THESIS

AN ANALYSIS OF NEEDS AND PROBLEMS IN THE USE OF ENGLISH FOR OCCUPATIONAL PURPOSES OF HOTELS PR OFFICERS IN BANGKOK

BENJAMAPORN SRABUA

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NAME: Ms. Benjamaporn Srabua

THIS THESIS HAS BEEN ACCEPTED BY

_____ **THESIS ADVISOR**
(Assistant Professor Pornsiri Muangsamai, Ph.D.   )

_____ **COMMITTEE MEMBER**
(Mr. Stephen J. Cannell, B.A.   )

_____ **COMMITTEE MEMBER**
(Assistant Professor M.L. Jaralvilai Charunrochana, Ph.D.)

_____ **DEPARTMENT HEAD**
(Mrs. Wannana Soontornnaruerangsee, Ph.D.   )

APPROVED BY THE GRADUATE SCHOOL ON   _____

_____ **DEAN**
(Associate Professor Vinai Artkongharn, M.A.   )

THESIS

AN ANALYSIS OF NEEDS AND PROBLEMS IN THE USE

OF ENGLISH FOR OCCUPATIONAL PURPOSES

OF HOTELS PR OFFICERS IN BANGKOK

BENJAMAPORN SRABUA

A Thesis Submitted in Partial Fulfillment of

the Requirements for the Degree of

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2007

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Tourism industry was a major income source that had driven the economy of Thailand effectively. The hotels should have been aware of the arrival of the troop of international tourists visiting Thailand. Additionally, the number of international hotel chains in Thailand was increasing significantly. Therefore, English played a significant role in the hotel business. The hotel Public Relations (PR) officers needed to prepare for English skills usage during working.

The objective of this study was to investigate the extent to which English was used for Occupational Purposes of the hotel PR officers in Bangkok. It also attempted to determine the degree of English needs and problems of the hotel PR officers. With systematic sampling, the sample included 93 Hotels PR Officers in Bangkok who have had 1-10 years of working experience. Questionnaires and semi-structured interviews were constructed.

Writing skill was most frequently used during working (X = 3.11, SD = 1.10; 1-4), while reading skill was the least used English skill by the respondents (X = 1.99, SD = 1.05; 1-4). For the needs of English skills usage during working, writing skill was the most needed English skill (X = 4.43, SD = .75; 1-5), while reading skill was least needed (X = 3.67, SD = .81; 1-5). The respondents had an extensive need in listening and speaking in conversation with guests in person (X = 3.83, SD = 1.21; 1-5 and X = 3.80, SD = 1.23; 1-5, respectively). Additionally, reading and writing business letters, emails or faxes were mostly needed (X = 4.51, SD = .63; 1-5 and X = 4.66, SD = .52; 1-5, respectively).

For the problems of English skills usage during working, writing skill was the most problematic English skill (X = 3.11, SD = .84; 1-5), while reading skill was the least problem (X = 1.92, SD = .61; 1-5). Most of the respondents had problems in listening and speaking in conversation with guests by phone (X = 3.32, SD = .75; 1-5 and X = 3.53, SD = .90; 1-5, respectively). In addition, reading news, interviews or critiques was the most problematic reading related activities (X = 1.84, SD = .60; 1-5), while writing press releases or PR news was the most problematic writing related activities (X = 3.69, SD = .81; 1-5).

In conclusion, it was recommended that English for Specific Purposes (ESP) course would add in the curriculum as the compulsory course or selective course in the university. Also, the organization would establish specific English course for their staff. Additionally, Needs Analysis for ESP needed to be further conducted in a variety of professions, such as secretary, banking personnel.

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Student's signature	Thesis Advisor's signature				

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CHAPTER I

INTRODUCTION

Statement of the problem

Nowadays, the tourism industry plays a significant role in the overall market economy of the world. Many countries have dedicated large budgets in the tourism industry to improve their images and make their countries known as one of the top destinations in the world. The revenue from the tourism industry is spent for socio-economic development. Additionally, people in the community are hired in many positions and various jobs. Therefore, many countries have seriously promoted activities related to the tourism industry (Daengroj, 2001: 30).

Particularly in Thailand, the tourism industry is a major source of income that has driven the economy of the country effectively. The Royal Thai Government has first put a tourism industry management policy into the National Economy and Social Development Plan 4th issue (in 1977 – 1981). For almost three decades, the tourism industry of Thailand has been successful in terms of the number of international and Thai tourists it attracts and revenue it generates. Tourism statistics show that the number of international tourists visiting Thailand from 1996 to 2004 has increased every year (The Tourism Authority of Thailand, 2004). It is a good opportunity for overall tourism industry of Thailand, especially for the hotel business, which is one of the greatest affecting Thailand's tourism. Krimaha (2001: 146-147) stated that the hotel business in Bangkok experienced growth in1999, with a total of 8.7 million tourists visiting Bangkok, including 7.1 million international guests and 1.6 million Thai guests. He also predicted that, for the next five years, the number of hotel guests in Bangkok would be increasing to 12 million, including 8 million international guests and 4 million Thai guests.

Regarding the National Tourism Industry Plan (in 2001-2010) issued by the Tourism Authority of Thailand (TAT), many projects and campaigns will be launched to stimulate the number of international tourists visiting Thailand. The present National Tourism Industry Plan aims to promote Thailand as the Tourism Capital of Asia and a world class destination. Moreover, the TAT is also preparing to launch the "Thailand Happiness on Earth" Campaign to attract tourists from allover the world. Fortunately, tourism statistics show the number of international tourists visiting Thailand tends to rise continuously.

Consequently, the hotel industry should be aware of this and get ready for the arrival of the troop of international tourists. Particularly the hotels in Bangkok, the capital city and the other most popular tourist destinations of Thailand, would have a great opportunity to welcome and have direct contact with international tourists. It is necessary to prepare and train all staff to communicate with international guests by using English effectively and appropriately.

The more the hotel and tourism industry in Thailand is outstanding worldwide, the more English skills are needed for people who work in this field. The Committee of Public Relations Education of America (CPRE) stated that English is one of the most important tools that will help Public Relations officers (PR officers) to work proficiently and effectively (Lapiratanakul, 2001). Not surprisingly, the basic qualification required for hotel PR officers is an excellent command of English skills, including listening, speaking, reading, and writing. The Public Relations Department (PR Department) is one of the departments in the hotel using English skills while working. In general, hotel PR officers spend much of their time preparing and writing newsletters, annual reports, and press kits to give to the press about upcoming events or important issues. They use reading skills when they gather information to make PR documents. Not only writing and reading skills are required, but also other skills are needed. Speaking and listening skills are required when they have a meeting or conference. Particularly at the present time, the hotels in Thailand use Public Relations

strategies as a tool to compete with each other. Saengpikul (2003: 91) stated in his article *the Role of Public Relations Department in the hotel business* that "Although the hotels have excellent service and perfect accommodation, without publicizing any news or information, the hotels cannot survive in the highly competitive business". In an overview, the main responsibilities of hotel PR officers are to publicize news and updated information of the hotel and to establish good relationships among the organization, media and public. In particular, if the public or target audiences are foreigners, the hotel PR officers must inevitably communicate by using English skills.

Not only the troop of international tourists pouring into Thailand, but also the increasing number of international hotel chains is also an important factor making English take a significant role in the hotel business. Usually, the management executive teams of the international hotel chains are foreigners. Therefore, the staff has to use English as a medium to communicate in a hotel. Particularly, the hotel PR officers always work closely with the management executive teams because they have to set the plan and strategy of the hotel together or sometimes they have to implement the plan from the headquarters of the hotel (Poompanich, 1996: 89-90).

In conclusion, the hotel PR officers have to use English as a medium to communicate both inside and outside the hotel. They use English while working with the international management executive teams and international guests in the hotel. They also publicize any news and updated information of the hotel to international media and audiences in English. This study is designed to serve these purposes with the hope that its findings will reflect the English authentically used by the hotel PR officers and echo their needs and problems. The results obtained from this study may be used as guidelines for course designers to develop a specific English course for the current hotel PR officers and the students who want to work as hotel PR officers in the future.

Objective of the study

The objective of this study is to investigate the extent to which English is used for occupational purposes by the hotel PR officers in Bangkok. It also attempts to determine the degree of English needs and problems of the hotel PR officers.

This study is designed to answer the following research questions:

1. What English skills do most the hotel PR officers need for doing their work?

2. To what extent do the hotel PR officers need English in their professions?

3. To what extent do the hotel PR officers have problems in using English in their professions?

Significance of the study

The results obtained from this study, in terms of needs and problems, will be useful in helping to clarify the perception of the hotel PR officers in using English, and to indicate the actual usage of English in their occupations. Additionally, the results obtained from this study will be used as a guide for course designers to develop a specific English course for current hotel PR officers and students who want to work as hotel PR officers in the future. Moreover, the results obtained from this study will be beneficial for the executives of hotels in Thailand to understand the needs and problems of their employees.

Scope of the study

The instruments employed in this study will be interview schedules and questionnaires. This study will be limited to the perception of the subjects based on these two research instruments. The researcher will limit the target hotels to be only members of the Thai Hotels Association which are supported by the Tourism Authority of Thailand and located in Bangkok. The subjects in this study will be the hotel PR officers in Bangkok who have had 1-10 years working experience in this field.

Definition of terms

Needs	:	the immediate requirement for using basic skills of English defined by hotel PR officers
Problems	:	the trouble or difficulty in using basic skills of English defined by hotel PR officers
The use of English	:	performance in the 4 skills of English, which include listening, speaking, reading, and writing
English for Occupational Purposes	:	the course which focuses on meeting the demand for workers with English competency by providing specific job training and skills through content-based instruction activities to enhance basic skill development
Hotel PR officers	:	officers who are responsible for representing and disseminating information about the hotel to the public, and building a good image of the hotel

International hotels : the hotel chains from other countries

that usually manage the business

by foreign executive team

CHAPTER II

LITERATURE REVIEW

The purpose of this study was to investigate English used by hotel PR officers in Bangkok. In order to put this study into a proper theoretical perspective, it was necessary to study the characteristics of English for Specific Purposes (ESP), the feature of English for Occupational Purposes (EOP), the background of needs analysis, the models of needs analysis, and previous studies on language needs analysis which were relevant to this study.

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) was a new branch of English teaching and learning. ESP had emphasized the learners' abilities to use language as a tool for communication and was also concerned with the learners' problems.

ESP was an approach to language learning and teaching that was based on learners' needs to use language in specific learning contexts. All decisions for selecting content and teaching methods were based on the learner's reasons for learning. To be more precise, ESP was an approach to organize the contents of the English courses was relevant to the specific needs of specific groups of learners.

Strevens (1977) described ESP as concerned with meeting the learner's particular needs related in content to particular disciplines, occupations, and activities. The language taught had to be appropriate to those activities in lexis, syntax, discourse and semantics. This was in contrast to EGP, where specific learning needs were not identified.

Munby (1978) claimed that ESP courses were courses which concentrate mainly on the learner rather than a non-learner such as a teacher, a sponsor, or an institution. Syllabi and materials were determined in essence by the prior analysis of the communication needs of the learner.

Blackie (1979) stated that ESP should normally refer to courses that were designed for groups of learners who were homogenous in terms of aims. Specific learning objectives of these groups of learners had been qualified and were stated in communicative terms.

Hutchinson and Waters (1987: 16-17) classified the relationship between English for Specific Purposes (ESP) and English Language Teaching (ELT) by presenting them in the form of diagram, show in figure 1.

```
┌─────────────┐                    ┌──────────────────┐
│  Learning   │                    │  Communication   │
└─────────────┘                    └──────────────────┘
        │                                   │
        └─────────────┬─────────────────────┘
            ┌────────────────────────────┐
            │ English Language Teaching  │
            └────────────────────────────┘
                        │
    ┌───────────────────┼───────────────────┐
┌──────────────┐ ┌────────────────┐ ┌────────────────┐
│ English as a │ │ English as a   │ │ English as a   │
│ Mother       │ │ Foreign        │ │ Second         │
│ Tongue       │ │ Language       │ │ Language       │
└──────────────┘ └────────────────┘ └────────────────┘
                        │
            ┌───────────┴────────────┐
┌────────────────────────────┐  ┌──────────────────┐
│ English for Specific       │  │ General English  │
│ Purposes                   │  │                  │
└────────────────────────────┘  └──────────────────┘
```

Figure 1 reproduced below as a hierarchy:

- English for Specific Purposes
  - English for Science and Technology
    - English for Medical Studies
    - English for Technicians
  - English for Business and Economics
    - English for Economics
    - English for Secretaries
  - English for Social Sciences
   - English for Psychology
    - English for Technicians

Figure 1 Hutchinson and Waters Model

Source: Hutchinson and Waters (1987)

The diagram represented some of the common divisions that were made in ELT. The roots that nourished the tree of ELT were communication and learning. ELT could be divided into many kinds of language teaching including English as a Mother Tongue (EMT), English as a Second Language (ESL) and English as a Foreign Language (EFL). EFL was also divided into 2 important kinds that were well known for language teaching; General English (GE) and English for Specific Purposes (ESP). The ESP programs were divided into 3 different kinds of language teaching based on the learners' interests, which were English for Science and Technology (EST), English for Business and Economics (EBE) and English for the Social Sciences (ESS). Every branch was categorized to 2 main kinds of ESP differentiated according to whether the learner required English for academic study (which would be English for Academic Purposes [EAP]) or English for working (which would be English for Occupational Purposes [EOP]). EOP was also known as English for Vocational Purposes (EVP) and Vocational English as a second Language (VESL). At the top most branches, the tree indicated the level at which individual ESP programs occurred, including English for Medical Studies, English for Technicians, English for Secretaries, English for Psychology and English for Teaching. This diagram was helpful for the readers to see how the ESP program exist the world of language teaching at that time.

Robinson (1991) stated that ESP was an activity that involved education, training and practice, and brought together 3 major fields of knowledge that were language, pedagogy, and the students' or participants' specialist areas of interests.

English for Occupational Purposes (EOP)

Nowadays, English is necessary to obtain a job, get promoted and perform effectively in the world of work. This demand has generated the incursion of a new linguistic branch within the field of English for Specific Purposes (ESP), namely, English for Occupational Purposes (EOP).

The main aim of EOP lies in justification and reinforcement regarding the important role played by the English language in the labor world. Through a needs analysis, carried out within the business world itself, EOP could be able to examine that which is lacking in the current educational system. The use of needs analysis in the working world has revealed the sometimes-unresolved deficiencies existing in the current educational system.

Dudley-Evans and St. John (1998 : p.95) stated that the teaching process of any kind of language for occupational purposes should take as a starting point the analysis of the four traditional skills within an appropriate context, that being, as much as is possible, the conditions given in the workplace. Moreover, they subscribed to the idea that an effective syllabus must attempt to overcome the deficiencies of the educational system under which they were operating.

EOP therefore encircled a reaction against the conventional humanistic approach wherein both teachers and students abide by the academic objective of knowing everything about the language being studied by instead concentrating attention on those skills most relevant within the workplace in the time allotted in the educational environment.

Nevertheless, perhaps the most important argument regarding selective learning was that adults needed to obtain information they could apply outside the academic world. The use of authentic material could make the connection between two worlds, the academic and the professional, possible, in a practical way.

This theory was supported by Ellis and Johnson (1996: 157) who contended that, when keeping in mind the purpose of teaching EOP, the use of authentic material was essential. They purposed that the most useful material was that which was created by the companies themselves as it was specifically designed for its employees, or potential customers.

EOP courses focused on meeting the demand for workers by providing specific job training and skills through content-based instruction (CBI) activities in order to enhance basic skills development. According to Anthony (1997), most EOP classes would consistently expose students to sufficient training in reading, writing, speaking and listening. From the trainings students would explore their specific job functions that were required and necessary in their field of work.

The background of needs analysis

An ESP course is a purposeful course that is aimed at the successful performance of occupational or educational roles. The analysis of learners' needs is the basis of establishing a new course. Learners would learn more easily when they knew what they wanted it for. Not meeting the real needs of learners, the motivation might be low, leading to the failure of learning. It could be claimed that needs analysis is advantageous for ESP practitioners in special purposes program design and is also fundamental to the planning of any language courses.

Needs analysis has figured notably in the literature of language teaching for 30 years, and has been focused on learners' communicative needs. It has generally been accepted that an initial pre-course needs analysis has an aim of establishing the structure and content of a course. On the whole, needs analysis is a complex process which was usually followed by syllabus design, selection of course materials, teaching / learning a course, and evaluation.

Richards (1984) pointed out that in language curriculum development, needs analysis serves the purposes of:

1. Providing a mechanism for obtaining a wider range of input into the content, design and implementation of a language program by involving such people as learners, teachers, administrators and employers in the planning process

2. Identifying general or specific language needs which could be addressed in developing goals, objectives, and content for a language program

3. Providing data that could serve as the basis for reviewing and evaluating an existing program.

Hutchinson and Waters (1987) indicated that the purpose of an ESP course is to enable learners to function adequately in a situation in which learners would use the language they were learning. In order to lead to the goals, outcomes and instructions of the course, needs analysis is the most important first stage in designing any ESP course.

In a linguistic context, different authors defined the term "needs analysis" diversely, and thus different meanings were implied.

Strevens (1980: 109) claimed that needs analysis was a procedure that did not start from General English. The learners could apply the aims, purposes, needs, wants, roles, and functions that English was required to use in their real situations.

Richards and Rogers (1986: 156) stated that needs analysis is the identifying of general and specific language needs that could be addressed in developing goals, objectives, and content in a language program. It might focus either on the general parameters of a language program or on the specific needs.

Nunan (1988) defined that needs analysis was a set of procedures that made their appearance in language planning. It was also claimed as a parameter of a course of study including the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, and course length, intensity and duration. He also indicated that a curriculum differs from a syllabus in that the former was "concerned with making general statements" whereas the latter was "more localized

and based on accounts and records of what actually happened at the classroom level as teachers and learners applied a given curriculum to their own situation." In creating a syllabus, however, the problems remain of defining the local situation, collecting the accounts and records and analyzing the records with respect to the learning situation.

Long (1996) cited 4 reasons for performing a needs analysis:

1. Relevance -to determine the relevance of the material to the learners" situations.

2. Accountability -to justify the material in terms of relevance for all parties concerned (teacher, learner, administration, parents).

3. Diversity of learners -to account for differences in learner needs and styles.

4. Efficiency -to create a syllabus which will meet the needs of the learners as fully as possible within the context of the situation.

Dickinson (1991: 88) stated that If needs were understood as specific requirements for the foreign language, then the vast majority of learners would not have any. They were deemed to require what the syllabus offered them, and the syllabus was likely to be closely related to the examination, which was a highly realistic "need" for the majority of learners'.

The models of needs analysis

There were many models which represented how to analyze the needs of particular target groups, but one of the most well-known models is Munby's model (1978) representing the approach called "Target Situation Analysis".

The target situation analysis was designed for establishing the learners' language requirements in their occupational or academic situations. Munby's model of needs analysis begins with the investigation of participants' prospective needs such as information concerning identity and language. Such data represented input to the Communicative Needs Processor (CNP) which yielded a Communication Needs Profile. The profile of needs was a prerequisite of the next stage, which specified the language required by learners for their target communication. At the beginning of the procedure, the information about the prospective needs of learners such as age, sex, or proficiency of the target language would be fed into the CNP which consisted of eight variables:

- Purposive domain
- Setting
- Interaction
- Instrumentality
- Dialect
- Target level communicative event
- Communicative key   (there are only 7 variables here)

After these variables are worked through, one ends up with a profile of needs. Munby brought in language at the next stage. At this stage, a profile of needs is realized in actual language form by means of the specification of the language skills needed and the language functions. Finally, all of skills, functions, and language would generate the syllabus content. Munby's model could be illustrated as shown in figure 2

STEP ONE

```
┌─────────────────────────────────────┐
│ Questions about factors concerning the│
│ language needed for specific purposes │
└─────────────────────────────────────┘
                    │
                    ▼
        ┌───────────────────────────┐
        │ Communication needs profile│
        └───────────────────────────┘
                    │
                    ▼
```

STEP TWO

```
        ┌───────────────────────────┐
        │ Selection of language skills,│
        │ functions, and form required │
        └───────────────────────────┘
                    │
                    ▼
        ┌───────────────────────────┐
        │ Target syllabus specification│
        └───────────────────────────┘
```
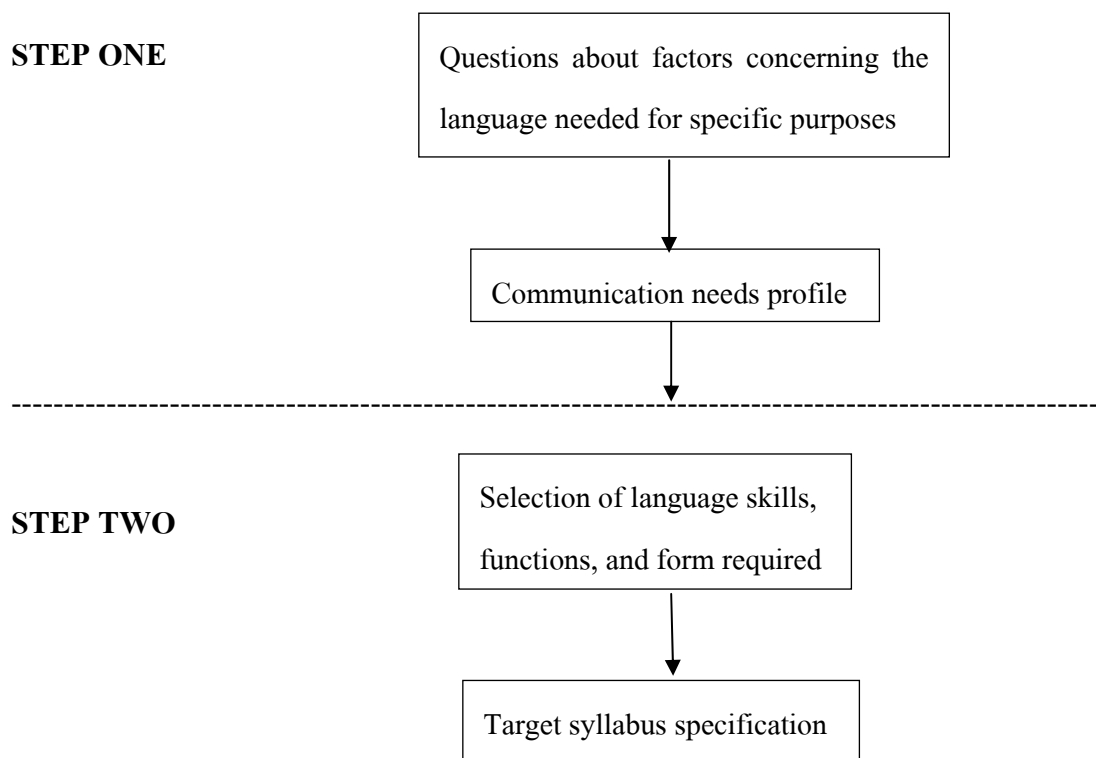
Figure 2 The Munby Processing Model
Source: Munby (1978)

For all its detail and its influence on a subsequent needs analysis, Munby's Communication Needs Processor (C.N.P.) has its limitations. It would be far too time-consuming to write down a profile of needs for each subject in this way, and unnecessary, too. As Hutchinson and Waters (1987: 54) pointed out, it does not consider the target needs from different standpoints (of teacher, learner, and sponsor). It makes no distinction between necessities, lacks, and wants. Neither does it mention what the learner needs to do in order to learn. For all of these reasons, the researcher chose to base the design of the present study on the work of Hutchinson and Waters in which they defined needs in terms of "Target needs and Learning needs."

The concepts of "target needs" and "learning needs" have been widely used in literature. Target needs are understood as "what the learner needs to do in the target situation", and learning needs are defined as "what the learner needs to do in order to learn". The analysis of target needs involves identifying 3 features as follows:

1. Necessities - Necessities are what the learners have to know in order to function effectively in the target situation.

2. Lacks - Lacks are the gap between the target proficiency and the existing proficiency of the learners.

3. Wants - Wants are what the learners could be referred to the perception of the need of the learners, which was what the learners wanted or felt they needed.

Dickinson (1991: 91) mentioned that it was essential to distinguish between needs, wants and lacks. In his point of view, Needs are those skills which the learners perceived as being relevant to them. Wants are a subset of needs, those which the learners put at a high priority given the time available. Lacks are the difference the learners perceived between their present competence in a particular skill and the competence they wished to achieve.

The analysis of target situation needs was in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process. The course designer would need to gather the information about target needs by using this simple framework.

A target situation analysis framework

1. Why is the language needed?

   - for study;
   - for work;
   - for training;
   - for a combination of these;
   - for some other purpose, e.g. status, examination, promotion.

2. How will the language be used?

   - medium: speaking, writing, reading, listening;
   - channel: e.g. telephone, face to face;
   - types of text or discourse: e.g. academic texts, informal conversations.

3. What will the content areas be?

   - subjects: e.g. commerce, engineering, shipping;
   - level: e.g. technician, postgraduate.

4. Who will the learner use the language with?

   - native speakers or non-native;
   - level of knowledge of receiver: e.g. expert, student;
   - relationship: e.g. colleague, customer, superior, subordinate.

5. Where will the language be used?

- physical setting: e.g. office, hotel;
- human context: e.g. alone, meetings, on telephone;
- linguistic context: e.g. in own country, aboard.

6. When will the language be used?

- concurrently with the ESP course or subsequently;
- frequently, seldom, in small amounts.

Obviously, analysis of target situation needs was concerned with the important area of language use, while learning needs covered circumstances of language learning. This could be why learners took the course (whether it was optional or compulsory), what they seek to achieve, or what their attitude towards the course was. It is important to note that the main concern of this study was an analysis of the target needs of the subjects in the workplace and that all the subjects of this study were university graduates or workers who have had working experiences at least 1 year. Therefore, no attempt would be made here to investigate their learning needs.

What is Public Relations (PR)?

There were many definitions of public relations, as could be expected for a field that has so many aspects and that reached into almost every facet of human society. Public relations began with the concept of "helping an organization and its public accommodate each other".

Marston (1969) explained that public relations was the management function which evaluates public attitudes, identifies the policies and procedures of an

organization with the public interest, and executed a program of action to earn public understanding and acceptance.

Lesly (1978) stated that public relations started as publicity and grew to be more complex when it became harder for people with different backgrounds to understand and know about each other. In developing, public relations has come to include a great many other functions besides telling about someone or some group. It also tells the group what others think of it; it helps the group determine what it must do to get the good will of others; it plans ways and means of winning that good will; and it carries on activities designed to win it. In the process of doing it these things, it encompasses a great many functions, concepts, and techniques that help an organization come into confluence with the social forces affecting it.

Newsom, VanSlyke Turk, and Kruckeberg (1996) defined PR people as serving as an intermediary between the organization that they represent and all of that organization's public. Consequently, the PR people have responsibilities both to the institution and to each of its various publics. They distribute information that enables the institution's public to understand its policies.

Lapiratanakul (2001: 403) stated that the public relations process in general industry was to build good relationships between the organization and the public by publicizing the operational policy. The goal that PR people wish to achieve is to make people accepted and coordinated with the organization.

Poompanich (1996: 78) explained the similarity of the public relations process between general industry and the hotel industry. She indicated that the public relations process in the hotel industry is to announce and publicize news, information and updated activities of the hotel to the public through the mass media including newspapers, magazines, radio or television in order to create a good image and reputation for the hotel.

The objective of the hotel Public Relations

1. To create an image, a reputation, popularity and faith in the hotel by publicizing information about the hotel's policies, purpose and performance to the public.

2. To establish people's interest in and acceptance of the services of the hotel and bring more people to the hotel.

3. To build good relationships among the hotel, public and media, that would create positive a attitude in peoples' minds.

4. To announce accurate information and correct any misunderstanding about the hotel to protecting and preserve the reputation of the hotel.

5. To support and promote other marketing activities of the hotel and stimulate more people to be their guests.

6. To make all staff in different departments understand each other and create strong loyalties to the hotel. (Saengpikul, 2003: 91-92)

The job responsibilities of the hotel PR officers

1. The hotel PR officers would prepare the hotel's information, including the hotel's history, updated news, room rates, promotional packages, prices of food and beverages or marketing events and release them to the media.

2. When the hotel organizes special events or sets up press conferences, the hotel PR officers would contact and send the invitation letters to the media to request their participation in the events.

3. The hotel PR officers would coordinate with other departments to publicize the interesting programs of each department. For example, the sales department might need to release news about low season promotional packages to the media. The hotel PR officers have to compose the press release on that topic and send it to the media.

4. The hotels in Bangkok have had great opportunities to welcome VIP guests many times. Upon occasions such as this, the hotel PR officers coordinated with staff in other departments to provide good services for VIP guests during the duration of their stay at the hotel.

5. When local or international media stay at the hotel, the hotel PR officers take care of them and recommend a hotel by providing them interesting information.

6. Hotel PR officers would produce an internal journal to announce internal activities such as the training program, staff promotion, or management policy of the hotel.

Public Relations Framework of Service Business
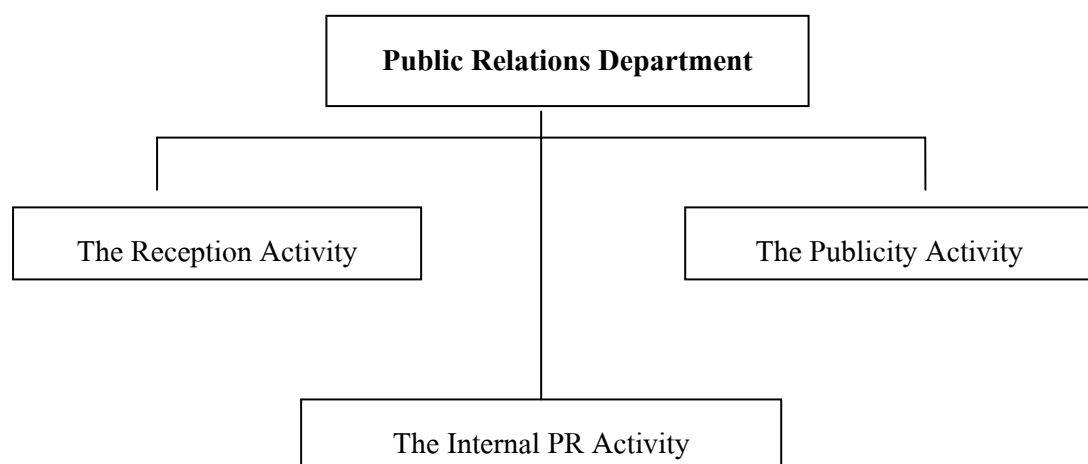
Figure 3 Public Relations Framework of Service Business

The objectives of public relations in the hotel business and general business are quite similar. As could be seen in figure 3, publicity activities and internal PR activities are the common tasks for PR people but reception activities are a special task only for hotel PR officers. The reception of important people would create a good image for the hotel.

Based on the policy and management system, the hotels in Thailand were categorized into 2 types as follows:

Independent Hotels

Independent hotels would set the policy and management system by their own managing executives. This kind of hotel can be subdivided into 2 categories. In the first category, the hotels would hire hotel management companies to run the business for them. In the second category, the hotels' owners and their family members manage their business by themselves. This is called a "Family Business". The Landmark Hotel is one of the best examples. The hotels' owners select a professional management company to take care of their business. However, the hotels' owners would have complete authority to make decisions on essential issues and their family members would work in important departments such as the accounting department.

Chain Hotels

Chain Hotels can be categorized into 3 types, as follows:

1. Local Chains

When hotels have been successful, the hotel's owners usually expanded their business by increasing rooms or constructing new hotels that could be grouped together and called "Local Chains". The Local Chain hotels often franchise their

businesses to other hotels by allowing them to use their name and trademark. Some famous Local Chain hotels in Thailand are Dusit Thani Group, Amari Hotels and Resorts, and Imperial Hotels Group.

2. International Hotel Chains

The following are famous International Hotel Chains in Thailand: Accor Group, Marriott International, Hilton Hotels Corps, Hyatt Hotels Corps, Le Meridien Hotels & Resorts, Four Seasons Hotels & Resorts, Shangri-La Hotels & Resorts, Mandarin Oriental Hotel Group, and Peninsula Group. The hotels in each group use different brands or names to identify different standards and target customers. For example, Accor Group has plenty of hotels using different names such as Sofitel, Novotel, Mercure, and Motel 6 to serve a variety of customers.

3. Hotel Management Companies

Hotel owners who do not have expertise in handling this type of business often sign a management contract with a Hotel Management Company and pay a management fee to them. One of the most famous International Hotel Management Companies that signed a contract with a Thai hotel is Hyatt International Company.

The tools of Public Relations

The attempt of this topic was to explain the effective use of the mass media, which are press, radio and television, and other means of reaching large numbers of people at one time. However, each type of media has its own characteristics and functions. The hotel PR officers have to realize the nature of each type of media and used it appropriately to achieve their objectives. The most popular tools of public relations used in the hotel business are shown below:

1. The Press

As a medium of communication in public relations, newspapers have certain advantages. Because of the low price, frequent appearance, and nationwide distribution, they provide probably the best way of reaching large numbers of people at the same time. However, newspapers also had disadvantages. The long and complicated news stories could not be carried in most newspaper and would usually not be submitted by the editor of the newspaper. Thus, PR people should send the news stories that are accurate, timely, and in the best new news style. Accuracy is always the first requirement. It is important for the PR people to check every detail of the news stories to be correct. If they sent PR news to an international newspaper, they needed to check for spelling and grammatical errors.

2. The Press Conferences

The main advantages of a press conference from a newspaper's point of view are that it permits each publication to develop an individual story, facilitates questioning, and releases a news opportunity to all at the same time. It is custom for PR people to prepare complete press kits for everyone at a press conference. For the launch of new hotel, for instance, such a press kit would probably include the hotel's background, pictures, a name list of hotel's management executive team, and information about a special promotion for the official launch.

3. The Magazine

There are many hundreds of magazines in Thailand that serve the needs of specialized readers' interests. Good magazines, however, represent an excellent outlet for public relations news and features. The stories can be aimed directly at interested readers and can go into a degree of detail that newspapers can hardly allow. In specialized magazines, such as tourism or hotel business features, PR stories are much

easier to place than in general newspapers because their readers had much more exact information and interests. Another advantage of magazines is that the printing quality and technical interest are of a high enough quality that much more intricate photos might be submitted than would be possible for general newspapers.

4. Radio Publicity

Radio news is shorter than printed news and should be of more general interest than expanded newspaper accounts, since the radio listeners do not have the same choice of selection that newspaper readers have. They can turn the set on or off or switch stations, but can only partially select what they hear or do not hear while a station is on. Broadcast news, however, is timelier than printed news. It can be put on the air rapidly and is of value in emergencies. Radio is useful for special features such as news reports describing an international conference at the Dusit Thani hotel or an interview with an interesting person.

5. Television Publicity

The amount of time available for television news is even more limited than that for radio news, since there are fewer broadcasts, and fewer items can be used in each broadcast. But television's great need for visual material in its news broadcasts has opened up many opportunities for public relations. Many TV stations welcome short and immediate film exposures showing meetings, speeches, openings, contests, awards, and similar public relations events. and the impact of these might be great. A hotel may facilitate an area as a shooting location for a game show, movie, or drama so that the hotel's name and beautiful area can appear on the television screen and the television viewers can recognize the hotel automatically.

6. Open Houses and Tours

Since people give their time and attention to a tour of a house, or a hotel in this case, the conduct of their visit would do best to be perfect. A hotel's PR staff may invite the media, famous personalities, or potential customers to be their guests. This is a good opportunity for hotels to make friends with the media and public. Tours should be arranged on special occasions to attract the attention of the media and public, such as when a hotel reaches its tenth anniversary. The reward of the tour is that the guests who participate can enjoy themselves, get an idea of the history of the hotel and be impressed with the excellent service from the hotel's staff. A hotel visit would be immediately made a standard part of introductory training, since the process of management is excellent and gave increased confidence in the hotel itself for the guests.

7. Meetings

Getting a group of people together and talking things over is one of the oldest communications media in history. A meeting has great power to communicate with other people because it is a personal experience. One plan is simply to get everyone together and then tell them something in lecture form, perhaps enlivened by visual aids. An annual report meeting for stockholders or a mass meeting of employees to announce a new policy is an example of a lecture meeting. Its weakness is that it is one-way communication. Two-way communication avoids the sense of rebellion caused by the imposition of one-way lecturing. Although the cost in training time and man-hours of work lost are great, perhaps the effort is worthwhile if communication is well established.

Phases of Public Relations

Public Relations involves completing analysis and understanding of all the factors that influence people's attitudes towards an organization. It usually has eight phases:

1. Analyzing the general climate of attitudes and the relation of the organization to its system

Every organization functions within a system, and is dependent on everything that happens to this totality. It is vital to understand as well as possible the trends within this system and how the organization might be affected by them.

2. *Determining the attitude of any groups toward the organization*

This might be the employees, the customers, the media, or some other segment of the public. When the attitudes are known, it is possible to see where the organization is misunderstood and where its policies and actions are creating unfavorable opinion.

3. *Analyzing the state of opinion*

Analysis would help in making plans to improve the opinion of the various groups.

4. *Anticipating potential problems, needs, or opportunities*

From the analysis and surveys, it is possible to detect in advance what might develop in the attitudes of various groups. Then plans or actions could be

recommended to meet those circumstances at the most advantageous time and under favorable circumstances.

5. Formulating policy

Analysis might indicate that certain policies of the company should be modified to improve the attitude held by certain groups. Often the change involves eliminating causes of misunderstandings and misinterpretations.

6. Planning means of improving the attitude of a group

With an understanding of what people thought of an organization and a clarification of the organization's policies on matters that affect public opinion, the groundwork is laid. Next comes the programming of activities that would explain the company and its products, would overcome misunderstandings, and would promote good will.

7. Carrying out the planned activities

The tools of public relations are then employed to do the job in this phase. With proper preliminary planning and guidance, these become the most tangible phase of a company's public relations activity.

8. Feedback, evaluation, and adjustment

Public relations both contribute to the changing conditions and are affected by them. Therefore, it is important to constantly get readings from the public who are being approached. These help to assess the results and developments, and to adjust the public relations program, and often the entire policy of the organization accordingly.

Related research in Thailand

Intratat (1985) studied the practical use of English for occupational purposes of Chiang Mai University Dentistry graduates. The findings showed that the most important language activity in the opinion of dentists was reading for both academic and general purposes. Additionally, there was a significant difference in the amount of English language used by dentists in relation to their places and types of work. The dentists who worked for government organizations differ in the amount of English language used from those who worked in private organizations.

Jiranapakul (1996) investigated the language needs for communication by Thai engineers. The findings showed that from the operational and managerial engineers' opinions, English was viewed as an additional factor in doing the job well and in career advancement. Most operational and managerial engineers perceived that their reading skills were better than listening, speaking and writing respectively. Additionally, the operational engineers needed listening and speaking courses the most; whereas the managerial engineers needed writing and speaking the most.

Khamnungsook (1989) surveyed the problems and wants in the learning and teaching of English for Communication Arts at Bangkok University. The findings indicated that a large number of students could neither apply English for Communication Arts to the study of their major subject nor improve remarkably their abilities in reading, writing, listening, and speaking concerning their major subjects in English. Besides, the content of learning sheets was not relevant to students' major subjects, and was not research based. Also, learning and teaching aids were not sufficient for use. Additionally, teachers neither informed students of their teaching objectives nor did they employ various teaching techniques. Concerning the wants, the respondents suggested that the content of English for Communication Arts should be a mixture of students' major subjects and students' daily life. Moreover, various types of

measurement should be used and scores should come from two sources, which were class work and formal evaluations.

Khemateerakul (1996) investigated students' needs and problems in using English in the International Program of Bangkok University. She found that all respondents perceived all skills as urgent needs, of which listening was needed most. Students perceived all English skills whereas instructors' perceived moderate problems while writing and speaking skills as students' greatest problems. In addition, both students and instructors wanted listening skills to be emphasized in the Intensive English course.

Suwaroporn (1997) studied the professional needs in English and the problems of the nursing staff at King Chulalongkorn Memorial Hospital based on specific job descriptions in the general practice of nursing. The findings indicated that all nursing staff wanted English language courses. They expressed strong needs in reading, especially reading texts, journals and any documents related to medical and nursing areas in order to help plan nursing care. They also perceived a serious problem in speaking. However, there was not a significant difference in the needs and problems of English language used between nurse managers and clinical nurses.

Related research in other countries

Florence and Kate (1996) investigated the workplace English needs of textile and clothing merchandisers who communicated in the international marketplace. Through questionnaire surveys, telephone interviews, analysis of authentic correspondence and visiting the workplace, a detailed understanding had been obtained of the communication demands placed on merchandisers working in this business environment. The survey showed that the use of written English was considerably higher for both groups of respondents, while the use of spoken English was noticeably lower. The fax was rated as the most common and preferred channel of communication

followed closely by the telephone. The results from the telephone interviews also confirmed that English was the principal language for written communication in the workplace. Moreover, the interviewees expressed their concern about the need for grammatical accuracy.

Kheng-Suan (1999) studied the English language skills used by new graduate employees in their daily work in various departments in four banks in Hong Kong. Through interviews with 16 new bank employees across these four banks and the use of questionnaires, the researcher's aim was to determine what proportion of their daily communicative tasks was carried out in Cantonese and in English, and which English language skills were used more frequently. An attempt was also made to determine the extent of and reason for these employees' difficulty in using English to carry out their various tasks, and what kind of interest they had in undergoing English language training courses. The study drew several preliminary conclusions about the language divide between spoken and written discourse in banks in Hong Kong with Cantonese used in spoken discourse and English used in written discourse, and the need for larger numbers of bank employees who were fluent in both languages so as to achieve maximum productivity.

Crosling and Ward (2002) studied the development and assessment of oral communication skills in an undergraduate business and commerce curriculum. Drawing on the results of a survey of the workplace oral communication needs and uses of business graduate employees, it was argued that undergraduate experience in formal presentation only was inadequate preparation for oral communication in the workplace. The results indicated that, although graduate business employees may have undertaken some formal presentations, most of their workplace oral communication was informal in nature. Such communication was underpinned by a different range of understandings and skills than those developed through formal presentation.

Al-Khatib (2005) examined an exploratory study of the use of English by tourism and banking personnel. The researcher attempted to examine the communication needs of personnel in the workplace by shedding light on their perceptions of needs, wants and lacks. Also he attempted to explore the workers' attitudes toward English and the use of English in the workplace. The sample consisted of 30 senior personnel who were equally distributed by type of work. The data was collected by means of a questionnaire, interviews, and analysis of authentic workplace texts. The results had shown that the workers' perceptions of their needs, wants and lacks were greatly affected by their attitudes toward English.

CHAPTER III

RESEARCH METHODOLOGY

This study aimed to investigate needs and problems in the use of English by hotel PR officers in Bangkok. The methods employed in this study were survey questionnaires and semi-structured interview. This chapter includes information about the population of the study, the pilot study, the validity and reliability of the research instruments, the construction and structure of the interview schedules and questionnaires, the administration of questionnaires and collection of data, and the analysis of data and statistical devices.

Population of the study

The researcher limited the target hotels to be only the members in Bangkok of the Thai Hotels Association, which is supported by the Tourism Authority of Thailand (TAT). The respondents of this study were the hotel PR officers who have had 1-10 years of working experience in the target hotels.

Sample

The sample of the study included only hotel PR officers in Bangkok who have had 1-10 years of working experience. They were selected by systematic sampling. The sample size was determined by using Krejcie and Morgan table (Krejcie and Morgan, 1970). The appropriate sample size in this study was 93 hotel PR officers who were randomly sampled. By using this method, all the population of the target group had an equal chance to be selected. The process for random sampling was as follows:

1. Identify and define the population

       The population in this study was the hotel PR officers who had had 1-10 years of working experience in the target hotels. The researcher limited the target hotels to be only the official members of the Thai Hotels Association in Bangkok, which was supported by the Tourism Authority of Thailand (TAT).

2. Determine the desired sample size

       The population of this study was 122 hotel PR officers. Based on the Krejcie and Morgan table (as presented in the Appendix A), the researcher needed to manually calculate the sample size because the number of 122 did not appear in the table. The calculation of the sample size was described as follows:

       The sample size required to be representative of *120* hotel PR officers was *92*.

       The sample size required to be representative of *130* hotel PR officers was *97*.

       A *10* people increase in the population, led to a *5* people increase in the sample.

       The population increased *2* people (from *120* to *122*),

       The sample size would be $\frac{\textbf{\textit{5 x 2}}}{\textbf{\textit{10}}}$ = *1*

       Therefore, the appropriate sample size of this study was *93* hotel PR officers.

1. Obtain a list of the population

The list of target hotels was sequenced according to the English alphabet. A number was given to each name in order to select the sample randomly by using lottery-sampling.

2. Start the lottery-sampling process.

After the researcher assigned consecutive numbers to each member of the population, each number was drawn from a container so that every member of the population had an equal chance of being selected. The researcher drew more numbers than specified for the sample. This was because if some selected hotels could not be located or they refused to participate in the study, the sampling process would not have to be repeated.

After finishing the lottery-sampling process, the researcher administered the questionnaires to the respondents of the study to investigate the needs and problems in using English language skills, including listening, speaking, reading, and writing in their occupations.

In addition to the questionnaires, the researcher also explored the respondents' opinions by using a semi-structured interview. Interviews are known as reliable sources for gathering data on learner needs. Nunan (1992: 149-150) claimed that the semi-structured interview has found favors with many researchers, particularly those working within an interpretive research tradition because it is flexible and provides access to other people's lives. Ten hotel PR officers were randomly chosen on the basis of their working experiences and their accessibility. All of them were interviewed to elicit self-reports of their opinions and attitudes toward English using in their occupations.

The pilot study

The purpose of the pilot study was to test the effectiveness of the interview schedules and questionnaires. The respondents in the pilot study were excluded in the main study.

To design the questionnaire, the researcher conducted the preliminary interview with 5 hotel PR officers who have had 1-10 years of working experience. They were asked to clarify the job descriptions of hotel PR officers and for what job related activities they usually use English. They were also asked about their English language needs and the problems faced in their workplaces. The information from the preliminary interview was used to design the tentative questionnaires for a pilot study.

Then, the tentative questionnaires were administered in a pilot study to 15 hotel PR officers who have had 1-10 years of working experience. The respondents were asked to comment on the questionnaires' content to express their opinions or suggestions concerning the questionnaires in general. Then, the questionnaires were revised and developed according to the information obtained.

The validity of the questionnaires

The questionnaires were developed based on literature, research reviews and the responses from the preliminary interviews with some hotel PR officers. Then, the draft of the questionnaires was edited and revised according to the suggestion from the thesis supervisory committee members. It was also tried out in the pilot study with fifteen hotel PR officers. Therefore, it should be reasonable to claim the face validity as the justification of the research instruments.

The reliability of the questionnaires

To ascertain the reliability of the study, the questionnaires were analyzed for reliability value by using Cronbach's Alpha in SPSS program. The Cronbach's Alpha was frequently used to estimate reliability of questionnaires with rating scales. The result revealed that alpha reliability coefficient of the questionnaire was .78.

The construction and structure of the interview schedules and questionnaires

In order to develop the interview schedules and questionnaires, the researcher reviewed the literature in ESP, literature in public relations and hotel businesses, needs analysis and previous research relevant to the scope of the study, and the information obtained from the preliminary interview and comments from the pilot study.

The interview schedule

Semi-structured interviews involved the preparation of an interview schedule that listed a pre-determined set of questions or issues that were to be explored during an interview. The interview schedule served as a checklist during the interview and ensured that basically the same information was obtained from a number of people. However, there was a great deal of flexibility. The order and the actual working of the questions were not determined in advance. Moreover, within the list of topic or subject areas, the interviewer was free to pursue certain questions in greater depth (Nunan, 1992: 149-152).

The interview schedule was constructed to investigate the needs and problems in hotel PR officers in Bangkok using the English language in their workplaces. The interview schedule was designed to obtain the following information:

1. general information of the respondents, such as age, position at work, place of work, educational background, and working experience

2. job description of hotel PR officers

3. actual use of English in job-related activities

4. subjects' opinions about needs and problems faced in their workplaces

5. subjects' perceptions of the role and importance of English used in the Public Relations field

The participants for the interview were 10 PR volunteers. 5 of whom have worked in international hotels and the rest in local ones.

The questionnaires

The questionnaires were written in Thai in order to decrease problems of ambiguity and misinterpretation. The items used in the questionnaires were both closed and open-ended questions. The questionnaires were designed to obtain 3 parts of the following information:

In part I, the questionnaires were concerned with general information about the subjects such as age, educational background, and working experience.

The respondents were required to answer eight questions as follows:

Item 1 age

Item 2 the educational level

Item 3 the university from which the respondents received their highest degree

Item 4 experience of the respondents in taking English courses additional to those mandatory at their place of study

Item 5 duration of working experiences in hotel PR

Item 6 working experiences in hotel PR at international hotels

Item 7 type of the hotel at which the respondents are currently Working

Item 8 the four English skills used during work, ordered according to the frequency of usage with indication of the reason why they use each skill

In part II, the questionnaires were concerned with subjects' opinions about the needs in using English language skills including listening, speaking, reading, and writing in their occupations. It consisted of 39 questions on the different aspects of the practical use of English. The respondents were asked to rate the needs in using English language skills in their occupations on a 5-point Likert scale as follows:

5 = very extensive need
4 = extensive need
3 = moderate need
2 = rarely need
1 = none or no need

In part III, the questionnaires were concerned with subjects' opinions about the problems in using English language skills including listening, speaking, reading, and writing in their occupations. It consisted of the 39 questions on different aspects of practical use of English. A Five-point Likert scale was used to rate the problems in

using English language skills but there was an optional choice for the respondents who did not find an answer that really reflected their situation. So they could choose N/A.

5	=	very extensive need
4	=	extensive need
3	=	moderate need
2	=	minimal need
1	=	none or no need
0	=	N/A (Not Applicable)

Administration of questionnaires and collection of data

The administration of questionnaires was conducted as follows:

The researcher contacted the Director of the Human Resource department or the Director of Public Relations department of the target hotels to give information about the objectives of this study. Some hotels were available to complete the questionnaires by email. Therefore, the researcher attached the questionnaires and sent to them via email. Some hotels, however, required the researcher to send a letter to them asking for their permission and cooperation to collect data from their employees. Three days after sending the letter, the questionnaires were submitted to the respondents and collected by the researcher one week afterwards. The questionnaires then were analyzed by using statistical devices.

In addition to the questionnaires or quantitative methods, the researcher also used qualitative methods or semi-structured interview to strengthen the design of survey questionnaires and clarify quantitative evaluation findings. In this research, a total of 10 hotel PR officers were selected based on their working experiences and the accessibility. They were interviewed in Thai. Seven of them were interviewed face to face and three of them were interviewed by phone. Interview time varied in length

from 20 - 30 minutes. It was necessary to ask permission from some subjects for a follow up interview, as more information was sometimes required. The interview was recorded by audio tape recording upon the consent of the interviewees. In the case that the interviewees were not comfortable with the tape recording, note taking was used instead.

Analysis of data and statistical devices

The data from the questionnaires were analyzed by computer using the Statistical Package for Social Sciences (SPSS) to identify the needs and problems in using English of hotel PR officers in their workplaces. The statistical devices used in the present study were employed as follows:

1. Frequency distribution and percentage were used in the analysis of data concerning personal information.

2. The Cronbach Alpha method was employed to ascertain the reliability of the responses for the items which used a 5-point Likert scale.

3. Arithmetic mean was used to summarize the average level of English needs and problems in using English by the hotel PR officers in Bangkok.

4. Standard deviation was used to measure the distribution of English needs and problems in using English by the hotel PR officers in Bangkok.

5. The 5-point Likert scale was used to determine the degree of language needs and problems in using English by the hotel PR officers in Bangkok.

CHAPTER IV

FINDINGS

This chapter presents the findings of the study. Each finding is based on the data obtained from the returned questionnaires and the interview. The research questions formulated in chapter one serve as the framework for the presentation of the findings. The findings are presented in 4 parts as follows:

Part I the description on general background of the respondents

Part II the findings of research question I, which was what English skills most the hotel PR officers used while working

Part III the findings of research question II, which was to what extent the hotel PR officers needed English in their professions

Part IV the findings of research question III, which was to what extent the hotel PR officers had problems in using English in their professions

Part I : Description of the respondents

The number of returned questionnaires of the study was 88 out of 93, representing 94.6 percent of the target samples. Questionnaire part I asked the respondents to provide their general information, including age, academic background, working experience, and the frequency of English skills used while working.

Table 1 Age

	N	Minimum	Maximum	Mean	SD
Age	88	23	38	28.67	3.91

As shown in Table 1, the age range of the respondents was between 23 and 38 years old. The average age was 28.67 years old (SD = 3.91).

Table 2 Academic background of the respondents

	Frequency	Percent
The highest degree		
Bachelor degree	48	54.5
Master degree	40	45.5
Doctoral degree	0	0
The educational institutions from which they graduated		
University in Thailand using Thai in teaching-learning activities	55	62.5
University in Thailand using English in teaching-learning activities	15	17.0
University aboard	18	20.5
Extra English courses they had taken		
Never	16	18.2
Taken in Thailand	52	59.1
Taken aboard	20	22.7
Total	**88**	**100.0**

As illustrated in Table 2, the number of the respondents who received a bachelor and a master's degree are slightly different (54.5% and 45.5%, respectively), while no respondents received doctoral degree. Most of the respondents graduated from a university in Thailand using Thai language as a medium in teaching-learning activities (55%). The number of the respondents who graduated from a university abroad and a university in Thailand using English language as a medium in teaching-learning activities are nearly the same (20.5% and 17%, respectively). Most of the respondents had taken some extra English courses, which are not compulsory courses in the university, at language institutions in Thailand (59.1%). Interestingly, some respondents had taken extra English courses abroad (22.7%). However, 18.2% of respondents presented that they had never taken any extra English courses.

Table 3 Type of the present hotel

	Frequency	Percent
Type of the present hotel		
Local hotel	56	63.6
International hotel	32	36.4
Total	**88**	**100.0**

As shown in Table 3, most of the respondents are not currently working at local hotels (63.6%), and are almost double in number to the respondents who are currently working at international hotels (36.4%).

Table 4 Working experiences in hotel PR

	Frequency	**Percent**	
Working experience in hotel PR			
1 – 5 years	56	63.7	X = 4.57
6 – 10 years	32	36.3	SD = 2.94
Working experience in hotel PR at			
international hotels			
No	45	51.1	
Yes	43	48.9	
Total	**88**	**100.0**	

As can be seen from the data in Table 4, the majority of the respondents have had work experience in hotel PR for 1-5 years (63.7%). Only, one-third of the respondents have had work experience in hotel PR for 6-10 years. The average number of years of work experience in hotel PR of the respondents is 4.57 years (SD = 2.94). Focusing on work experience in hotel PR at international hotels, the number of the respondents who have never had work experience and the respondents who have had work experience in hotel PR at international hotels are slightly similar (51.1% and 48.9%, respectively).

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Part II : Research Question I

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What English skills do most hotel PR officers use during working?

The respondents were asked to arrange four English skills used during working according to the frequency of usage. The scale of the frequency of usage was rated and interpreted according to the following criteria:

Scale	Mean range	Meaning
4	3.50 – 4.00	very maximally used
3	2.50 – 3.49	maximally used
2	1.50 – 2.49	minimally used
1	1.00 – 1.49	very minimally used

Table 5 The frequency of English skills used while working

	Mean	SD
Listening skill	2.20	.95
Speaking skill	2.69	1.04
Reading skill	1.99	1.05
Writing skill	3.11	1.10

Finding 1

As shown in Table 5, four skills are used unequally by the hotel PR officers. The writing skill is most frequently used while working in maximal degree (X = 3.11, SD = 1.10). Also, the speaking skill is used maximally during working (X = 2.69, SD = 1.04). Next, the listening skill is used minimally while working (X = 2.20, SD = .95). However, reading skill is the least used English skill by the hotel PR officers (X = 1.99, SD = 1.05).

The following statements were the interviewee's opinions about the frequency of English skills used while working**:**

‑ All interviewees said that English is important for doing their job and career advancement.

- *"ทั้งแขกที่มาพักในโรงแรม ทั้งนักข่าว ก็มากันจากหลากหลายประเทศ มันก็เลยเป็นการ
บังคับกลายๆให้เราต้องใช้ภาษาอังกฤษเวลาคุยกับเขา"*

("Since the customer and media normally come from different countries,

it is very necessary for me to communicate with them in English".)

- *"ส่วนมากผู้บริหารที่นี่จะเป็นฝรั่งหมด เราก็เลยรู้สึกว่าถ้าเราภาษาดี เราก็น่าจะ ได้รับการ
โปรโมทให้ขึ้นไปรับตำแหน่งสูงๆได้มากกว่า"*

*("Most of superiors in my organization are foreigners. If I have excellent
command of English, I will be promoted to the higher position".)*

- *"พีอาร์บางโรงแรมต้องเขียนข้อมูลของโรงแรมลงเว็บไซค์เอง แล้วคนที่จะเข้ามาอ่าน
ข้อมูลพวกนี้ก็มีทั้งคนไทยทั้งฝรั่ง ดังนั้นเขาก็ต้องเขียนเผื่อไว้ทั้งสองภาษา"*

*("PR officers in some hotels have to compose the contents in the hotel
websites. They need to write them in both Thai and English because the visitors of
website can be Thais or foreigners".)*

- More than half of the interviewees answered that they used writing skill in
their daily work.

- *"วันๆหนึ่ง ได้รับอีเมล์เป็นร้อยๆฉบับเลย จากเพื่อนร่วมงานบ้าง จากลูกค้าบ้าง ก็ต้องตอบ
เขาไป แล้วเวลาตอบเราก็ต้องตอบเป็นภาษาอังกฤษนะ เพราะมันดูเป็นการเป็นงานกว่า แล้วดูโปรฯ
กว่าด้วย"*

*("Everyday I get hundreds of emails. Most of them are sent from the customers
or co-workers. So, I have to reply them in English because using English in email
correspondence is considered to be formal and professional".)*

- *"งานประจำที่ทำไม่ได้ขาดเลย คือการเขียนข่าวแจก ซึ่งก็ต้องเขียนทั้งภาษาไทยและ
ภาษาอังกฤษ"*

("One of my routine jobs is to compose press releases. I have to write them in both Thai and English".)

- *"เวลาที่ต้องร่างรายงานการปฏิบัติการ ให้เจ้านายดู พี่ก็ต้องเขียนเป็นภาษาอังกฤษนะ"*

("When I draft operation reports to my boss, I have to write them in English".)

- The interviewees, especially hotel PR officers who worked at an international hotel, said that speaking and listening skills were the most used skills required.

- *"ทำงานกับนายชาวสิงคโปร์ทุกวันก็ดีนะ ทำให้เราได้มีโอกาสฝึกภาษา ก็สนุกดีนะ"*

("I work closely with my boss. He is Singaporean. So, I have a chance to practice English everyday. It is challenging".)

- *"เวลาประชุมก็พูดกันเป็นภาษาอังกฤษนะ พวกเอกสารการประชุมก็ต้องเขียนเป็น ภาษาอังกฤษทั้งหมด เพราะผู้บริหารที่โรงแรมส่วนมากเป็นฝรั่ง เป็นอเมริกัน"*

("When we have the meetings, we normally discuss in English. All documents present to the meetings will be prepared in English version because the committees of the meetings are mostly foreigners, especially Americans".)

- *"ด้วยความที่โรงแรมเราเป็นเชนมาจากต่างชาติ ดิฉันเลยมีโอกาสได้ไปสัมมนากับ โรงแรมในเครือต่างๆ ซึ่งคนเข้าสัมมนาก็มากันจากหลายประเทศนะ ก็เลยต้องคุยกันเป็น ภาษาอังกฤษ"*

("The hotel that I am working is the international hotel chain. Sometimes, I have to attend the seminars to exchange the updated information with other hotels in the chain. Since the participants of the seminar generally come from different countries, English is chosen to be the language used in the seminar".)

Part III : Research Question II

To what extent did the hotel PR officers need English in their professions?

Questionnaire part II asked the respondents to indicate the extent of needs in using English skills in their professions. The scale of the extent of needs in using English skills was rated and interpreted according to the following criteria:

Scale	Mean range	Meaning
5	4.49 – 5.00	very extensive
4	3.50 – 4.49	extensive
3	2.50 – 3.49	moderate
2	1.50 – 2.49	rarely
1	1.00 – 1.49	none

Finding 2

The answers of research question 2 were presented as follows:

Needs in listening skills

Table 6 Types of listening needs

	Mean	SD
Conversation with boss or co-workers	3.11	1.36
Conversation with guests in person	3.83	1.21
Conversation with guests by phone	3.69	1.02
Conferences / Seminars / Lectures at hotel	2.90	.93
Conferences / Seminars / Lectures outside hotel	2.20	.76
Media inquiries	2.10	.91
News reports / Press conferences / Interviews	2.25	.91

The results from Table 6 reveal that the respondents have an extensive need in listening in conversation with guests both in person and by phone (X = 3.83, SD = 1.21 and X = 3.69, SD = 1.02, respectively). They are required to listen to their bosses or co-workers' conversations to a moderate degree (X = 3.11, SD = 1.36). On the other hand, they rarely needed listening for news reports, press conferences and interviews (X = 2.25, SD = .91), listening at conferences, seminars and lectures outside hotel (X = 2.20, SD = .76), and listening to media inquiries (X = 2.10, SD = .91).

Needs in speaking skills

Table 7 Types of speaking needs

	Mean	SD
Conversation with boss or co-workers	3.07	1.28
Conversation with guests in person	3.80	1.23
Conversation with guests by phone	3.62	1.14
Conferences / Seminars / Lectures at hotel	2.77	.96
Conferences / Seminars / Lectures outside hotel	2.03	.67
Media inquiries	2.09	.97
News / Interviews	1.92	.78

As can be seen from Table 7, the need of having a conversation with guests both in person and by phone are the two highest speaking related activities required extensively in their workplaces (X = 3.80, SD = 1.23 and X = 3.62, SD = 1.14, respectively). The next two important activities that required speaking skills to a moderate degree are having a conversation with their bosses or co-workers and speaking at conferences, seminars or lectures at hotels (X = 3.07, SD = 1.28 and X = 2.77, SD = .96, respectively). Speaking at conferences, seminars or lectures outside hotels (X = 2.03, SD = .67) and handling media inquiries (X = 2.09, SD = .97) are

considered to be the activities for which the respondents rarely need speaking skills. However, reporting news and giving interviews to improve the image of hotels are the least needed speaking related activities (X = 1.92, SD = .78).

Needs in reading skills

Table 8 Types of reading needs

	Mean	SD
News / Interviews / Critiques	3.90	.85
Advertisements in published medias	3.39	.92
Articles related to PR / hotel business	3.24	.86
Business letters / Emails / Faxes	4.51	.63
Invitation letters	3.89	.65
Notices inside your hotel	3.75	.57
Contracts / Forms	3.02	.84
Organizational PR plans	3.43	.72
Letters of complaint	3.66	.77

It can be seen from Table 8 that the most needed reading related activity, which is needed very extensively, is reading business letters, emails or faxes (X = 4.51, SD = .63) and the least needed reading related activity is reading contracts or forms, which is needed moderately (X = 3.02, SD = .84). The result reflects that many reading activity are rated in extensive need, including reading news, interviews and critiques (X = 3.90, SD = .85), reading invitation letters (X = 3.89, SD = .65), reading notices inside your hotel (X = 3.75, SD = .57), and reading any letters of complaint or recommendation from clients (X = 3.66, SD = .77). Moreover, the respondents had moderate needs in following activities: reading organizational PR plans (X = 3.43, SD

= .72), reading advertisements in published medias (X = 3.39, SD = .92), and reading articles related to PR and hotel business (X = 3.24, SD = .86).

Needs in writing skills

Table 9 Types of writing needs

	Mean	SD
Press releases / PR news	4.56	.66
Business letters / Emails / Faxes	4.66	.52
Invitation letters	4.22	.75
Notices inside your hotel	3.89	.92
Contracts / Forms	2.91	.92
Organization PR plans	3.93	.79
Scripts / Speeches for events	2.99	.89
Operational reports	3.74	.89

As shown in Table 9, most of the respondents had a very extensive need in writing business letters, emails or faxes (X = 4.66, SD = .52) and composing press releases and PR news (X = 4.56, SD = .66). The next activities that need writing skills extensively are writing invitation letters (X = 4.22, SD = .75), writing organizational PR plans (X = 3.93, SD = .79), writing notices inside the hotel (X = 3.89, SD = .92), and writing operational reports (X = 3.74, SD = .89). The needs to write scripts or speeches for events and fill contracts or forms are the activities that required least writing skills in performing jobs to a moderate degree (X = 2.99, SD = .89, and X = 2.91, SD = .92, respectively).

Overall needs in using English skills of the hotel PR officers

Table 10 Needs in using all English skills

	Mean	SD
Need in listening skill	3.77	.74
Need in speaking skill	4.01	1.02
Need in reading skill	3.67	.81
Need in writing skill	4.43	.75

As can be seen from the data in table 10, all skills are needed extensively. While writing skill is the most needed English skill that the hotel PR officers used while working (X = 4.43, SD = .75), reading skill is least needed (X = 3.67, SD = .81). The respondents also expressed a strong need in speaking skill (X = 4.01, SD = 1.02) and listening skill (X = 3.77, SD = 1.74).

The following statements were the interviewee's opinions about <u>needs in listening and speaking skills</u> of the hotel PR officers:

- The interviewees, especially those who are currently working at international hotels, said that listening and speaking skills were required in various situations.

- *"ทุกเช้าดิฉันมีหน้าที่ต้องเอาตารางงานไปอัพเดทเจ้านายชาวญี่ปุ่น แล้วเราจึงค่อยคุย วางแผนงาน"*

("Every morning I have to update my Japanese boss on the work schedule. We discuss and plan it together".)

- *"แขกชาวต่างชาติส่วนใหญ่มักจะถามเรื่องสถานที่ท่องเที่ยว เรื่องการแลกเปลี่ยนเงิน แล้วก็เรื่องโปรโมชั่นต่างๆของทางโรงแรม ซึ่งเราก็สามารถเตรียมคำตอบไว้ล่วงหน้าได้เลย"*

("Foreign guests usually ask me about tourist attractions, exchange rate, or special promotion of the hotel. So, I prepare the answers for these questions in advance".)

- *"ด้วยความที่เราเป็นพีอาร์ เราเลยต้องทำงานร่วมกับแผนกอื่นๆมากมาย ไม่ว่าจะเป็น แผนกจัดเลี้ยง แผนกต้อนรับ แผนกการตลาด ซึ่งบางแผนกหัวหน้าเขาเป็นฝรั่ง เราก็ต้องคุยกับเขา เป็นภาษาอังกฤษ"*

("As a PR officer, I had to coordinate with other departments such as Banquet department, Reception department, or Marketing department. Some co-workers, who worked in those departments, were foreigners. When I worked with them, I needed to speak English".)

- *"ส่วนมากพวกแขกชาวต่างชาติจะชอบโทรมาถามเรื่องแพคเกจพิเศษของโรงแรมที่ ประกาศไว้ในเว็บไซด์"*

("Many foreign guests usually called to our department to ask about the promotion package after they visited our hotel website".)

- Some interviewees mentioned that they usually contacted media or handle media inquiries in Thai.

- *"เวลาคุยกับนักข่าวก็คุยกันเป็นภาษาไทยนี่แหละ ถึงเราจะเขียนข่าวทั้งภาษาไทยทั้ง ภาษาอังกฤษ แต่นักข่าวส่วนใหญ่ก็เป็นคนไทยอยู่ดี"*

("Although I compose press releases in Thai and English, majority of media are Thai. When we have conversation, we mostly use Thai to communicate".)

- *"ถ้าต้องสื่อสารกับนักข่าวโดยใช้ภาษาอังกฤษ ก็กลัวว่าเขาจะอึดอัด ไม่กล้าถามคำถาม"*

("If I talk to media in English, they probably feel uncomfortable to ask the questions".)

Regarding to <u>needs in reading and writing skills</u> of the hotel PR officers, the interviewee' opinions were presented below:

- Most of the interviewees said that they were required to read business papers frequently in their works.

- *"พวกจดหมายที่ส่งเข้ามา ส่วนมากก็จะเป็นภาษาอังกฤษทั้งนั้น ต้องนั่งอ่านกันเป็นชั่วโมงๆเลยทีเดียว"*

("Lots of business letters are sent to our department. I spend several hours to read them because most of them are in English".)

- *"พวกจดหมายเชิญต่างๆที่ส่งแฟกซ์เข้ามา เราก็ต้องอ่านให้ดีๆ เพราะเราต้องตอบกลับไปคอนเฟิร์มเขา ซึ่งโดยมากก็ต้องตอบเป็นภาษาอังกฤษที่ดูเป็นทางการนิดนึง"*

("Some of the invitation letters are sent by fax. After I read them,

I contact them back to confirm, mostly in formal English pattern".)

- *"ก่อนจะเริ่มทำงาน พี่ก็ต้องเช็คเมล์ก่อนเลยเป็นอันดับแรก ซึ่งคนที่ส่งเข้ามาก็เป็นลูกค้าชาวต่างชาติซะเป็นส่วนใหญ่"*

("Before doing my routine job, I have to check email first. The messages are generally from foreign guests".)

- Some interviewees said that they read international magazines to acquire new vocabulary.

- *"เราหยุดเรียนรู้สิ่งใหม่ๆ ไม่ได้หรอก โดยเฉพาะเรื่องภาษาเนี่ยยิ่งหยุดไม่ได้เลย เพราะภาษาอังกฤษมัน ไม่ใช่ภาษาพ่อภาษาแม่ของเรา เรายิ่งต้องใส่ใจกับมัน เรียนรู้ ทำความเข้าใจมัน เพราะมันเป็นประโยชน์กับงานของเรา"*

("We cannot stop learning new things, especially languages. We are not native speakers, so we need to try hard to study new words. It will be beneficial for PR works".)

- An overwhelming number of the interviewees said that the writing skill was the most needed English skill used by hotel PR officers.

- *"งานหลักๆของพีอาร์น่าจะเป็นการเขียนข่าวนี่แหละ เพราะข่าวแจกพวกนี้ช่วยโปรโมท โรงแรมเราได้ ซึ่งการเขียนข่าวแต่ละครั้งก็ต้องเช็คแล้วเช็คอีก ไม่ให้ผิดพลาด เพราะมันอาจจะ กระทบกับภาพลักษณ์ของโรงแรมได้"*

("Composing press release is the main job of hotel PR officers. It is a good channel to promote the hotel. It is necessary to be careful to check the contents correctly because it will affect the image of the hotel".)

"เวลาโรงแรมมีโปรโมชั่นอะไรใหม่ๆออกมา พี่ก็มีหน้าที่เตรียมจัดทำข้อมูลต่างๆ เพื่อส่ง ให้สื่อ แล้วข้อมูลพวกนี้ยังเอามาลงในเว็บไซค์ของโรงแรมได้ด้วยนะ"

("Whenever the hotel has a new promotion, I will prepare and produce the document to send to media and to publish in the hotel website".)

- *"งานของเราไม่ใช่แค่เขียนข่าวส่งนักข่าวเท่านั้นนะ เรายังต้องทำพีอาร์ในองค์กรด้วย ซึ่ง พวกป้ายประกาศประชาสัมพันธ์ในโรงแรมส่วนมากก็เขียนเป็นภาษาอังกฤษทั้งนั้น"*

("Not only publish news of the hotel to public, but I also do PR inside my office. The internal notices are usually written in English".)

- *"ทุกครั้งที่ตอบเมล์ลูกค้า พี่ก็ต้องทำก๊อปปี้อีกฉบับแล้วเอาไปให้นายดูก่อน ซึ่งนายพี่เป็น คนสิงคโปร์ไง พี่ก็เลยต้องเขียนเมล์พวกนั้นเป็นภาษาอังกฤษ"*

("Every time I contact with customers via email, I have to make copies of email and send them to my Singaporean boss to approve. So, I have to reply email in English".)

Part IV : Research Question III

To what extent did the hotel PR officers have problems in using English in their professions?

Questionnaire part III asked the respondents to indicate the extent of their problems in using English skills in their professions. The scale of the extent of problems in using English skills was rated and interpreted according to the following criteria:

Scale	Mean range	Meaning
5	4.49 – 5.00	very extensive
4	3.50 – 4.49	extensive
3	2.50 – 3.49	moderate
2	1.50 – 2.49	rarely
1	1.00 – 1.49	none
0	0 – 0.99	N/A

Finding 3

The results of research question 3 are presented as follows:

Problems in listening skills

Table 11 Types of listening problems

	Mean	SD
Conversation with boss or co-workers	2.57	1.12
Conversation with guests in person	3.27	.69

Table 11 (Continued)

	Mean	SD
Conversation with guests by phone	3.32	.75
Conferences / Seminars / Lectures at hotel	2.40	1.19
Conferences / Seminars / Lectures outside hotel	2.18	1.10
Media inquiries	2.18	1.58
News report / Press conference / Interview	2.20	1.47

As illustrated in Table 11, most of the respondents had moderate problems in listening in conversation with guests both by phone (X = 3.32, SD = .75) and in person (X = 3.27, SD = .69). Also, problem in listening in conversation with boss or co-workers is moderate (X = 2.57, SD = 1.12). However, they expressed that they had rare problems when using listening skill with the following activities: listening at conferences, seminars and lectures at hotel (X = 2.40, SD = 1.19), listening to news reports, press conferences or interviews (X = 2.20, SD = 1.47), listening to media inquiries (X = 2.18, SD = 1.58) and listening at conferences, seminars and lectures outside the hotel (X = 2.18, SD = 1.10).

Problems in speaking skills

Table 12 Types of speaking problems

	Mean	SD
Conversation with boss or co-workers	2.61	1.36
Conversation with guests in person	3.35	.73
Conversation with guests by phone	3.53	.90
Conferences / Seminars / Lectures at hotel	2.52	1.45

Table 12 (Continued)

	Mean	SD
Conferences / Seminars / Lectures outside hotel	2.16	1.47
Media inquiries	1.94	1.53
News / Interviews	1.83	1.60

As revealed in Table 12, most of the respondents had extensive problems while speaking in conversations with guests by phone (X = 3.53, SD = .90). They had moderate problems while using the speaking skill with the following activities: speaking in conversation with guests in person (X = 3.35, SD = .73), speaking in conversation with their boss or co-workers (X = 2.61, SD = 1.36), and speaking at conferences, seminars and lectures at the hotel (X = 2.52, SD = 1.45). However, some respondents had rare problems when using speaking skill in the following activities: speaking at conferences, seminars and lectures outside the hotel (X = 2.16, SD = 1.47), answering in media inquiries (X = 1.94, SD = 1.53) and reporting news or giving interviews to improve the image of hotel (X = 1.83, SD = 1.60).

Problems in reading skills

Table 13 Types of reading problems

	Mean	SD
News / Interviews / Critiques	1.84	.60
Advertisements in published media	1.69	.51
Articles related to PR / hotel business	1.82	.58
Business letters / Emails / Faxes	1.65	.61
Invitation letters	1.59	.58
Notices inside the hotel	1.72	.61

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Table 13 (Continued)

	Mean	SD
Contracts / Forms	1.74	.49
Organizational PR plans	1.57	.50
Letters of complaint	1.65	.60

As presented in table 13, interestingly, the respondents indicated that they had rare problems in all reading related activities. The reading problems can be presented respectively as follows: reading news, interviews or critiques (X = 1.84, SD = .60), reading articles related to PR or hotel business (X = 1.82, SD = .58), reading contracts or forms (X = 1.74, SD = .49), reading notices writing inside the hotel (X = 1.72, SD = .61), reading advertisements in international published medias (X = 1.69, SD = .51), reading letters, emails, or faxes (X = 1.65, SD = .61), reading letters of complaint (X = 1.65, SD = .60), reading invitation letters (X = 1.59, SD = .58). Moreover, reading organizational PR plans is rated as the least problematic reading related activity (X = 1.57, SD = .50).

Problems in writing skills

Table 14 Types of writing problems

	Mean	SD
Press releases / PR news	3.69	.81
Business letters / Emails / Faxes	2.55	.55
Invitation letters	2.52	.82
Notices inside your hotel	2.74	.75
Contracts / Forms	2.83	.82
Organization PR plans	2.59	.87
Scripts / Speeches for events	2.59	.74
Operational reports	3.05	.79

The results from Table 14 reveal that all writing related activities are considered to be quite problematic for the respondents. Writing press releases or PR news is rated as the most problematic writing related activity to an extensive degree (X = 3.69, SD = .81). Other writing related activities are rated as moderate degree of usage, including writing operational reports (X = 3.05, SD = .79), writing contracts or forms (X = 2.83, SD = .82), writing notices inside the hotel (X = 2.74, SD = .75), writing organization PR plans (X = 2.59, SD = .87), writing scripts or speeches for events (X = 2.59, SD = .74), and writing letters, emails or faxes (X = 2.55, SD = .55). However, writing invitation letters is rated as the least problematic writing related activity (X = 2.52, SD = .82).

Overall problems in using English skills of the hotel PR officers

Table 15 Problems in using all English skills

	Mean	SD
Problems in listening skill	2.57	.79
Problems in speaking skill	2.65	.85
Problems in reading skill	1.92	.61
Problems in writing skill	3.11	.84

The results from Table 15 showed that the writing skill is the most problematic English skill that the respondents experience while working, rated as a moderate degree (X = 3.11, SD = .84). Also, the respondents had moderate problems while using speaking and listening skills at work (X = 2.65, SD = .85 and X = 2.57, SD = .79, respectively). However, the reading skill is rated as the least problematic English skill in rare degree (X = 1.92, SD = .61).

The following statements were the interviewee's opinions about <u>problems in</u> <u>listening and speaking skills</u> of the hotel PR officers:

- Some interviewees mentioned that they had problems when they had a conversation with non-native speakers.

- *"ส่วนมากเวลาคุยกับแขกชาวญี่ปุ่นทีไร งงทุกที จับใจความไม่ได้ว่าเขาต้องการถามอะไรกันแน่ เพราะสำเนียงเขาฟังยากมาก"*

("I did not understand when I talked to Japanese tourists. They spoke with their own accent. It was hard to understand what they said".)

- *"มีครั้งหนึ่งนักท่องเที่ยวชาวเกาหลีถามทางไปพระบรมมหาราชวัง*

เราอธิบายเขาเกือบครึ่งชั่วโมงเลยนะ เพราะต่างคนต่างฟังกันไม่รู้เรื่อง"

("Korean tourists asked me how to go to the Grand Palace. It took half an hour to explain because we did not understand each other".)

- *"เวลาต้องคุยกับแขกชาวญี่ปุ่นทีไร เครียดทุกที กลัวว่าเขาจะโกรธที่เราฟังเขาไม่เข้าใจซักที"*

("I felt uncomfortable when I talked to Japanese guests. I was afraid that they would get angry if I did not understand what they said".)

- *"เชื่อไหมว่าพี่ใช้เวลาเป็นปีๆเลยนะกว่าจะเข้าใจสำเนียงสิงคโปร์ของเจ้านาย"*
("I spent my time for years to understand the Singaporean accent of my boss".)

- Few interviewees said that while they spoke in English, they usually were concerned with grammar, the level of language and politeness.

- *"คุยกับฝรั่งทีไร ในหัวมันปั่นป่วนคิดแต่ว่า เอ๊ะ เมื่อกี้เราพูดผิดแกรมม่าหรือเปล่า มันเลยทำให้พูดช้าและตะกุกตะกักมากเลย"*

 ("Whenever I talked to foreigners, I got messed up in my head. So I spoke slowly and haltingly".)

- *"มีครั้งหนึ่งดิฉัน ได้ดูแลแขกวีไอพีชาวญี่ปุ่น ดิฉันก็กังวลมากกลัวจะพูดอะไร ไม่เหมาะ ไม่ควรออกไป เลยทำให้ไม่กล้าพูดกล้าคุยมากนัก กลายเป็นถามคำตอบคำ"*

 ("Once I escorted VIP guests from Japan. I was so worried that I might use inappropriate words. So, I didn't talk much and just answered the questions".)

- *"เวลาคุยกับแขกฝรั่งทุกครั้ง จะต้องกังวลเรื่องแกรมม่าตลอด กลัวจะพูดผิดเทนส์ เดี๋ยวจะเข้าใจผิดกัน ไปใหญ่"*

 ("Every time I talked to foreign guests, I usually concerned about grammar. If I used wrong tense, they might misunderstand what I said".)

- *"สิ่งที่คนเป็นพีอาร์ควรทำคือ สร้างความพึงพอใจให้แก่ลูกค้า แม้อยู่ในสถานการณ์ที่เลวร้ายมากแค่ไหนก็ตาม เราก็ต้องสุภาพกับแขกไว้ก่อน ซึ่งการใช้คำสุภาพในภาษาอังกฤษเป็นเรื่องยากมากสำหรับดิฉัน"*

 ("Hotel PR officers were expected to satisfy the hotel guests. We needed to use polite words with them even in serious situations. Politeness was very complicated for me".)

The following statements were the interviewee's opinions about <u>problems in reading and writing skills</u> of the hotel PR officers:

- The majority of the interviewees said that they did not have problem in reading.

- *"เวลาเจอศัพท์ยากๆ ก็เปิดดิกฯหาความหมายมันเดี๋ยวนั้นเลย"*

("If I found difficult vocabularies, I would open a dictionary immediately".)

- *"บางทีเจอพวกศัพท์แสลงหรือพวกสำนวนแปลกๆไม่คุ้นหูก็แย่เหมือนกัน ถ้ามีดิกฯที่รวบรวมคำศัพท์แปลกๆพวกนี้ไว้ คงจะดีมาก"*

("Sometimes, it was hard to find the meaning of slang words or idioms, it would be helpful to have specific dictionary".)

‑ Most of the interviewees mentioned that they had a problem selecting a variety of lexical items and adjectives when composing a piece of writing.

- *"เวลาเขียนข่าว ก็จะพยายามนึกหาคำศัพท์ใหม่ๆทันสมัยมาใช้ แต่นึกเท่าไหร่ก็นึกไม่ออก เพราะไม่ค่อยรู้จักศัพท์พวกนั้น"*

("I want to use fashionable vocabularies in the press release of the hotel. But I do not know much about that".)

- *"บางทีที่เราใช้คำศัพท์เก่าๆโบราณๆมันก็ทำให้โรงแรมดูน่าเบื่อไปด้วย"*

("Using old-fashioned vocabularies would make the hotel information looks boring".)

‑ Almost half of the interviewees said that the English courses taught in their university were inadequate to prepare them for the workplace, especially in writing.

- *"ภาษาอังกฤษที่สอนๆกันอยู่มักจะสอนแต่เรื่องรูปแบบ แต่ถ้าให้เลือกเราว่าอยากรู้เรียนรู้วิธีการเขียนข้อความที่อยู่ในนั้นมากกว่า"*

("The English course normally focused on format of the text. I wanted to know more about the message inside that fixed format".)

- *"ถ้ามีการอัพเดทเนื้อหาของคอร์สที่สอนอยู่ในมหาวิทยาลัยก็น่าจะดี เพราะเราไม่เคยได้เรียนเรื่องการเขียนข้อความโต้ตอบทางอีเมล์เลย ต้องเรียนรู้เองทั้งหมดว่าเขียนยังไง อะไรควรเขียน อะไรไม่ควรเขียน"*

("It would be better to update English courses that would be taught in the university. I never studied about email correspondence. I had to find out by myself how to handle it".)

- All interviewees mentioned that they would have been or would be pleased to take English courses that are specifically designed for people who work in the hotel public relations field.

- *"ก็หวังว่าจะได้เห็นหลักสูตรภาษาอังกฤษเพื่อพนักงานพีอาร์โรงแรมเปิดสอนให้ มหาวิทยาลัยซักวันหนึ่ง"*

("I wished English for hotel PR officers to be taught at the tertiary level one day".)

- *"ถ้ารู้ว่ามหาวิทยาลัยไหนเปิดสอนภาษาอังกฤษเพื่อพีอาร์โรงแรมนะ จะรีบไปสมัครเรียน คนแรกเลย"*

("If any universities opened English course for hotel PR officers, I would certainly apply for it".)

- *"พี่ทำงานกับเด็กจบใหม่หลายคนแล้ว เห็นปัญหาเลยว่า เด็กๆพวกนี้มีปัญหาในการใช้ภาษาอังกฤษ ให้พูดคุยดูแลแขกต่างชาติก็ไม่กล้า ให้เขียนข่าวก็กว่าจะเขียนเสร็จ นานมาก"*

("I have been working with some new graduates. I have found that they had problem when they used English. They were not confident to talk to foreign guests. They spent long time to compose press release in English".)

- *"อยากให้มีคอร์สสอนภาษาอังกฤษเพื่อพีอาร์โรงแรมโดยเฉพาะ ถ้ามีแล้วเปิดสอนตอน เย็นหลังเลิกงานจะเยี่ยมมาก"*

("I really want to take English course for hotel PR officers. It would be great if the course started after working time".)

In conclusion, writing skill was the most frequently used at work. Additionally, writing skill was the most needed and problematic English skill that the respondents experienced as well.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the study, interpretation and discussion of the findings, implications for course design, and recommendations for further studies at the end of the chapter.

Summary of the study

In Thailand, the tourism industry is a major income source that has driven the economy effectively. The tourism of Thailand has been successful in terms of increasing the number of tourists and revenue generated. The number of international tourists traveling to Thailand tends to rise continuously. The hotels in Bangkok would have a great opportunity to welcome and directly contact international tourists. It is very necessary to prepare and train all staff to communicate with international guests by using English effectively and appropriately. The hotel PR officers are expected to have an excellent command of English skills because their job responsibilities are to publicize news and updated information of the hotel and establish good relationships among the organization, media and public.

Additionally the number of international hotel chains is increasing. English plays a significant role in the hotel business. Usually, the management executive teams of the hotel international chains are foreigners. The staffs have to use English as a medium to communicate in the hotel, especially the hotel PR officers that always work closely with the management executive teams.

The purpose of this study is to investigate English authentically used by the hotel PR officers, which echos their needs and problems. The results obtained from this study may be used as guidelines for course designers to develop a specific English

course for current hotel PR officers and the students who want to work as hotel PR officers in the future.

The methods employed are survey questionnaires and semi-structured interview. The samples of the study were the hotel PR officers who have had 1-10 years of working experience in the target hotels. 93 hotel PR officers were randomly selected to be the participants to answer the questionnaire. Moreover, 10 hotel PR officers were randomly chosen on the basis of their work experience and the accessibility. All of them were interviewed to elicit self-reports of their opinions and attitudes toward English in use in their occupations.

The data from the questionnaires were analyzed by computer using the Statistical Package for Social Sciences (SPSS) to identify the needs and problems in using English of hotel PR officers in their workplaces.

Interpretation and Discussion of the findings

What English skills do most hotel PR officers need for doing their work?

According to the data obtained, each English skill was used unequally. The writing skill was rated to be the most frequently used skill in the domain of work. It was relevant to the job responsibilities of hotel PR officers, who mostly used the writing skill, including preparing the hotel's information, composing invitation letters, and producing internal journals (Saengpikul, 2003).

The writing and speaking skill were maximally used while working. This finding was consistent with the study of Al-Khatib (2005). He found that the hotel PR officers showed a strong tendency toward using writing and speaking skills more frequently. This could be due to the fact that English serves a variety of functions in the public relations working process. For example, writing appropriate and accurate

business letters, e-mail messages and faxes, composing effective press releases, handling telephone inquiries, dealing with tourists and co-workers in various situations, all were carried out in English. Therefore, their chances to improve these language skills would be much bigger than listening and reading skills that tended to be used less frequently in their workplace.

Due to the fact that the number of international hotels has been increasing, it was necessary to use English as a medium to communicate within the organization. In this study, half of the respondents have had working experiences at international hotels but only one-third of the respondents are currently working at international hotels. Most interviewees, especially those who work at international hotels, revealed that speaking and listening skills were the two most used skills required because they worked together with foreign executive teams and they implemented plans sent from the head quarters of the hotel (Poompanich, 1996).

The reading skill was the least frequently used skill. It was different from the studies of Intratat (1985) and Suwaroporn (1997). Their studies investigated the use of English for occupational purposes of Dentistry graduates and nursing staff. Their findings showed that the reading skill was the most important used skill. This may reflect the fact that people who work in health science, such as dentists and nurses, need to read medical text books and journals. Most text books and journals in health science are in English because these health care teams need to share updated information and knowledge with other countries. While PR tasks normally focused on written information and interpersonal contact.

To what extent do the hotel PR officers need English in their professions?

Interestingly enough, all English skills were rated in extensive degree similarly. The writing skill was the most needed English skill. It was consistent with the study of Florence and Kate (1996). They investigated the workplace English needs of textile

and clothing merchandisers who communicate in the international marketplace. The survey showed that the use of written English is considerably higher. It is possible that the working style of merchandisers, who work in the international marketplace and PR officers, were similar. They needed to contact international clients and prepare English documents.

The respondents stated that the writing skill was extensively used when they wrote business letters, emails, faxes, and press releases. They said that writing press releases was one of the daily duties of the hotel PR officers. Newspaper was voted to be the most popular media that the hotel PR officers always use because it was published everyday with a great amount and distributed around the country. Another advantage of the newspaper was that it had a variety of columns serving many kinds of PR writings, including press release, photo release and gossip news. Hence, the hotel PR officers should have the ability to write PR news in several styles.

The respondents claimed that they had to send emails in English very often at work, even though the receivers are also native Thai speakers. English is considered as the major language used in the Internet world. At the time this research was conducted, the email was listed as the most common and preferred channel of business communication while fax was not widely used as before. As the world changes, needs have changed continuously as well. This is in line with Hutchison and Walter's suggestion (1987: 59) that "needs analysis should be a continuing process, in which the conclusions drawn are constantly checked and re-assessed". It will be beneficial to be concerned with teaching guidance and practice email usage.

The average needs for the speaking skill was varied. Speaking at conferences outside the hotel and giving interviews were ranked lowly. It might possibly be caused by the respondents rarely attending conferences outside the hotel. Additionally, they might not have the authority to give interviews.

The findings of needs in speaking and listening skills were consistent. The respondents extensively needed speaking and listening skills when they had conversation with guests both in person and by phone, while handling media inquiries was considered as the activity that the respondents rarely needed English for. This could be due to the fact that the majority of media representatives are native Thai speakers, and may find it easier to communicate in Thai. It was essential to use Thai to show intimacy and a good relationship between PR people and the media. However, English was used as a means of communication in the workplace.

The results showed that needs in reading skill were ranked highly in every activity. Surprisingly, the reading skill was also rated to be the least used English skill. These inconsistent results revealed that the hotel PR officers were eager to search for new things all the time. Some interviewees stated that they attempted to update their vocabulary by the use of articles related to the hotel business from international media. It will be useful for them when they produced the information of the hotel. Using appropriate language could reflect the good image of the hotel and it could catch the attention of international readers who want to know more about the hotel.

To what extent do the hotel PR officers have problems in using English in their professions?

Interestingly, the writing skill is not only rated as the most problematic English skill, but it is also rated as the most needed English skill. The respondents indicated that they had an extensive problem in writing press releases or PR news. It should cause concern because needs in writing press releases or PR news was ranked highly. Keeping this in view, the writing courses offered at the university level should target on skills related to job needs and job functions to ensure that the learners were well equipped with the required writing skills in order for them to perform at the workplaces. Almost half of the interviewees revealed that the English courses taught in the university were inadequate to prepare them for the workplace, especially in

writing. In fact, the structure and format of written texts are very rigid. For example, when they were taught how to write press releases, the lecturer focused too much on the format of the text rather than the messages that need to be written. As a result they could not apply what was taught when they did their writing in real working conditions because they found that the formats vary and the important criteria in writing press releases was the message and information to be conveyed.

In addition, the respondents gave the same opinions, that they had problems selecting a variety of words and adjectives while composing a piece of writing. Due to the fact that the respondents were non-native speakers, it was hard to find fashionable vocabulary to draw the readers' attentions as with native speakers. It would be helpful and comfortable if there were a booklet compiling fashionable adjectives for uses in Public Relations and Advertising.

The respondents indicated that they had moderate problems when using speaking and listening skills while working. Surprisingly, in speaking and listening skills, having a conversation with guests in person and by phone were the most needed, and at the same time it was the most problematic activity, too. It may be caused by the fact that they were not confident to use English in the conversation. Some interviewees indicated that they had problems when they had conversations with non-native speakers such as Japanese or Korean, more than native speakers. This could be due to the fact that non-native speakers would speak in irregular dialects and accents that were very difficult to catch the meaning of and respond to correctly. However, a significant number of the interviewees stated that they were not confident to talk to native speakers as well because they were concerned about grammatical errors.

Most of them found problem while speaking to upper level people. Generally, the hotel PR officers must speak to the guests politely but it was very important to use an appropriate level of language with the audiences in different status. This implies that courses should be modified to make students prepare themselves for several

situations in the real world. Useful solutions can be worked out from "the role play simulations method". It could prepare them to be ready for the real world.

The finding showed that problem in reading skill was ranked lowly. The respondents indicated that they did not have problems in reading. Although sometimes they did not understand some vocabulary, they could find the meaning in dictionary by themselves. However, they mentioned that they had problems when reading some articles using slang words or idioms for which they could not find the meaning in dictionary.

From the findings, it could be interpreted that the respondents had a positive attitude toward English. Although they graduated and received bachelor and master's degrees, they still had taken some extra English courses. They also indicated that it would be helpful and useful if any language institutes open English courses that meet the needs of people in different working fields such as English for the hotel PR officers, English for secretaries, or English for engineers. They suggested that the Human Resources department should support their staff to gain more knowledge in English by inviting language specialists to teach them after working time.

Implication for course design

English for Specific Purposes (ESP) is an approach to organize the content of the English courses that were relevant to the specific needs of specific groups of learners. All decisions for selecting content and teaching methods are based on the learner's reasons for learning.

Hutchinson and Waters (1987) indicated that the purpose of an ESP course is to enable learners to function adequately in a situation in which learners will use the language they are learning.

This study has been influenced by the work of Hutchinson and Waters. They defined needs in term of "target needs" and "learning needs". Target needs are understood as 'what the learner needs to do in the target situation, and learning needs are what the learner needs to do in order to learn. The main concern of this study is an analysis of the target needs of the subjects in the workplace only.

Due to the findings of this study, it is recommended that universities should add English courses for Hotel PR officers in their curriculum. These courses should also be created in accordance with actual usage of English for hotel PR officers' communication. Not only English for hotel PR officers, but also the other fields such as English for secretaries or English for engineers should be established in the curriculum as well.

The following suggestions were based on the findings of the study:

1. ESP courses should add in the curriculum as the compulsory course or selective course in the university.

For the first and second year students, English courses should be General English in order to build the students' confidence and improve the ability in using English skills, including listening, speaking, reading, writing skills. The course should focus on the grammar structure because it is the foundation of English.

For the third and fourth year students, ESP should take place as a selective English course. Dudley-Evans and St. John (1998) stated that the use of authentic material can make the connection between two worlds possible, the academic and the professional, in a practical way. Adults need to obtain information they can apply outside the academic world. Therefore, the content of the course should be based on the activities that are related to the real working situation. The student should practice their communicative skills in several ways including formal presentation, general

conversation, business talk, writing specific papers, and corresponding via email. The role play simulations method will prepare the student to know how to deal with real problems in the future.

2. The organization should establish specific English course for their staff. The Human Resources department should support their staff to gain more knowledge and skills in English by inviting language specialists to teach them after working time. The finding of this study might be used as a guideline for setting the English course for hotel PR officers. Furthermore, the organization should encourage and empower them to use English confidently.

Recommendations for further studies

1. Needs Analysis for ESP needs to be conducted in a variety of professions, such as secretarial and banking personnel.

2. Needs Analysis is more interesting and reliable if an in-depth interview is included in the methodology.

3. A larger sample size is recommended.

4. The relationship between variables needs to be further studied; for example, the relationship between the descriptive data, such as the highest degree, years of working experience, and the problems of using each English skill, including listening, speaking, reading, and writing. Also, the relationship between those descriptive data and the needs of each English skill is interesting. Moreover, the relationship between the problems of using English skills and the needs of each English skill is highly recommended.

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APPENDICES

Appendix A

Table for determining sample size from a given population

Appendix Table A1 Table for determining sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" =   population size

"S" =   sample size.

Source: Robert , Morgan, and Daryle (1970)

Appendix B

Questionnaire in Thai

เรื่อง

" การวิเคราะห์ความจำเป็นและปัญหาในการใช้ภาษาอังกฤษในการปฏิบัติงานของเจ้าหน้าที่
ประชาสัมพันธ์โรงแรมในเขตกรุงเทพมหานคร "

คำชี้แจง

       แบบสอบถามนี้สร้างขึ้นเพื่อสำรวจความคิดเห็นเกี่ยวกับความจำเป็นและปัญหาในการใช้
ภาษาอังกฤษในการปฏิบัติงานของเจ้าหน้าที่ประชาสัมพันธ์โรงแรมในเขตกรุงเทพมหานคร
คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งในการสะท้อนให้เห็นถึงความจำเป็นและปัญหาในการใช้
ภาษาอังกฤษที่เกิดขึ้นจริงในการปฏิบัติงานของเจ้าหน้าที่ประชาสัมพันธ์โรงแรม และข้อมูลดังกล่าว
อาจนำมาใช้เป็นแนวทางในการสร้างสรรค์หลักสูตรภาษาอังกฤษเพื่อการประชาสัมพันธ์โรงแรม
ซึ่งนับเป็นหลักสูตรที่ตอบสนองวัตถุประสงค์ที่เฉพาะทางมากยิ่งขึ้น อันจะเป็นประโยชน์ต่อผู้ที่
จะก้าวเข้ามาปฏิบัติงานในสาขานี้ในอนาคต ดังนั้น ขอความกรุณาท่านตอบคำถามทุกข้อตาม
ความเป็นจริง ซึ่งจะเป็นประโยชน์อย่างยิ่งต่อการวิจัยครั้งนี้ ผู้วิจัยขอรับรองว่าคำตอบและข้อมูล
ของท่านจะถูกเก็บเป็นความลับ และการนำเสนอข้อมูลจะนำเสนอเป็นภาพรวมเท่านั้น
ขอขอบพระคุณเป็นอย่างยิ่งที่ท่านให้ความร่วมมือ

       แบบสอบถามชุดนี้แบ่งออกเป็น 3 ตอน ดังนี้

       ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

       ตอนที่ 2 ความคิดเห็นเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษในการปฏิบัติงาน
ของเจ้าหน้าที่ประชาสัมพันธ์โรงแรม

       ตอนที่ 3 ความคิดเห็นเกี่ยวกับปัญหาในการใช้ภาษาอังกฤษในการปฏิบัติงานของ
เจ้าหน้าที่ประชาสัมพันธ์โรงแรม

<u>ตอนที่ 1 ข้อมูลทั่วไป</u>

<u>คำชี้แจง</u>   โปรดกรอกข้อความ และ กาเครื่องหมาย ✓ ลงใน (   ) หน้าข้อความที่ตรงกับ
ความเป็นจริงมากที่สุด

1. ข้อมูลทั่วไป

      1.1 อายุ   .... ปี

      1.2 ท่านจบการศึกษาขั้นสูงสุดในระดับใด
              ( ) 1. ระดับปริญญาตรี หรือเทียบเท่า
              ( ) 2. ระดับปริญญาโท
              ( ) 3. ระดับปริญญาเอก

      1.3 ท่านจบการศึกษาระดับปริญญาขั้นสูงสุดจาก
              ( ) 1. มหาวิทยาลัยในประเทศที่ใช้ภาษาไทยในการเรียนการสอน
              ( ) 2. มหาวิทยาลัยในประเทศที่ใช้ภาษาอังกฤษในการเรียนการสอน
              ( ) 3. มหาวิทยาลัยในต่างประเทศ

      1.4 ท่านเคยเข้ารับการอบรมภาษาอังกฤษหรือไม่
              ( ) 1. ไม่เคย
              ( ) 2. เคยเข้ารับการอบรมภาษาอังกฤษจากสถาบันภาษาในประเทศไทย
              ( ) 3. เคยเข้ารับการอบรมภาษาอังกฤษจากสถาบันภาษาในต่างประเทศ

      1.5 ท่านมีประสบการณ์การทำงานด้านการประชาสัมพันธ์โรงแรมมาแล้ว .... ปี

      1.6 ท่านมีประสบการณ์การทำงานด้านการประชาสัมพันธ์ในโรงแรมในเครือของต่างชาติ
หรือไม่ (รวมที่ทำงานปัจจุบัน)
              ( ) 1. ไม่เคย
              ( ) 2. เคย   เป็นระยะเวลา .... ปี

      1.7 องค์กรที่ท่านทำงานในปัจจุบันเป็นโรงแรมในเครือของต่างชาติหรือไม่
              ( ) 1. ไม่ใช่
              ( ) 2. ใช่

1.8 กรุณาเรียงลำดับ ทักษะการสื่อสารทางภาษาอังกฤษที่ท่านใช้ในการปฏิบัติงาน โดย
เรียงลำดับจากมากที่สุดไปหาน้อยที่สุด (กำหนดให้ 4 = มากที่สุด และ 1 = น้อยที่สุด)

(   ) 1. ฟัง

(   ) 2. พูด

(   ) 3. อ่าน

(   ) 4. เขียน

สาเหตุที่ทำให้ท่านใช้ทักษะด้านดังกล่าวมากที่สุด คือ ....………………………
....

ตอนที่ 2 ความจำเป็นในการใช้ภาษาอังกฤษ

คำชี้แจง โปรดกาเครื่องหมาย ✓ ลงในช่องที่ตรงกับความเป็นจริงมากที่สุด

2. ในการปฏิบัติงาน ท่านมีความจำเป็นต้องใช้ภาษาอังกฤษในการประกอบกิจกรรมต่อไปนี้
มากน้อยเพียงใด

	ใช้มาก ที่สุด	ใช้ มาก	ปาน กลาง	ใช้เพียง เล็กน้อย	ไม่ใช้ เลย
ด้านการฟัง					
2.1 ฟังบทสนทนาที่ท่านโต้ตอบกับ ผู้บังคับบัญชาหรือเพื่อนร่วมงาน					
2.2 ฟังบทสนทนาที่ท่านโต้ตอบกับแขก ชาวต่างชาติแบบเผชิญหน้า					
2.3 ฟังบทสนทนาที่ท่านโต้ตอบกับแขก ชาวต่างชาติทางโทรศัพท์					
2.4 ฟังการประชุม / สัมมนา / บรรยาย / อบรม ภายในองค์กร					
2.5 ฟังการประชุม / สัมมนา / บรรยาย / อบรม ภายนอกองค์กร					
2.6 ฟังข้อซักถามของสื่อมวลชน					
2.7 ฟังรายงานข่าว / การแถลงข่าว / บทสัมภาษณ์					
2.8 อื่นๆ (โปรดระบุ).................................					
ด้านการพูด					
2.9 โต้ตอบบทสนทนากับผู้บังคับบัญชาหรือ เพื่อนร่วมงาน					
2.10 โต้ตอบบทสนทนากับแขกชาวต่างชาติ แบบเผชิญหน้า					
2.11 โต้ตอบบทสนทนากับแขกชาวต่างชาติ ทางโทรศัพท์					

	ใช้มาก ที่สุด	ใช้ มาก	ปาน กลาง	ใช้เพียง เล็กน้อย	ไม่ใช้ เลย
2.12 พูดในที่ประชุม / สัมมนา / อบรม ภายใน องค์กร					
2.13 พูดในที่ประชุม / สัมมนา / อบรม ภายนอก องค์กร					
2.14 ตอบข้อซักถามของสื่อมวลชน					
2.15 พูดแถลงข่าว / ให้สัมภาษณ์ เพื่อเสริม ภาพลักษณ์องค์กร					
2.16 อื่นๆ (โปรดระบุ)					
ด้านการอ่าน					
2.17 อ่านข่าวสาร / บทสัมภาษณ์ / บทวิจารณ์					
2.18 อ่านข้อความโฆษณาในสื่อสิ่งพิมพ์ต่างๆ					
2.19 อ่านบทความเรื่องการประชาสัมพันธ์ / การโรงแรม					
2.20 อ่านจดหมาย / อีเมล์ / แฟกซ์					
2.21 อ่านจดหมายเชิญ					
2.22 อ่านประกาศข่าวภายในองค์กร					
2.23 อ่านแบบฟอร์ม / สัญญาต่างๆ					
2.24 อ่านแผนงานประชาสัมพันธ์องค์กร					
2.25 อ่านจดหมายร้องเรียน / คำแนะนำติชมต่างๆ					
2.26 อื่นๆ (โปรดระบุ)					
ด้านการเขียน					
2.27 เขียนข่าวแจก / ข่าวประชาสัมพันธ์					
2.28 เขียนจดหมาย / จดหมายอิเลคโทรนิคส์ (Email) / แฟกซ์					
2.29 เขียนจดหมายเชิญ					
2.30 เขียนประกาศข่าวภายในองค์กร					
2.31 เขียนแบบฟอร์ม / สัญญาต่างๆ					
2.32 เขียนแผนงานประชาสัมพันธ์องค์กร					
2.33 เขียนสคริปท์งาน / คำปราศรัยในงานพิธีต่างๆ					
2.34 เขียนรายงานผลการปฏิบัติงาน					
2.35 อื่นๆ (โปรดระบุ).................................					

3. ในภาพรวม ท่านมีความจำเป็นต้องใช้ทักษะการสื่อสารทางภาษาอังกฤษต่อไปนี้มากน้อย
เพียงใดในการปฏิบัติงาน

	ใช้มาก ที่สุด	ใช้มาก	ปาน กลาง	ใช้เพียง เล็กน้อย	ไม่ใช้ เลย
3.1 ฟัง					
3.2 พูด					
3.3 อ่าน					
3.4 เขียน					

ตอนที่ 3 ปัญหาในการใช้ภาษาอังกฤษ

คำชี้แจง โปรดกาเครื่องหมาย ✓ ลงในช่องที่ตรงกับความเป็นจริงมากที่สุด

หมายเหตุ เลือกตอบในช่องไม่แน่ใจ เมื่อท่านไม่พบคำตอบที่อธิบายถึงปัญหาได้ตรงกับสิ่งที่
เกิดขึ้นจริงในการปฏิบัติงาน เช่น ท่านไม่ได้ใช้ทักษะการฟังภาษาอังกฤษในบทสนทนาที่ท่าน
โต้ตอบกับผู้บังคับบัญชาหรือเพื่อนร่วมงานเลย ดังนั้นท่านอาจเลือกตอบในช่องไม่แน่ใจ เนื่องจาก
ในสถานการณ์จริงท่านไม่ได้ใช้ทักษะด้านนี้ จึงไม่สามารถอธิบายถึงปัญหาที่อาจเกิดขึ้นได้

4. ในการปฏิบัติงาน ท่านมีปัญหาในการใช้ภาษาอังกฤษในการประกอบกิจกรรมต่อไปนี้มากน้อย
เพียงใด

	มีปัญหา มากสุด	มีปัญหา มาก	มีปัญหา พอควร	มีปัญหา เล็กน้อย	ไม่มี ปัญหาเลย	ไม่ แน่ใจ
ด้านการฟัง 4.1 ฟังบทสนทนาที่ท่านโต้ตอบกับ ผู้บังคับบัญชาหรือเพื่อนร่วมงาน						
4.2 ฟังบทสนทนาที่ท่านโต้ตอบกับ แขกชาวต่างชาติแบบเผชิญหน้า						
4.3 ฟังบทสนทนาที่ท่านโต้ตอบกับ แขกชาวต่างชาติทางโทรศัพท์						
4.4 ฟังการประชุม / สัมมนา / บรรยาย / อบรม ภายในองค์กร						

	มีปัญหา มากสุด	มีปัญหา มาก	มีปัญหา พอควร	มีปัญหา เล็กน้อย	ไม่มี ปัญหาเลย	ไม่ แน่ใจ
4.5 ฟังการประชุม / สัมมนา / บรรยาย / อบรม ภายนอกองค์กร						
4.6 ฟังข้อซักถามของสื่อมวลชน						
4.7 ฟังรายงานข่าว / การแถลงข่าว / บทสัมภาษณ์						
4.8 อื่นๆ (โปรดระบุ)						
ด้านการพูด						
4.9 โต้ตอบบทสนทนาของบุคคลใน องค์กร						
4.10 โต้ตอบบทสนทนาของแขก ชาวต่างชาติแบบเผชิญหน้า						
4.11 โต้ตอบบทสนทนาของแขก ชาวต่างชาติทางโทรศัพท์						
4.12 พูดในที่ประชุม / สัมมนา / อบรม ภายในองค์กร						
4.13 พูดในที่ประชุม / สัมมนา / อบรม ภายนอกองค์กร						
4.14 ตอบข้อซักถามของสื่อมวลชน						
4.15 พูดแถลงข่าว / ให้สัมภาษณ์ เพื่อ เสริมภาพลักษณ์องค์กร						
4.16 อื่นๆ (โปรดระบุ)						
ด้านการอ่าน						
4.17 อ่านข่าวสาร / บทสัมภาษณ์ / บทวิจารณ์						
4.18 อ่านข้อความโฆษณาในสื่อ สิ่งพิมพ์ต่างๆ						
4.19 อ่านบทความเรื่องการ ประชาสัมพันธ์ / การโรงแรม						
4.20 อ่านจดหมาย / จดหมายอิเลค โทรนิคส์ (Email) / แฟกซ์						

	มีปัญหา มากสุด	มีปัญหา มาก	มีปัญหา พอควร	มีปัญหา เล็กน้อย	ไม่มี ปัญหาเลย	ไม่ แน่ใจ
4.21 อ่านจดหมายเชิญ						
4.22 อ่านประกาศข่าวภายในองค์กร						
4.23 อ่านแบบฟอร์ม / สัญญาต่างๆ						
4.24 อ่านแผนงานประชาสัมพันธ์ องค์กร						
4.25 อ่านจดหมายร้องเรียน / คำแนะนำติชมต่างๆ						
4.26 อื่นๆ (โปรดระบุ)						
ด้านการเขียน						
4.27 เขียนข่าวแจก / ข่าว ประชาสัมพันธ์						
4.28 เขียนจดหมาย / อีเมล์ / แฟกซ์						
4.29 เขียนจดหมายเชิญ						
4.30 เขียนประกาศข่าวภายในองค์กร						
4.31 เขียนแบบฟอร์ม / สัญญาต่างๆ						
4.32 เขียนแผนงานประชาสัมพันธ์ องค์กร						
4.33 เขียนสคริปท์งาน / คำปราศรัย ในงานพิธีต่างๆ						
4.34 เขียนรายงานผลการปฏิบัติงาน						
4.35 อื่นๆ (โปรดระบุ)						

5. ในภาพรวม ท่านมีปัญหาในการใช้ทักษะการสื่อสารทางภาษาอังกฤษต่อไปนี้มากน้อยเพียงใดใน
การปฏิบัติงาน

	มีปัญหา มากที่สุด	มีปัญหา มาก	มีปัญหา พอควร	มีปัญหา เล็กน้อย	ไม่มี ปัญหาเลย
5.1 ฟัง					
5.2 พูด					
5.3 อ่าน					
5.4 เขียน					

สาเหตุที่ทำให้ท่านมีปัญหาในการใช้ทักษะดังกล่าว คือ...
....

ขอขอบคุณในความร่วมมือของท่าน

Appendix C

Questionnaire in English

"An Analysis of Needs and Problems in the Use of English for Occupational Purposes of hotel PR officers in Bangkok"

This questionnaire was created to explore opinions about needs and problems in the use of English for occupational purposes of hotel PR officers in Bangkok. Your answers will be extremely useful in presenting needs and problems in the use of English among hotel PR officers. Data will be used in creating an English course for hotel PR officers, and this English course will be more specific and directly useful for persons who want to go on in this career. Therefore, please answer every question as accurately and as carefully as possible. The researcher confirms that your information and data will be confidential and data will be presented in group forms. Thank you very much for your cooperation.

This questionnaire is divided into 3 parts:

Part I: General information of participants

Part II: Participants' opinions about needs in the use of English language skills including listening, speaking, reading, and writing in their professions

Part III: Participants' opinions about problems in the use of English language skills including listening, speaking, reading, and writing in their professions

Part I: General Information

Please fill out your information and tick in the ( ) in front of statements, or complete the missing data to record your information

1. **General information**

    1.1 Age   .... years old

    1.2 What is your highest degree?

    ( ) 1. Bachelor degree or equivalence

    ( ) 2. Master degree

    ( ) 3. Doctoral degree

    1.3 Where did you receive the highest degree?

    ( ) 1. A university in Thailand using only Thai in teaching-learning
             activities

    ( ) 2. A university in Thailand using English in teaching-learning activities

    ( ) 3. A university abroad

    1.4 Have you ever taken any English courses?

    ( ) 1. No, never

    ( ) 2. Yes, I have taken an/some English course(s) at an/some institution(s)
             in Thailand

    ( ) 3. Yes, I have taken an/some English course(s) at an/some institution(s)
             abroad

    1.5 You have had working experience in hotel PR for ……… years

1.6 Have you had any working experience in hotel PR at any international hotels? (including the hotel where you are currently working)

    ( ) 1. No, never

    ( ) 2. Yes, …………… year(s)

1.7 Is the hotel where you are currently working international?

    ( ) 1. No

    ( ) 2. Yes

1.8 Please put these 4 English skills in order from maximal use for your profession to minimal use for your profession (4 = maximal and 1 = minimal)

    (   ) 1. Listening

    (   ) 2. Speaking

    (   ) 3. Reading

    (   ) 4. Writing

Please indicate the reasons why you rate that skill maximally ………………… …………………………………………………………………………………………

Part II: opinions about Needs in the use of English

Please put tick in the ( ) to reflect your information

2. As a hotel PR officer, to what extent do you need English in your profession?

	Very extensive	Extensive	Moderate	Rarely	None
Listening skill 2.1 Listen in conversations between you and your boss, supervisor or your co-workers					
2.2 Listen in conversations between you and your foreign guests in person					
2.3 Listen in conversations between you and your foreign guests by phone					
2.4 Listen at conferences, seminars, lectures at your hotel					
2.5 Listen at conferences, seminars, lectures outside your hotel					
2.6 Listen to any media inquiries					
2.7 Listen to any news reports, press conferences or interviews					

	Very extensive	Extensive	Moderate	Rarely	None
2.8 Other (please indicate).......					
Speaking skill					
2.9 Speak in conversations with your boss, supervisor or your co-workers					
2.10 Speak in conversations with your foreign guests in person					
2.11 Speak in conversations with your foreign guests by phone					
2.12 Speak at any conferences, seminars or lectures at your hotel					
2.13 Speak at any conferences, seminars or lectures outside your hotel					
2.14 Answer media inquiries verbally					
2.15 Report news or give interviews to improve the image of your hotel					
2.16 Other (please indicate)					
Reading skill					
2.17 Read news, interviews or critiques					

	Very extensive	**Extensive**	**Moderate**	**Rarely**	**None**
2.18 Read advertisements in published medias					
2.19 Read articles related to PR or hotel business					
2.20 Read letters, Emails or Faxes					
2.21 Read invitation letters					
2.22 Read notices inside your hotel					
2.23 Read forms or contracts					
2.24 Read organizational PR plans					
2.25 Read any letters of complaint or recommendations from clients					
2.26 Other (please indicate)					
Writing skill 2.27 Write press releases or PR news					
2.28 Write letters, Emails or Faxes					
2.29 Write invitation letters					
2.30 Write notices inside your hotel					
2.31 Write forms or contracts					
2.32 Write organization PR plans					

	Very extensive	Extensive	Moderate	Rarely	None
2.33 Write scripts or speeches for events					
2.34 Write operational reports					
2.35 Other (please indicate)					

3. Overall, to what extent do you need English in your profession?

	Very extensive	Extensive	Moderate	Rarely	None
3.1 Listening					
3.2 Speaking					
3.3 Reading					
3.4 Writing					

Part III: opinions about problems in the use of English

Please tick in (   ) to reflect your information

Please choose N/A when you do not find an answer that really reflects your information. For example, you have not use listening skill in any conversation with your boss / supervisors or co-workers. Then, you cannot explain problems that might happen. Therefore, you might choose N/A.

4. As the hotel PR officer, to what extent do you have problems in the use of English in your profession?

	Very extensive	**Extensive**	**Moderate**	**Rarely**	**None**	**N/A**
Listening skill 4.1 Listen in conversations between you and your boss, supervisor or your co-workers						
4.2 Listen in conversations between you and your foreign guests in person						
4.3 Listen in conversations between you and your foreign guests by phone						
4.4 Listen at conferences, seminars, lectures at hotel						

	Very extensive	**Extensive**	**Moderate**	**Rarely**	**None**	**N/A**
4.5 Listen at conferences, seminars, lectures outside hotel						
4.6 Listen to any media inquiries						
4.7 Listen to any news reports, press conferences or interviews						
4.8 Other (please indicate)						
Speaking skill 4.9 Speak in conversations with your boss, supervisor or your co-workers						

	Very extensive	**Extensive**	**Moderate**	**Rarely**	**None**	**N/A**
4.10 Speak in conversations with your foreign guests in person						
4.11 Speak in conversations with your foreign guests by phone						
4.12 Speak at any conferences, seminars or lectures at your hotel						
4.13 Speak at any conferences, seminars or lectures outside your hotel						
4.14 Answer media inquiries verbally						

	Very extensive	**Extensive**	**Moderate**	**Rarely**	**None**	**N/A**
4.15 Report news or give interviews to improve the image of your hotel						
4.16 Other (please indicate)						
Reading skill 4.17 Read news, interviews or critiques						
4.18 Read advertisements in published medias						
4.19 Read articles related to PR or hotel business						
4.20 Read letters, Emails or Faxes						
4.21 Read invitation letters						

	Very extensive	**Extensive**	**Moderate**	**Rarely**	**None**	**N/A**
4.22 Read notices inside your hotel						
4.23 Read forms or contracts						
4.24 Read organizational PR plans						
4.25 Read any letters of complaint or recommendation from clients						
4.26 Other (please indicate)						
Writing skill 4.27 Write press releases or PR news						
4.28 Write letters, Emails or Faxes						
4.29 Write invitation letters						

	Very extensive	**Extensive**	**Moderate**	**Rarely**	**None**	**N/A**
4.30 Write notices inside your hotel						
4.31 Write forms or contracts						
4.32 Write organization PR plans						
4.33 Write scripts or speeches for events						
4.34 Write operational reports						
4.35 Other (please indicate)						

5. Overall, to what extent do you have problems in the use of English in your profession?

	Very extensive	Extensive	Moderate	Rarely	None
5.1 Listening					
5.2 Speaking					
5.3 Reading					
5.4 Writing					

Please indicate the reasons that made you have problems in using that

skill(s)………………………………………………………………………………

……………………………………………………………………………............

Thank you very much for your coordination