

Models in Enhancing English at Work for Private Enterprise Officers in Bangkok Metropolitan

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Abstract

In the world of high competition markets and businesses, understanding what practices need to be proposed and implemented to enhance their officers to use English at work successfully is essential. This research is, therefore, designed to explore the models in using English at work for PEO (private enterprise officers) in Bangkok metropolitan, Thailand; and to develop the models in enhancing the PEO English at work. The sample was 180 officers with different positions, years of experiences, education levels, and genders, from various private enterprises in Bangkok, Thailand. The implemented questionnaires and semi-structured interview were analyzed using statistics programs with the hypothesis testing of 0.05 level of significant. The results revealed interesting indicators for administrators/business owners and/or pedagogical/training instructors to be serious concerned if they would like their enterprises to strive for global business success. Additionally, the implications derived from the study were identified. Finally, the recommendations not only for administrators/business owners and/or pedagogical/training instructors, but also for the future research were offered.

Keywords: Enhancing models enhancing English; English at work; Private enterprise Bangkok metropolitan.



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1. Introduction

In the world of globalization and high competition, English is the most important tool for successful cooperation. High expectation in applying a diversity of effective abilities to solve various problems concerned with emerging global knowledge economy for getting better understanding and having mutual economical and commercial collaboration among countries; English is more and more essential for our daily lives and successful careers. This is because any career path, more or less, has been involved in the contemporary globalization trend that had English as a significant language bridge (Aloofy *et al.*, 2017; Alshehhi, 2016; Charoensuk, 2017; Chia-Yun *et al.*, 2018; Hilao, 2016; Irai and Lu, 2018; Kaothan, 2018; Malinda, 2018; Nur Rakhmani *et al.*, 2017; Özçoban *et al.*, 2017; Savsar, 2016; Unnanantn, 2017).

Similarly, in Thailand, the Second Decade of Education Reform (2011-2018) has focused on know-how of educational improvement by enhancing 3% per year of gaining English ability and foreign languages with economic significance (Office of Education Council, 2011). Foreign languages, like English, therefore, plays first and foremost role in learning for specific purposes, especially for the sake of various business careers (Abdul Amir, 2015; Alghamdi and Sun, 2017; Boonyarattanasoontorn, 2017; Crystal, 2003; Graddol, 2006; Haris, 2017; Junnak and Veerachaisantikul, 2016; Nuchso *et al.*, 2016; Pimonratanakan and Pooripakdee, 2017; Pradhan, 2016; Taher *et al.*, 2016; Thisuwan *et al.*, 2017; Yen *et al.*, 2017). Thus, English is no longer seen as something to be taught separately from other subjects and skills. Rather, it is a multidiscipline as well as a tool to support people utilizing a range of skills in their daily practice to meet the language needs of workforce and/or business organizations. This leads to important questions regarding the ability of English usage at workplace of the private enterprise officers in Thailand: business, industry, and the professions; whether what kinds of skills needed, how can those officers effectively prepare for and develop their use of English language skills throughout their professional careers, and what kinds of models and specific English program needed to help them enhance those skills. The present study, therefore, was designed to (1) explore the models in using English at work for PEO (private enterprise officers) in Bangkok metropolitan, Thailand. (2) Develop the models in enhancing the PEO English at workplace. Finally, the models of the English Program designed for the PEO in enhancing their English usage at workplace were also provided.

1.1. Research Questions

1. What are the models using English at work for the PEO in Bangkok metropolitan, Thailand?
2. What are the PEO development models in enhancing their English at workplace?

2. Instruments and Methods

The research instruments were questionnaire and semi-structured interview. The questionnaire consisted of three sections. The first section was the PEO demographic information: their gender, positions, years of experiences, and education background. The second section was the questionnaire: the 24 models of integrated English skills used at workplace, having five models for both listening skill and reading skill, seven models for either speaking skill or

writing skill. The last section was the development models in enhancing the PEO English at work. The semi-structured interview was designed in order to gather information for probing into responses to the questionnaire.

3. Procedures

3.1. The Models of English Usage Questionnaire

The Models of English usage Questionnaire, having the reliability of 0.85, were distributed to 180 PEO in Bangkok Metropolitan, Thailand, to interpret their models of English usage. The PEO were also asked to indicate their development models needed at workplace. All voluntarily participated PEO were asked to respond to each model that was best applied to their models when using English at workplace.

3.1.1. A 5-point Likert Scale

The PEO were informed to mark all statements of the questionnaire according to a 5-point Likert scale to identify the models each one use in their workplace and to indicate the development models needed. The scale was ranging from the greatest to the least, as indicated in Table 1:

Table-1. The 5-point Likert Scale

The 5-point Likert Scale	
Scale	Point
The Greatest	5
Great	4
Average	3
Little	2
The least	1

3.1.2. Criteria for Interpreting the Mean Scores

The mean scores derived from the 5-point Likert Scale in the questionnaires were interpreted on the following range based on Jamieson (2004). The details were as follow:

Table-2. Criteria for Interpreting the mean scores

Score	Mean	Usage Levels
5	4.50-5.00	The greatest
4	3.50-4.49	Great
3	2.50-3.49	Average
2	1.50-2.49	Little
1	1.00-1.49	The least

3.2. Criteria for Interpreting the Semi-structured Interview

After the interviewing was completed, transcripts of the interview's data were coded. In order to obtain validity in analyzing the data, the data were coded by two raters. Inter-rater reliability was calculated at 92.5% by using the inter-rater formula suggested by Miles and Huberman (1994).

3.3. Data Analysis

All data were analyzed through computer program: both descriptive statistics and inferential statistics. For descriptive statistics, percentages, and arithmetic mean were employed to classify the models of English usage of the PEO. For inferential statistics, Independent Sample T-test, and F-test were used to determine the level of significance if any of significant differences do occur from different genders, positions, years of experiences, and education background of the PEO. The hypothesis testing was set at the 0.05 level of significance.

4. Results and Discussion

Table-3. PEO Demographic Information

Demographic Background	N=180	Percent
Gender		
Male	85	47.22
Female	95	52.78
Total	180	100
Positions		
Level 1: Operating Staff	78	43.33
Level 2: Expert/Specialist	46	25.56
Level 3: Manager/Supervisor	56	31.11
Total	180	100

Experiences		
Less than 3 years	82	45.56
3-5 years	63	35.00
More than 5 years	35	19.44
Total	180	100
Education Levels		
Bachelor Degree	96	53.33
Master Degree	84	46.67
Total	180	100

Table 3 showed the demographic information of all 180 PEO. There were 85 male PEO (47.22%), 95 female PEO (52.78%). Considering the PEO's position, 78 PEO (43.33%) were in Level 1 (Clerk/Operating Staff), 46 PEO (25.56%) were in Level 2 (Expert/Specialist), and 56 PEO (32.11%) were in Level 3 (Manager/Supervisor). Moreover, 82 PEO (45.56%) had less than 3 years work experiences, 63 PEO (35.00%) had 3-5 years work experiences, and 35 PEO (19.44%) had work experiences for more than 5 years. For PEO's education level, 96 PEO (53.33%) got Bachelor Degree, and 84 PEO got Master Degree (46.67%).

4.1. Results of Research Questions 1

What are the models using English at work for the PEO in Bangkok metropolitan, Thailand?

The models of PEO in using English at work were identified from Table 4 - Table 6, as follows:

Table-4. Models of PEO in Using English at Work

Skills	Mean	Usage Levels
Listening	4.74	The greatest
Speaking	4.85	The greatest
Reading	4.42	Great
Writing	4.39	Great
Total	4.60	The Greatest

Table 4 illustrated the overall PEO models in using English at work. All 180 PEO used English at workplace in every skill: listening, speaking, reading, and writing; at the greatest levels, but with different frequency (total mean=4.60). However, if looking at the detail of those skills. The speaking and the listening skills were used at the greatest levels (mean=4.74 and 4.85 respectively) while the reading and writing skills were used at great level (mean=4.42 and 4.39 respectively).

Table-5. Models of PEO in Using English at Work: Classified by Genders

Skills	Genders	N=180	Mean	Usage levels
Listening	Male	85	4.77	The greatest
	Female	95	4.71	The greatest
	Total	180	4.74	The greatest
Speaking	Male	85	4.79	The greatest
	Female	95	4.91	The greatest
	Total	180	4.85	The greatest
Reading	Male	85	4.42	Great
	Female	95	4.44	Great
	Total	180	4.42	Great
Writing	Male	85	4.45	Great
	Female	95	4.34	Great
	Total	180	4.39	Great

As shown in Table 5, different genders of PEO used their models of English at work in similar levels but with different frequency. That is, the male and female PEO used listening and speaking skills at work at the greatest level (for listening skills, means = 4.77, 4.71; for speaking skills, means = 4.79, 4.91 respectively) while the male and female PEO used reading and writing skills at great level (for reading skills, means= 4.42, 4.44; and for writing skill, means = 4.45, 4.34, respectively).

Table-6. Models of PEO in Using English at Work: Classified by Positions

Skills	Level 1 (N=78) Operating Staff	Level 2 (N=46) Expert/ Specialist	Level 3 (N=56) Manager/ Supervisor	Total means	P-Value
	Usage Levels (Mean)	Usage Levels (Mean)	Usage Levels (Mean)		
Listening	The greatest (4.53)	The greatest (4.62)	The greatest (4.87)	4.65	0.11
Speaking	The greatest (4.58)	The greatest (4.83)	The greatest (4.87)	4.74	0.000*
Reading	Great (4.36)	Great (4.42)	The greatest (4.61)	4.45	0.131
Writing	Great (3.93)	Great (4.37)	Great (4.38)	4.19	0.001*

*Significant Level at 0.05 ($p \leq 0.05$)

Table 6 identified models of PEO in using English at work classified by all position levels: Level1–Level3. The PEO in all position levels used both their English listening and speaking models at work at the greatest level (means of listening model = 4.53, 4.62, and 4.87 respectively; means of speaking models: = 4.58, 4.83, and 4.87 respectively). There was a statistically significant difference in the speaking models of PEO on position levels ($p=0.000 \leq 0.05$). Comparing the results via the LSD Post hoc Multiple Comparisons, there was a statistically significant difference in using the models between PEO in Level 1 and PEO in Levels 2 -3 ($p=0.000 \leq 0.05$). Additionally, even though the overview of the PEO in all levels used both reading and writing models at great level (total means =4.45, 4.19 respectively), there still was a statistically significant difference between PEO English writing skill models in Level 1 and those models in Level 2 -3 ($p=0.001 \leq 0.05$). That is, PEO in Level 1 used the model of writing skill statistically different from those of PEO in Levels 2 -3 (Level 1 PEO's means = 3.93, Levels 2 -3 PEO's mean = 4.37 and 4.38 respectively). Lastly, despite having no statistically significant difference between PEO reading models of all positions, PEO in Levels 1-2 used reading skill models only at great level (means = 4.36 and 4.42 respectively) while PEO in Level 3 used this model at the greatest level (mean=4.61).

4.2. The Result of Research Question Two

What are the PEO development models in enhancing their English at workplace?

The results of the PEO development models in enhancing their English at workplace were identified in Table 7–Table10, as follows:

Table-7. The PEO Development Models: Enhancing Listening Skill

Listening Skills	Level 1: OS	Level 2: E/S	Level 3: M/S	Total means	Levels of importance	P-Value
	LI (Mean)	LI (Mean)	LI (Mean)			
LGC	Great (4.17)	Great (4.19)	Great (4.26)	4.20	Great	0.818
LOR	Great (4.46)	The greatest (4.57)	The greatest (4.55)	4.52	The greatest	0.600
LMA	Great (4.36)	Great (4.37)	The greatest (4.55)	4.41	Great	0.328
LCM	Great (4.41)	Great (4.48)	The greatest (4.51)	4.46	Great	0.674
LOS	Great (4.41)	Great (4.41)	The greatest (4.87)	4.53	The greatest	0.000*

* Significant Level at 0.05 ($p \leq 0.05$)

Remarks: OS = E/S = Expert/Specialist, M/S = Manager/Supervisor, LGC = Listen to general/daily conversation, LOR = Listen to office regulations/orders/instructions, LMA = Listen to meeting agenda for daily work preparation, LCM = Listen to telephone calls/telephone messages/voicemail, LOS = Listen to office security/safety rules

E/S = Expert/Specialist, M/S = Manager/Supervisor, LGC = Listen to general/daily conversation, LOR = Listen to office regulations/orders/instructions, LMA = Listen to meeting agenda for daily work preparation, LCM = Listen to telephone calls/telephone messages/voicemail, LOS = Listen to office security/safety rules

Table 7 indicated the development models of PEO, Level 1 – Level 3, in enhancing their listening skill at work place in each category: LGC, LOR, LMA, LCM, and LOS. It was clear that PEO in all levels developed those models in all categories, but in different level of importance (total means = 4.20, 4.52, 4.41, 4.46, 4.53 respectively). Interestingly, there was a statistically significant difference in development models in LOS among PEO in Level 1 –

Level 3 $p=0.000*\leq.05$). The LSD Post hoc Multiple Comparisons, revealed that the LOS of the PEO in Level 1 and Level 2 positions had significant difference models from those in Level 3 ($p=0.000*\leq.05$). That is the PEO in Level 1 and Level 2 develop the models to enhance their LOS skill at great level while those of Level 3 were at the greatest level (mean =4.41, 4.41, 4.87 respectively). Considering the models in each category of PEO in overall position levels, LOR and LOS were in the greatest level (total means = 4.52, 4.53 respectively). Moreover, considering the development model of each PEO's level, PEO in Level 3 had the greatest level in LOR, LMA, LCM, and LOS (mean = 4.55, 4.55, 4.51, 4.87 respectively). The results also revealed that those of PEO in Level 2 had LOR at the greatest level as well (mean =4.57).

Table-8. The PEO Development Models: Enhancing Speaking Skill

Speaking Skills	Level 1: OS	Level 2: E/S	Level 3: M/S	Total means	Level of importance	P-Value
	LI (Mean)	LI (Mean)	LI (Mean)			
DGC	Great (4.30)	Great (4.23)	Great (4.32)	4.32	Great	0.797
DOF	Great (4.33)	The greatest (4.69)	The greatest (4.71)	4.71	The greatest	0.000*
DWI	Great (4.17)	Great (4.19)	Great (4.26)	4.26	Great	0.818
EWO	Great (4.46)	The Greatest (4.57)	The greatest (4.55)	4.55	The greatest	0.600
EOP	Great (4.36)	Great (4.37)	The greatest (4.55)	4.55	The greatest	0.328
DTC	Great (4.41)	Great (4.48)	The greatest (4.63)	4.63	The greatest	0.155
DOP	Great (4.41)	The greatest (4.64)	The greatest (4.87)	4.87	The greatest	0.001*

* Significant Level at 0.05 ($p \leq .05$)

Remarks: DGC = Discuss general/daily conversation, DOF = Discuss operation/office problems with foreign colleagues, DWI = Dealing with work issues, EWO = Explaining work obstacles, EOP = Explaining operation process, DTC = Dealing with telephone Call, DOP = Dealing with oral presentation

Table 8 indicated the development models of PEO, all position levels, in enhancing speaking skill at work. PEO in all levels developed models to enhance their English speaking at work in all categories, but in different level of importance (total means = 4.28, 4.55, 4.20, 4.52, 4.41, 4.49, 4.61 respectively). Interestingly, there were statistically significant differences in development model in DOF and DOP among PEO's position levels ($p=0.000*\leq.05$, $p=0.001*\leq.05$ respectively). That is, PEO in Level 1 had a significant difference from PEO in Level 2-3 in the development models of DOF and DOP. That is, the development models of PEO in Level 1 on DOF and DOP were at great level while those of PEO on DOF and DOP were at the greatest level (For DOF: mean =4.33, 4.69, 4.71; for DOP mean = 4.41, 4.64, 4.87 respectively). Interestingly, there were no statistically significant differences in development model in EWO among PEO Level1 – Level 3. However, EWO was at great level for PEO in Level 1, but at the greatest level for those of Level 2-3 (means= 4.46, 4.57, 4.55 respectively).

Table-9. The PPL Development Models: Enhancing Reading Skill

Reading Skills	Level 1: OS	Level 2: E/S	Level 3: M/S	Total means	Levels importance of	P-Value
	LI (Mean)	LI (Mean)	LI (Mean)			
RGI	Great (4.17)	Great (4.19)	Great (4.26)	4.26	Great	0.818
RM	Great (4.46)	The greatest (4.57)	The greatest (4.55)	4.55	The greatest	0.600
RWP	Great (4.36)	Great (4.48)	The greatest (4.61)	4.61	The greatest	0.166
RRM	Great (4.41)	Great (4.48)	The greatest (4.51)	4.51	The greatest	0.674

RMS	Great (4.41)	Great (4.41)	The greatest (4.87)	4.87	The greatest	0.000*
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* Significant Level at 0.05 ($p \leq .05$)

Table 9 showed the development models of PEO, all position levels, in enhancing their reading skill in each category: RGI, RM, RWP, RRM, and RMS. PEO in all levels developed models to enhance their English reading skill in each category, but in different level of importance (total means = 4.20, 4.52, 4.46, 4.46, 4.53 respectively). Interestingly, there was a statistically significant difference in development model in RMS among PEO in Level 1 – Level 3 ($p=0.000* \leq .05$). In other words, PEO in Level 1-2 had a significant difference from PEO in Level 3 in the category of RMS. That is, PEO in Level 1-2 development models in RMS were at great level while those of Level 3 was at the greatest level (mean = 4.41, 4.41, 4.87 respectively). Interestingly, even though there were no statistically significant differences in development model in RWP and RRM among PEO in Level 1 – Level 3 ($p=0.166 \geq .05$, $p=0.674 \geq .05$ respectively), it was found that RWP, and RRM were at great level for PEO Level 1, but at the greatest level for those of Level 3 (for RWP: means= 4.36, 4.48, 4.61; for RRM: mean = 4.41, 4.48, 4.51 respectively). Similarly, RM was only at great level for PEO in Level 1, but at the greatest level for those of Level 2-3 (mean = 4.41, 4.57, 4.55 respectively)

Table-10. The PEO Development Models: Enhancing Writing Skill

Writing Skills	Level 1: OS	Level 2: E/S	Level 3: M/S	Total means	Levels of importance	P-Value
	LI (Mean)	LI (Mean)	LI (Mean)			
JDR	Great (4.34)	Great (4.48)	The greatest (4.73)	4.49	Great	0.003*
WR	Great (4.37)	The greatest (4.69)	The greatest (4.87)	4.61	The greatest	0.000*
RR	Great (4.16)	Great (4.19)	Great (4.28)	4.20	Great	0.690
MR	Great (4.40)	The Greatest (4.57)	The greatest (4.65)	4.52	The greatest	0.070
MW	Great (4.30)	The greatest (4.67)	The greatest (4.67)	4.52	The greatest	0.002*
EW	Great (4.34)	Great (4.48)	The greatest (4.61)	4.46	Great	0.067
RP	Great (4.34)	The greatest (4.64)	The greatest (4.87)	4.58	The greatest	0.000*

* Significant Level at 0.05 ($p \leq .05$)

Remarks: JDR = Job description report writing, WR = Warning report writing,
RR = Request report writing, MR = Maintenance report writing, MW = Memo writing,
EW = E-mail writing, RP = Research /Proposal writing

Table 10 revealed the development models of PEO, Level 1 – Level 3, in enhancing their writing skill at work in each category: JDR, WR, RR, MR, MW, EW, and RP. Clearly, PEO in all levels developed the models to enhance their English writing skill in each category, but in different level of importance (total means = 4.49, 4.61, 4.20, 4.52, 4.52, 4.46, 4.58 respectively) as well. There were also statistically significant differences in development model in the category of JDR, WR, MW, and RP among PEO in Level 1 – Level 3 ($p=0.003* \leq .05$, $p=0.000* \leq .05$, $p=0.002* \leq .05$, $p=0.000* \leq .05$ respectively). That is, PEO in Level 1 had the development model statistically significantly different from those of Level 2-3. Furthermore, development models of PEO in Level 1-2 on JDR were at great level while those of Level 3 were at the greatest level (mean = 4.34, 4.48, 4.73 respectively). In contrast, for WR, MW, and RP; the development models of PEO in Level 1 was at great level while those of Level 2-3 PPL were at the greatest level (for WR: mean = 4.37, 4.69, 4.87; for MW: mean = 4.30, 4.67, 4.67; for RP: mean = 4.34, 4.64, 4.87 respectively). Interestingly, even though there were no statistically significant differences in development model in MR and EW among all position levels of PEO ($p=0.070 \geq .05$, $p=0.067 \geq .05$ respectively), it was found that MR, and EW were at great level for PEO in Level 1, but at the greatest level for those of Level 2- 3 (for MR: means= 4.40, 4.57, 4.65; for EW: mean = 4.34, 4.48, 4.61 respectively). Surprisingly, for EW category, only the development models of PEO in Level 3 had the greatest level (mean = 4.34, 4.48, 4.61 respectively)

5. Summary

According to the results of this study, it seems that if the private organization's aims to strive for success in the world of high competition markets, and businesses; human development, especially the effectiveness and the utmost potentiality in using English at work are immediate needs for all private enterprise. Enhancing PEO English at work to their highest potentiality, as well as increasing their readiness and awareness of the value of the experiences and skills they could apply/develop in their careers/professions should absolutely be one best alternative strategy for business success. The researcher, therefore, had the major focus on attentions of what practices need to be proposed and implemented to enhance the capacity for these personnel to succeed. The researcher also hopes that the results of this study will be useful to administrators, policy makers, practitioners, and/or researchers alike. Last but not least, the researcher hope that the suggested list of models in enhancing the PEO English at work, derived from the findings, will lay the groundwork for future successful businesses as well as implementing further investigations.

Suggested list of models in enhancing the PEO English at work, which should be seriously concerned for bringing any private enterprise to compete successfully in global businesses and markets, are provided as follows:

Table-11. The Suggested List of PEO Models in enhancing English at work

Dealing with general/daily conversation
Working with daily office supplies, and equipment
Handling voicemails/telephones
Talking via social medias: facebook, twitter, instagram
Dealing with inter- and intra-office mail
Dealing with inter- and intra memos
Taking a break/Socializing with foreign colleagues/visitors
Fixing technical problems
Dealing with operation/office problems
Explaining operation process
Talking to technical support
Dealing with request/offers/invitations/suggestions/recommendations/comments
Scheduling/Attending a business and/or business-related discussions meeting
Dealing with minutes
Handling various kinds of reports:
Job description report
Warning report
Request report
Regret report
Maintenance report
Dealing with oral presentation
Working with Research/Proposal

6. Implications of the Research

It's significant for administrators, chief executives, CEO and/or business owners to achieve much more staff development policies such as workforce English training courses, to enhance the PEO in using English at work to the highest potentiality. Accordingly, the enterprise/ business/organization and/or the professions will strive for excellence in the high competition business without too much difficulty. At the same time, to construct a so-called effective English training course, instructor/ teacher should always find out at least the learners' immediate needs and problems in work contexts so that the courses could be administered more effectively and suitably. Furthermore, there should be much more potential to achieve integrated multidiscipline English teaching and learning approaches for enhancing learners and workplace readiness within educational institutions, together with increasing the learners' awareness of the value of the experiences and skills they could apply and/or develop in their careers/professions.

6.1. Further Research

1. Further research should be focused on language genre needed in business/private organization and/or professional situations: formal versus informal; since it can significantly enhance career/ professional success.
2. For in-depth study, further research should compare the models of English at work on private vs. public enterprises, with different professional disciplines, motivation, and satisfaction by using qualitative and quantitative methods.

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