. Others please specify: …… ……					

Part II: Solution suggested by LW Staff to Improve English Oral Communication Level

Direction: Please answer all questions below by putting a "√" for each statement that most accurately reflects the level of your agreement with each of the following English oral communication problems. (5 = Very High, 4 = High, 3 = Moderate 2 = Low, 1 = Very Low)

	Level of Agreement				
Solution suggested by LW Staff to Improve English Oral Communication Level	**1**	**2**	**3**	**4**	**5**
Training course at the company					
1. English speaking and listening training course by Thai teacher.					
2. English speaking and listening training course by native English teachers.					
Company scholarship and sponsorship activities provided by the company					
3. The company offers the scholarship to further their study in international program in the field that related to their job in a university.					
4. The company encourages the officers to participate English camp activities to improve English skills.					
5. Company's sponsorship for learning an English course at English language schools.					

	Level of Agreement				
Solution suggested by LW Staff to Improve English Oral Communication Level	**1**	**2**	**3**	**4**	**5**
Self-study					
6. Consult with the English experts for suggestions.					
7. Self-study e.g. listen to music and learn from lyrics, watch English subtitle movies or chat with foreign friends.					
8. Others please specify: …… ……					

แบบสอบถามนี้ถูกออกแบบมาสำหรับงานวิจัย ในหลักสูตร ศิลปศาสตรมหาบัณฑิต (ศศ.ม.)

สาขาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติมหาวิทยาลัยศรีนครินทรวิโรฒคำตอบของท่านจะนำมาใช้เพื่อประโยชน์ในการวิจัย และ

ข้อมูลของท่านจะถือเป็นความลับ

วุฒิการศึกษา

(……) ปริญญาตรี, สาขาวิชา_____

(……) ปริญญาโท, สาขาวิชา_____

ประสบการณ์ทำงานที่บริษัทไปรษณีย์ไทย

(……) น้อยกว่า 1 ปี

(……) 1-3 ปี

(……) มากกว่า 3 ปี

สถานภาพการเป็นพนักงานหรือลูกจ้างของบริษัทไปรษณีย์ไทย

(……) ลูกจ้างชั่วคราว

(……) พนักงานประจำ ระดับ_____.

ส่วนแรก: ปัญหาการสื่อสารภาษาอังกฤษทั้งด้านการฟังและการพูดคำชี้แจง : กรุณาตอบคำถามทุกข้อโดยใส่เครื่องหมาย "√" สำหรับความเห็นต่อปัญหาการสื่อสารภาษาอังกฤษทั้งด้านการฟังและการพูดซึ่งมีตั้งแต่ 5 ถึง 1 (5 = เห็นด้วยอย่างมากที่สุด, 4 = เห็นด้วยอย่างมาก, 3 = เห็นด้วยปานกลาง, 2 = เห็นด้วยเล็กน้อย, 1 = เห็นด้วยน้อยที่สุด)

	ระดับความคิดเห็น				
ปัญหาการสื่อสารภาษาอังกฤษทั้งด้านการฟังและการพูด	**1**	**2**	**3**	**4**	**5**
ปัญหาด้านไวยากรณ์					
1. ฉันไม่สามารถสื่อสารกับลูกค้าชาวต่างชาติเพราะฉันขาดทักษะทางภาษาอังกฤษ					
2. ฉันไม่ได้ใช้รูปแบบกริยาในประโยคภาษาอังกฤษที่ถูกต้อง(ตัวอย่างเช่น ประโยคภาคปัจจุบัน ภาคอดีต และภาคอนาคต)					
3. ฉันมักจะใช้ไวยากรณ์ผิดเมื่อฉันพูดภาษาอังกฤษ					
ปัญหาด้านสำเนียงและการอ่านออกเสียง					
4.ฉันพูดภาษาอังกฤษโดยออกเสียงไม่ถูกต้อง					
5. ฉันไม่เข้าใจสิ่งที่ลูกค้าชาวต่างชาติพูดเนื่องจากสำเนียงที่แตกต่างของลูกค้าแต่ละท่าน					
6. ฉันเน้นเสียงหนักเบาในคำภาษาอังกฤษไม่ถูกต้อง					
ปัญหาด้านคำศัพท์					
7.ฉันมีความรู้เกี่ยวกับคำศัพท์ภาษาอังกฤษไม่เพียงพอ					
8. ฉันโต้ตอบภาษาอังกฤษด้วยคำที่ไม่เหมาะสม					
9. ฉันไม่เข้าใจสิ่งที่ลูกค้าชาวต่างชาติพูดเพราะฉันมีความรู้เกี่ยวกับคำศัพท์ภาษาอังกฤษไม่เพียงพอ					

	ระดับความคิดเห็น				
ปัญหาการสื่อสารภาษาอังกฤษทั้งด้านการฟังและการพูด	**1**	**2**	**3**	**4**	**5**
ปัญหาอื่นๆ					
10. ฉันรู้สึกไม่มั่นใจเมื่อต้องสื่อสารภาษาอังกฤษกับลูกค้าชาวต่างชาติ					
11.ฉันมักจะคิดเป็นภาษาไทยก่อนที่จะแปลเป็นภาษาอังกฤษเพื่อที่จะพูด					
12. ฉันไม่เข้าใจคำหรือประโยคเมื่อลูกค้าชาวต่างชาติพูดเร็วจนเกินไป					
13. อื่นๆโปรดระบุ:					

ส่วนที่สอง : แนวทางในการพัฒนาการสื่อสารภาษาอังกฤษทั้งด้านการฟังและการพูด

คำชี้แจง : กรุณาตอบคำถามทุกข้อโดยใส่เครื่องหมาย "√" สำหรับความเห็นต่อแนวทางในการพัฒนาการสื่อสารภาษาอังกฤษทั้งด้านการฟังและการพูดซึ่งมีตั้งแต่ 5 ถึง 1 (5 = เห็นด้วยอย่างมากที่สุด, 4 = เห็นด้วยอย่างมาก, 3 = เห็นด้วยปานกลาง, 2 = เห็นด้วยเล็กน้อย, 1 = เห็นด้วยน้อยที่สุด)

	ระดับความคิดเห็น				
แนวทางในการพัฒนาการสื่อสารภาษาอังกฤษทั้งด้านการฟังและการพูด	**1**	**2**	**3**	**4**	**5**
การจัดการฝึกอบรมที่บริษัท					
1. จัดอบรมการพูดและการฟังภาษาอังกฤษโดยอาจารย์ชาวไทย					
2. จัดอบรมการพูดและการฟังภาษาอังกฤษโดยอาจารย์ชาวต่างชาติเจ้าของภาษา					
การให้การสนับสนุนทุนการศึกษาหรือค่าใช้จ่ายในการฝึกอบรมและการจัดกิจกรรมต่างๆโดยบริษัท					
3. บริษัทสนับสนุนทุนการศึกษาในระดับปริญญาตรีและปริญญาโทในหลักสูตรนานาชาติ ในสาขาที่เกี่ยวข้องกับหน้าที่การงาน					
4. บริษัทสนับสนุนให้เจ้าหน้าที่เข้าร่วมกิจกรรมเข้าค่ายภาษาอังกฤษเพื่อพัฒนาทักษะทางภาษาอังกฤษ					
5. บริษัทสนับสนุนค่าใช้จ่ายสำหรับคอร์สเรียนภาษาอังกฤษที่โรงเรียนสอนภาษาให้แก่พนักงาน					

	ระดับความคิดเห็น				
	1	**2**	**3**	**4**	**5**
การฝึกฝนด้วยตนเอง					
6. การปรึกษากับผู้เชี่ยวชาญทางภาษาอังกฤษเพื่อขอคำแนะนำ					
7. การเรียนรู้ด้วยตนเองตัวอย่างเช่น การฟังเพลงภาษาอังกฤษและเรียนรู้คำศัพท์ภาษาอังกฤษจากเนื้อเพลง, การดูหนังพากย์ภาษาอังกฤษ, การพูดคุยผ่านโปรแกรมคอมพิวเตอร์ออนไลน์กับเพื่อนชาวต่างชาติ					
8. อื่นๆโปรดระบุ : …… ……					

VITAE

VITAE

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