

English Communication Challenges and Needs of Public Organization Employees in Koh Samui: Development of the KOSAM Model

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ABSTRACT

Background and Objectives: In tourism-driven regions such as Koh Samui, where daily communication requires frequent interactions with international visitors, effective English communication in public organizations is crucial. Yet despite the rising significance of English proficiency, public service employees in Koh Samui continue to face various communication challenges that negatively impact service delivery. The present study aims to identify the specific English communication challenges and needs experienced by employees in Koh Samui's public service sector. It also proposes strategies to enhance their communication effectiveness. The research focuses on both administrative and security services and seeks to establish practical guidelines that might also be applied to other tourism-oriented areas. Two theoretical frameworks are employed: Human Capital Theory (Becker, 1964) and Good Governance Theory.

Methodology: A mixed-methods approach was adopted, combining both quantitative and qualitative data collection. A questionnaire was distributed to employees in administrative and security services to identify their challenges in listening, speaking, reading, and writing English. Five respondents were then selected for follow-up semi-structured interviews to gain deeper insight into their communication experiences. To further enrich the findings, additional interviews were conducted with four individuals from four groups of stakeholders: a manager of a public organization, a public service employee, a senior manager of a private organization, and an international service user of a private organization. This comprehensive approach provided a multidimensional view of the current communication landscape.

Main Results: The results indicate that staff in both administrative and security roles face significant communication challenges, particularly in listening and speaking. Difficulties in understanding various English accents and limited vocabulary were common issues. Employees also expressed low confidence when speaking. Reading challenges included poor contextual understanding, while writing difficulties centered on vocabulary limitations and spelling. Speaking and listening were identified as the most important communication skills for fulfilment of daily tasks. The analysis further revealed that existing training programs are insufficient in both frequency and content relevance, particularly for real-world, service-related scenarios.

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Discussions: The findings suggest that the core issue lies not in staffing shortages but in limited English proficiency among existing personnel. To address this, the study recommends more frequent, role-specific training that focuses on key functions such as emergency response, legal terminology, and public interaction. Creating an English-speaking workplace environment and incorporating translation tools can further support communication needs. Additionally, an external stakeholder emphasized the importance of simplifying official communication and using plain language to improve accessibility for international audiences.

Conclusions: The study highlights the importance of prioritizing skilled personnel and targeted English training over a reliance on advanced technology alone. A more structured and practical approach to language development, through consistent, relevant training and supportive digital tools, is essential for improving English communication in public service organizations. The insights gained from Koh Samui provide a practical, adaptable framework that can be implemented in other tourism-focused regions to improve service delivery and strengthen international interactions. The Koh Samui Organizational Strategy for Administrative Multilingualism (KOSAM Model) was developed to address key English communication problems and provide an approach to addressing gaps in English proficiency.

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Introduction

Koh Samui, located in Surat Thani, is a renowned tourist destination in the Gulf of Thailand, attracting a multinational population of residents and visitors. The island's public sector has identified effective English communication as a key competence for its employees.

Despite the existence of prior studies that have examined English communication needs in various Thai professional sectors (e.g. Ananmana *et al.*, 2018; Inthachim, 2016), a notable gap persists in the literature concerning public sector employees in popular tourist regions such as Koh Samui. The present study addresses this research gap by focusing on public service workers who use English in their professional duties to identify the challenges they report facing and the language functions they require.

The present research is rooted in two theoretical frameworks: Human Capital Theory (HCT) (Becker, 1964) and Good Governance Theory (GGT) (World Bank, 1989). Human Capital Theory emphasizes the significance of investing in employees' educational development and professional competencies to enhance job performance and organizational achievements. In this context, English communication skills are considered to be a valuable form of human capital that enhance workers' competence and efficiency, particularly in a globalized and multilingual environment such as Koh Samui. Good Governance Theory underscores the principles of accountability, transparency, and efficiency in public administration. The ability to communicate effectively in English is crucial to achieving these governance objectives, as it facilitates mutual understanding, fosters trust between officials and the public, and supports effective service delivery.

The present study draws upon these frameworks to investigate the English communication challenges and needs of public organization employees in Koh Samui. Its objective is to provide actionable recommendations for enhancing English proficiency among public sector workers, thereby contributing to sustainable development and governance aligned with Thailand's National Strategy—the country's long-term plan for modernization and development (2018–2037).

Research Questions

The study will seek answers to the following three research questions:

1. Which of the four language skills (listening, speaking, reading, and writing) do administrative and security service staff perceive as the most challenging?
2. Which language skills are perceived by administrative and security service staff as the most needed for effective workplace communication?
3. How can the identified challenges, priority communication needs, and stakeholders' perspectives be synthesized into a communication model to enhance language use among public organization employees in Koh Samui?

Literature Review

Human Capital (Becker, 1964)

Human Capital Theory highlights the significance of investing in individuals through educational enhancement, skill development, and health promotion. In tourism-driven areas such as Koh Samui, English proficiency has been identified as a vital skill that enhances job performance, career opportunities, and service quality. English communication skills represent a form of human capital that facilitates effective interaction with foreign visitors, thereby supporting efficient public service delivery.

Good Governance (World Bank, 1989)

As Good Governance Theory proposes, transparency, accountability, and efficiency play a crucial role in good governance. Clear communication is essential for delivering quality services, as both officials and citizens have to understand decisions and policies, which in turn increases transparency. In Koh Samui, public officers with English proficiency are more effective in communicating with foreign visitors, thereby promoting transparency and service quality.

Communicative Competence (Canale & Swain, 1980)

Communicative Competence Theory is a framework for understanding communicative competence. This model identifies four distinct components: grammatical, discourse, sociolinguistic, and strategic competence.

Needs Analysis (Hutchinson & Waters (1987)

The needs analysis categorises needs as either necessities, lacks, or wants. Necessities were defined by the real communicative functions required in Koh Samui's public service such as the provision of information and the resolution of service-related problems. Lacks was derived from the participants' perceived challenges during interactions with foreigners. The participants' inclination towards practical, situation-specific training was further evidenced by wants.

English Competency as Human Capital

Due to the increasing influence of globalization in Thailand, English proficiency has become a vital form of human capital, including for public sector employees providing

frontline services. English proficiency has been shown to contribute to effective public service delivery, as well as to improved teamwork, task comprehension, and citizen satisfaction. Numerous studies have demonstrated a strong link between English skills and employability in Thailand. This suggests that English is a valuable asset in both economic and communicative aspects of increasingly internationalized labor markets. Thammakhan's (2024) research underscored the significance of English in education, international trade, tourism, and technological development, thereby reinforcing its role in Thailand's economic development and the country's competitiveness as a centre of academic excellence. Ananmana *et al.* (2018) found that Thai workers in Ranong experienced challenges across all four skills, particularly speaking and listening, due to grammar issues and difficulty with foreign accents. This suggests the need for coordinated local training programs.

International viewpoints offer additional insights into workplace English communication. Karachedee *et al.* (2017) explored English communication skills needs amongst senior Thai employees in a multinational company and found their skills to be insufficient although they were aware of the need. Similarly, Luo and Daly's (2019) application of HCT in the Chinese context demonstrated that English proficiency, while not a direct factor influencing employment rates, enhanced access to networks and job opportunities. In the academic context in Europe, Naka and Spahija (2022) identified English as central to internationalization, research, and teaching quality in higher education institutions. They recommended continued investment in English language training and cross-border collaborations.

In a study of the Thai public service and tourism sectors, Jantawong *et al.* (2023) found that tourism personnel in Phang Nga Province faced moderate challenges in English, particularly in reading and writing. However, the study found that the participants placed a high priority on improving speaking and listening skills. Their findings indicated the necessity for customized English communication training to enhance tourist interactions and service delivery, thereby aligning with broader initiatives aimed at fostering tourism-driven local economies. Consequently, the findings of these previous studies support the notion that English proficiency is a pivotal element in both the individual career development of employees and the institutional effectiveness of organizations. Additionally, the study underscores the persistent gaps in structured training, policy support, and context-specific language utilization.

English Communication Workplace skills

The diverse communicative tasks that public employees perform, including the provision of information, the undertaking of negotiations, and the resolution of problems encompass many language functions. Inthachim's (2016) examination of the English communication needs of local government leaders in Samutprakan revealed moderate proficiency levels and a high demand for development in the four skills (speaking, writing, listening, and reading). Thanamaimas (2019) found speaking and reading to be critical areas for improvement among Department of Fisheries officers, emphasizing the necessity for targeted training programs. Amtong (2021) conducted an investigation into the English language requirements at the Phetchabun Provincial Office for Local Administration, revealing significant challenges in English usage and a strong desire for practical language training. Wong-In *et al.* (2022) underscored the significance of communication competencies among subdistrict municipal mayors and identified key skills such as speaking, listening, and relationship building. Polyiam *et al.* (2021) examined English communication development in Buriram's tourist communities, emphasizing self-directed learning and community-based approaches. These studies underscore the importance of addressing specific language functions to enhance public service delivery. While previous studies primarily examined

English communication needs in Thai public service contexts, Nabilah (2025) compared English communication needs in public and private sector administration. They reported that public organizations emphasized written communication for policy and documentation. Both sectors required core skills such as meeting participation, formal email writing, and professional presentation.

Communication Strategies in Local Administrative Organizations

Communication is key to success in public administration, especially in the face of a rapidly changing society impacted by modern communication technologies. A number of studies have shown how good communication can drive change, get the public involved, and improve public services. Poon-Eiad *et al.* (2025) explored the role of communication in organizations, with a particular focus on the public sector. The study concluded that communication has become an essential tool in the management of modern organizations. The role of local government administrators has expanded, and the demand for strong communication skills to manage both the operational and political dimensions of their work has increased accordingly. Administrators must excel in eight areas: promoting democratic governance, guiding change, engaging stakeholders, promoting performance, building and sustaining networks, executing campaigns, managing the image and popularity, and handling political communication.

A study by Innupat *et al.* (2024) examined the communication strategies employed by leaders within local administrative organizations during the process of their digital transformation. Their qualitative research conducted in-depth interviews with 40 key informants from four award-winning local administrative organizations in 2021. It was found that efficacious digital transformation was dependent on two-way communication that was both effective and continuous, and on the development of shared understanding between leaders and team members. Furthermore, leaders who functioned as technology role models considerably influenced the adoption of digital tools within the organization. Additionally, the research demonstrated that effective communication systems were associated with enhanced public service delivery, increased public participation, and improved transparency in government operations.

Giacomin *et al.* (2023) undertook a systematic literature review with the objective of exploring the implementation of plain language in public organizations. The findings indicate that the utilisation of straightforward language serves as an efficacious instrument in enhancing citizen comprehension of public services, thereby rendering them more accessible and responsive to their requirements. The review emphasized that the employment of plain language in public communication fosters inclusivity and democratic principles. The review also underscored the necessity for training communication professionals and the establishment of guidelines for the composition of public texts in a clear and straightforward manner, with a view to ensuring more effective and transparent public service delivery. The existing research thus shows that a well-structured communication framework is vital for public service delivery, trust-building and local governments meeting community needs.

Conceptual Frameworks

The present study, based on HCT and GGT, explores the role of English communication in enhancing public sector service in Koh Samui. These theoretical frameworks support the notion that investment in language proficiency strengthens workforce competence, improves service delivery, and contributes to sustainable development in alignment with Thailand's National Strategy (2018-2037). In addition, Communicative Competence Theory conceptualizes English proficiency required for workplace

communication. Its methodological approach is also grounded in the Needs Analysis, which identifies English needs for public service.

To address the English communication challenges and skill requirements faced by public sector employees in Koh Samui, the present study synthesises these four key theoretical foundations to inform the development of the KOSAM Communication Model. Figure 1 illustrates the integrated conceptual framework.

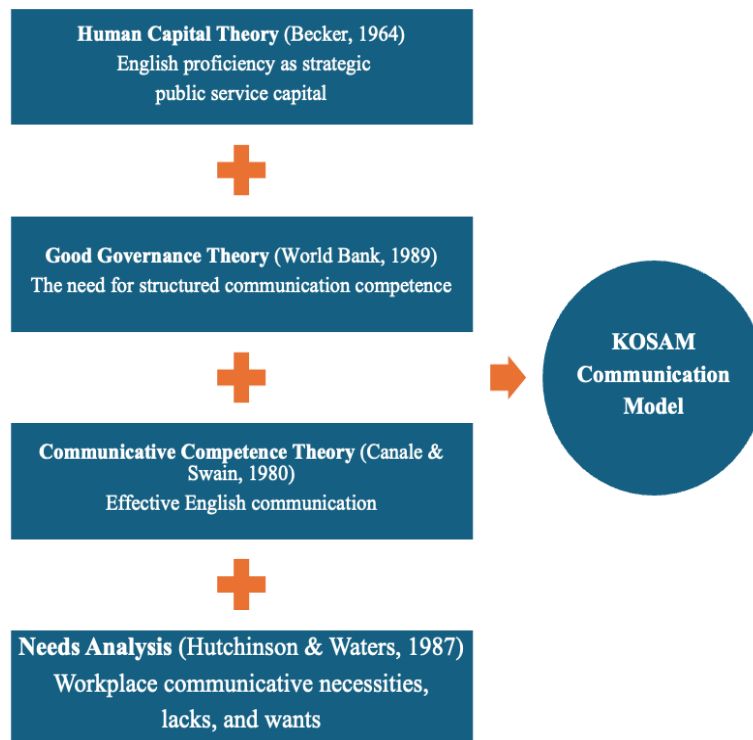


Figure 1 The Integrated Conceptual Frameworks of Human Capital Theory, Good Governance Theory, Communicative Competence Theory, and Needs Analysis

Method

Respondents

This study examined English communication challenges and needs among public service employees in Koh Samui, Thailand, and explored strategies for improvement. Accordingly, 50 respondents were recruited from public organizations located on Koh Samui. The respondents were purposively selected based on three criteria. Firstly, they were in current employment at public organizations on Koh Samui. Secondly, they were required to demonstrate regular use of English in professional contexts. Thirdly, they had a minimum of two years of work experience in their current positions. The selection of this group was motivated by the observation that employees in public organizations served as the primary interlocutors between foreigners and government services.

Typically, administrative staff were responsible for clerical duties, document preparation, and front-desk services. In the context of Koh Samui, a tourist destination, these roles required the daily use of English, especially for reading and writing. Conversely, the primary duties of police officers encompassed law enforcement, incident response, and direct communication with both local residents and international tourists. The nature of their duties necessitated English communication, particularly in speaking and listening. Table 1 shows the demographic distribution of the participants.

Table 1. Distribution of Personnel According to Workplace, Gender, and Age Group

Workplace		Gender							
		Female				Male			
		>25	26-35	36-45	46-55	>25	26-35	36-45	46-55
Koh Samui District Office	Administrative services (24)	1	4	1	0	1	2	5	0
Koh Samui Municipality		0	5	3	0	0	1	1	0
Koh Samui Police Station	Security services (26)	0	0	0	0	0	4	0	2
Koh Samui Tourist Police		0	0	2	0	0	5	4	3
Samui Immigration Office		2	1	0	0	0	0	1	2

Five of the respondents were selected for follow-up semi-structured interviews to provide deeper qualitative insights. They were expected to represent both administrative and security roles to ensure a balanced representation of sectors.

The investigation was further expanded through additional interviews with four representatives of four stakeholders: internal management, a representative employee, an external stakeholder, and an international service user. The inclusion of these stakeholders was intended to reflect diverse yet pertinent perspectives on English communication in the context of local public service delivery, in accordance with GGT and communication studies (e.g. Giacomini *et al.*, 2023; Poon-Eiad *et al.*, 2025).

Ethical Considerations

The present study strictly followed ethical guidelines. Participation was voluntary, with the right to withdraw at any time without any consequences. The respondents completed an informed consent form and were fully informed of the aims and procedures of the study. Confidentiality was ensured by anonymizing all responses and securely storing data. All records will be destroyed after publication of the research article.

Instruments

The collection of data was facilitated by two primary instruments: a questionnaire and a semi-structured interview. The questionnaire consisted of 34 items in four main sections: general information, problems in English communication, needs, guidelines for improving English communication, and perceptions of English as a human capital. The semi-structured interview comprised seven sections (see Appendix D), whose open-ended questions addressed communication roles, training needs, organizational management, and support.

The questions were designed based on two theoretical frameworks—human capital and good governance—with an emphasis on skills development and effective communication in service delivery.

The instrument's design was informed by four previous studies: Kamput (2022), who analyzed English-speaking needs among service providers; Kijpoonphol and Duy Linh (2020), who emphasized skill-specific communicative functions; Karachedee *et al.* (2017), who examined English barriers and frequency of use in corporate contexts; and Nabilah (2025), who explored communication needs in the public and private sectors. The findings of these studies demonstrated a high degree of concordance with the present study's objectives.

The semi-structured interviews were conducted with the objective of exploring additional insights. The content validity of both the questionnaire and semi-interview questions was reviewed by three experts using IOC, with IOC values above 0.8. Instrument

development followed three steps: 1) drafting, 2) expert validation using IOC, 3) and pilot testing.

Procedures

The participants were recruited from public organizations in Koh Samui. Each organization was formally visited to introduce the study and distribute information sheets. They were then required to read and sign a consent form, indicating their voluntary agreement to participate in the study.

Prior to its full deployment, a pilot test was conducted with three individuals. Following adjustments made after the feedback from the pilot study, the final questionnaire was distributed to 50 respondents. All 50 questionnaires were returned, resulting in a 100% response rate. Only fully completed responses were included in the analysis. Partially completed questionnaires were reviewed, and those with minimal missing data were retained, but questionnaires with extensive critical omissions were excluded. Five participants and four stakeholders were invited to participate in semi-structured interviews.

The data collection process was conducted in three phases: an online questionnaire, follow-up interviews with selected public employees, and additional interviews with stakeholders. All the interviews were audio-recorded.

Data Analysis

The mixed-methods approach employed by the study combined quantitative and qualitative data to enable triangulation. The quantitative data obtained from the questionnaires were analyzed using descriptive statistics, including frequencies, percentages, and means, using Microsoft Excel. The transcribed verbatim accounts of the semi-structured interviews were then analyzed thematically, following the framework outlined by Braun and Clarke (2006). The initial phase of the data analysis was initiated by the researcher, who conducted a thorough review of the interview transcripts to identify significant ideas or themes that emerged repeatedly. The ideas were then coded and grouped into themes that reflected the experiences and challenges encountered by public service employees and relevant stakeholders. The themes that were identified were validated through cross-checking by the researcher and two independent research assistants, ensuring the accuracy and reliability of the findings.

Findings and Discussion

Research question 1: Which of the four language skills (listening, speaking, reading, and writing) do administrative and security service staff perceive as the most challenging?

The findings (see Table 2) demonstrated that listening was the most problematic for both administrative (41.67%) and security (42.31%) staff, highlighting a common concern across roles. This corroborates the observations reported by Ananmana *et al.* (2018) and Thanamaimas (2019). One administrative worker said,

“When foreigner speaks, I usually feel panic at that time because my ears cannot catch the accent, especially when it’s not real and original English accent.”

Speaking difficulties in administrative roles have been linked to both low confidence and L1 interference (Hiranburana, 2016; Inthachim, 2016). Writing difficulties have been observed among security staff, possibly attributable to a limited formal training background (Huber & Uebelmesser, 2021). Although reading was the least problematic of the three skills,

issues with context and idioms persist. These results underscore the necessity for role-specific, targeted language support. Jantawong *et al.* (2023) observed a comparable challenge in the tourism sector, where personnel encountered moderate difficulties in English communication, predominantly in writing and reading. This was attributable to two key factors: limited exposure and significant demand for enhanced speaking and listening skills.

Table 2. Perceived Problematic Areas in English

Skills	Workplaces			
	Administrative services		Security services	
	(%)	(N)	(%)	(N)
Listening	41.67%	10	42.31%	11
Speaking	25%	6	15.38%	4
Reading	8.33%	2	3.85%	1
Writing	25%	6	38.46%	10

In terms of listening in Table 3, the most significant issue for both groups was unfamiliar accents, particularly among security staff, at 69.23%, compared to administrative workers (29.17%). As one participant noted,

“Different accents make me stop and think, and I often fail to comprehend the conversation.”

This finding underscores the necessity for accent-focused listening support, particularly among individuals occupying public-facing roles.

These results align with the findings of previous studies by Ananmana *et al.* (2018) and Thanamaimas (2019), both of which identified unfamiliar accents and limited vocabulary as major barriers. The sense of panic reported during listening tasks, especially in administrative roles, suggests low confidence and insufficient real-time communication training, aligning with Inthachim’s (2016) emphasis on contextual language support.

The findings suggest that listening difficulties experienced by both groups may be influenced by a combination of linguistic, such as accents and vocabulary and affective factors such as panic and confidence. These findings emphasize the need for targeted, workplace-specific training to develop English listening skills, which remain underdeveloped due to limited exposure, vocabulary gaps, and high-pressure work situations.

Table 3. Listening Challenges in English (Perceived by Administrative and Security Services)

Listening skill	Workplaces			
	Administrative services		Security services	
	(%)	(N)	(%)	(N)
Being unfamiliar with accents	29.17%	7	69.23%	18
Vocabulary	29.17%	7	11.54%	3
Word recognition	25%	6	19.23%	5
Panic	16.67%	4	0%	0

Table 4 shows the speaking challenges. The most prevalent issue reported by administrative personnel was a lack of confidence amongst staff, with 33.3%. In contrast, security staff highlighted a limitation in their vocabulary as the predominant issue, with 53.8%. These findings corroborate the theoretical connection between vocabulary knowledge and oral communication effectiveness in workplace communication contexts, indicating that

tailored vocabulary-building interventions could enhance frontline public service communication.

The prevalence of pronunciation issues was 16.7% among administration staff and 19.2% among security personnel, while grammar difficulties were noted at 12.5% and 11.5% respectively. A distinct pattern was noted among administrative personnel, with 12.5% demonstrating proficiency in direct English-Thai translation, a strategy that sometimes hinders accurate English usage. For the security staff, 3.8% exhibited challenges in sentence structure.

In the context of L1 transfer in administrative speech, the present study lends support to Hiranburana’s (2016) observations on Thai-English structural interference, highlighting the role of L1 transfer. Additionally, the need for professional speaking skills echoes Naka and Spahija’s (2022) emphasis on workplace fluency.

Table 4. Speaking Challenges in English (Perceived by Administrative and Security Services)

Speaking skill	Workplaces			
	Administrative services		Security services	
	(%)	(N)	(%)	(N)
Confidence	33.3%	8	11.5%	3
Vocabulary	25.0%	6	53.8%	14
Pronunciation	16.7%	4	19.2%	5
Direct translation from L1	12.5%	3	0%	0
Grammar	12.5%	3	11.5%	3
Sentence structure	0%	0	3.8%	1

An overview of the English reading challenges is provided in Table 5. The most commonly cited issue for both groups was related to the interpretation of contextual meaning, as indicated by the responses of administration staff (37.5%) and the security respondents (34.62). Furthermore, a higher percentage of security personnel reported limited vocabulary compared to administrative staff (38.46% and 16.67% respectively). Both groups noted challenges with grammar and sentence-level meaning, with only administrative staff exhibiting propensity for relying on direct Thai-to-English translation (12.5%).

The challenges encountered with idiomatic and complex language, as evidenced by Thanamaimas’ (2019) research, align with the observations made among government workers. The finding that vocabulary limitations among security personnel are a pervasive issue is consistent with a study by Ananmana *et al.* (2018), who found that Thai labourers also encountered similar challenges. The administrative staff’s reliance on direct translation is in alignment with Hiranburana’s (2016) observation of common Thai-English thinking patterns. Inthachim (2016) also highlighted moderate competence in reading, particularly with regard to grammar and vocabulary, which may provide a rationale for the issues identified in both groups.

Table 5. Reading Challenges in English (Perceived by Administrative and Security Services)

Reading skill	Workplaces			
	Administrative services		Security services	
	(%)	(N)	(%)	(N)
Contextual meaning	37.5%	9	34.62%	9
Direct translation	12.5%	3	3.85%	1
Grammar	16.67%	4	15.38%	4
Limited vocabulary	16.67%	4	38.46%	10
The meaning in each sentence structure	16.67%	4	7.69%	2

Table 6 clearly shows that English writing challenges are prevalent among administrative and security staff. Amongst the administrative services, the most common issue was word choice (25%), whilst limited vocabulary was most prevalent in the security services (34.62%).

As Naka and Spahija (2022) emphasized, English writing plays a crucial role in professional development. In addition, Luo and Daly (2019) observed that writing proficiency contributes to human capital and career growth. This finding aligns theoretically with HCT, suggesting that task-specific writing training can enhance occupational skills.

Table 6. Writing Challenges in English (Perceived by Administrative and Security Services)

Writing skill	Workplaces			
	Administrative services		Security services	
	(%)	(N)	(%)	(N)
Direct translation	12.5%	3	0%	0
Grammar	20.83%	5	11.54%	3
Limited vocabulary	8.33%	2	34.62%	9
Spelling	12.5%	3	19.23%	5
The meaning in each sentence structure	20.83%	5	19.23%	5
Word choice	25%	6	15.38%	4

Research question 2: Which language skills are perceived by administrative and security service staff as the most needed for effective workplace communication?

The present study's second objective was to examine the specific English language functions required by public organization staff in Koh Samui. The semi-structured interviews with five public employees revealed a number of suggestions for enhancing English communication. The qualitative findings support and enrich the quantitative results presented in Table 7-11.

The analysis initially identifies the most essential skill, followed by an examination of specific language functions in each area. Table 7 presents the overall English skills that staff in public organizations in Koh Samui perceived as most necessary within the scope of their occupational roles. Speaking was seen as the most essential skill, with 50% of administrative staff and 53.85% of security workers reporting it as such. The importance of listening was identified by 33.33% of administrative staff and 38.46% of security staff. One security officer noted,

*“I want to speak clearly, so foreigners can understand me.
Sometimes I know what to say but can't express it.
Improving speaking will help me feel more confident,
especially since I often need to explain things directly to tourists.”*

These findings suggest that both groups place a high priority on verbal communication (particularly speaking and listening) possibly as a result of the immediate, interactive nature of their work responsibilities. Speaking and listening may be considered the most essential skills for public service roles due to the real-time communication demands characteristic of service delivery in the public sector. These findings appear to support earlier studies by Inthachim (2016) and Hiranburana (2016), who noted that Thai public employees frequently faced challenges related to low confidence and L1 interference when speaking English.

As discussed by Ananmana *et al.* (2018) and Thanamaimas (2019), difficulties in comprehending different accents and colloquial language may also provide a rationale for the emphasis placed on listening. The limited focus on reading and writing, particularly among

security staff, could possibly reflect the practical and task-oriented nature of their duties. This interpretation agrees with Hiranburana's (2016) observation that English reading tasks are often translated from Thai, especially in roles that do not require intensive reading of texts. The findings indicate that while speaking and listening skills are most crucial for daily job tasks, these two skills are also the most challenging areas for employees, suggesting a gap between employees' current abilities and the workplace demands.

Table 7. Overall Necessary English Skills

English skill	Workplaces			
	Administrative services		Security services	
	(%)	(N)	(%)	(N)
Listening	33.33%	8	38.46%	10
Speaking	50%	12	53.85%	14
Writing	8.33%	2	7.69%	2
Reading	8.33%	2	0%	0

Table 8 shows that the listening skill most required was the ability to listen to inquiries or complaints, with 54.17% of administrative staff and 65.38% of security staff rating it essential. Furthermore, administrative staff emphasized the significance of listening to announcements (16.67%) and listening at meetings (25%). Conversely, security personnel demonstrated a higher level of engagement with instructions (19.23%) and incident reports (3.85%) designating them as significant.

In the semi-structured interview, a third of the administrative staff highlighted the need for technology-based support such as translation applications and communication platforms. With less frequency, respondents cited the improvement of listening and writing. As one commentator observed:

“A better understanding of various accents would facilitate more effective communication.”

These findings are consistent with those of Thanamaimas (2019), who found that government officers often encountered difficulties in understanding informal language such as idioms and colloquialisms. The necessity for administrative staff to comprehend meetings and public announcements may be indicative of the more formal nature of their tasks, as discussed by Inthachim (2016), who noted that public sector employees frequently encountered challenges in structured communication settings. The identification of listening to instructions and orders by security personnel may be related to the hierarchical structure and urgency of on-site orders. Despite the fact that Ananmana *et al.* (2018) conducted their research on Thai workers preparing for the labour market rather than public security staff, their findings on accent unfamiliarity and vocabulary limitations appear to be relevant to the listening difficulties identified in the present study. Hiranburana (2016) noted that literal translation from Thai frequently constrained deep understanding. This may, in part, explain why specific listening tasks were given less priority.

Table 8. The Most Important Listening Skills

Listening skill	Workplaces			
	Administrative services		Security services	
	(%)	(N)	(%)	(N)
Listen to inquiries or complaints	54.17%	13	65.38%	17
Listen at meetings, presentations, or briefings	25%	6	7.69%	2
Listen to instructions or orders	4.17%	1	19.23%	5
Listen to announcements or public information	16.67%	4	0%	0
Listen to incident report	0%	0	3.85%	1

In Table 9, the essential English-speaking skills are presented. The analysis revealed that 58.33% of administrative personnel ranked responding to inquiries as the most essential skill, while 20.83% identified the explanation of processes or procedures as crucial. In the security services, 38.46% of staff members placed significant emphasis on responding to inquiries, 34.62% prioritized the explanation of processes, and 26.92% identified the provision of instructions or directions as being of importance.

This finding is further corroborated by the data, which indicates a significant variation in speaking needs between administrative and security personnel. Both groups placed a high priority on responding to inquiries, presumably due to the frequent need for this skill in their daily work tasks. Inthachim (2016) and Hiranburana (2016) showed that confidence in speaking is important in the management of inquiries in public service roles. The findings of Ananmana *et al.* (2018) suggested that security staff place more importance on explaining processes or procedures, which may reflect the more detailed, procedural communication required in their work.

The minimal necessity for delivering presentations or descriptions in both groups aligns with the findings of Thanamaimas (2019), who also determined that public sector workers frequently prioritize everyday, practical communication over more formal speaking tasks. Evidence suggests that the primary duties of staff consist of responding to queries and clarifying processes.

Table 9. The Most Important Speaking Skills

Speaking skill	Workplaces			
	Administrative services		Security services	
	(%)	(N)	(%)	(N)
Responding to inquiries	58.33%	14	38.46%	10
Explaining processes or procedures	20.83%	5	34.62%	9
Giving instructions or directions	16.67%	4	26.92%	7
Giving presentations or describing	4.17%	1	0%	0

As with the semi-structured interview, the most prevalent recommendation among the participants was for enhanced speaking skills training, with more than half of the security staff and one-third of administrative staff prioritizing this area. One interviewee remarked:

“It is difficult to communicate with tourist visitors when my English language proficiency is not proficient enough to use grammatically correct English. I wish we had regular training in communication skills.”

The necessity for regular training in communication skills was emphasized. Security personnel concurred with this concern, with one individual remarking:

*“Our vocabulary is limited to basic terms.
The ability to convey our opinions with confidence is absolutely important.”*

The need to enhance speaking skills is consistent with Inthachim’s (2016) and Thanamaimas’s (2019) observations, with both studies reporting that oral communication poses a persistent challenge in Thai public service settings. The prevalence of this issue is indicative of the persistent gap between the daily professional demands faced by staff, particularly those in frontline roles, and their communicative abilities. Furthermore, the increasing importance of technology in business communication, as highlighted by Hiranburana (2016), is supported by the growing demand for digital tools.

The findings of the present study indicate a necessity for practical, targeted training programmes oriented towards the real-world communicative situations, in accordance with human capital perspective, that public organization staff in tourist-heavy areas such as Koh Samui encounter.

The data presented in Table 10 illustrate the essential English reading skills. Within the administrative services group, the functions considered most necessary were reading emails or messages, at 37.5%, and official documents or reports, at 37.5%. In contrast, reading instructions or manuals was less important, at 25%. For security staff, reading legal and technical documents was identified as a top priority.

It is evident that administrative personnel required the ability to comprehend emails and official documents. This finding support Inthachim (2016) and Hiranburana (2016), who underscored the significance of reading comprehension in the context of handling official correspondence. Conversely, security personnel were focused on legal and technical documentation, signifying a distinct and more specialized reading requirement. This finding aligns with the observations by Thanamaimas (2019), who emphasized the importance of workers possessing proficiency in technical reading for the effective fulfilment of their duties.

Table 10. The Most Important Reading Skills

Reading skill	Workplaces			
	Administrative services		Security services	
	(%)	(N)	(%)	(N)
Reading emails or messages	37.5%	9	30.77%	8
Reading official documents or reports	37.5%	9	23.08%	6
Reading instructions or manuals	25 %	6	7.69%	2
Reading legal or technical documents	0%	0	30.77%	8
Reading police report	0%	0	3.85%	1
Other	0%	0	3.85%	1

In Table 11, administrative services staff indicated the highest demand for writing emails, at 37.5%, followed by writing requests or proposals (20.83%) and writing instructions or manuals (16.67%). Within the security services group, the most common activity was writing reports or official documents, accounting for 30.77% of the total, followed by writing instructions or manuals, (23.08%), and writing requests or proposals (19.23%).

These findings suggest that administrative employees placed a high value on tasks such as email and proposal writing. These results align with the findings of Huber and Uebelmesser (2021), who indicated that administrative personnel frequently undertake writing tasks that necessitate formal communication.

In contrast, the higher focus of security personnel on writing reports and manuals can be attributed to the detailed and technical nature of the writing required for their roles. This observation is consistent with the findings of Ananmana *et al.* (2018), who emphasized the importance of technical documentation in service-oriented roles.

Furthermore, these findings corroborate Luo and Daly's (2019) observation that writing proficiency contributes to human capital and career advancement. Writing in a professional context (e.g. reports, proposals, and emails) has been shown to enhance employees' ability to perform their daily tasks, as well as strengthen their long-term career opportunities and professional growth.

Table 11. The Most Important Writing Skills

Writing skill	Workplaces			
	Administrative services		Security services	
	(%)	(N)	(%)	(N)
Writing emails	37.50%	9	7.69%	2
Writing requests or proposals	20.83%	5	19.23%	5
Writing instructions or manuals	16.67%	4	23.08%	6
Writing reports or official documents	12.50%	3	30.77%	8
Writing meeting notes	8.33%	2	3.85%	1
Writing confirmation letters	4.17%	1	0%	0
Writing messages in applications	0%	0	3.85%	1
Writing suggestions	0%	0	3.85%	1
Other	0%	0	7.69%	2

Research question 3: How can the identified challenges, priority communication needs, and stakeholders' perspectives be synthesized into a communication model to enhance language use among public organization employees in Koh Samui?

The present study proposes strategies which could be implemented to enhance the English communication skills of public organization staff in Koh Samui and other tourist centres in Thailand, drawing on the framework provided by Poon-Eiad *et al.* (2025). It focuses on two key areas for communication improvement: resources and management. This is in accordance with the principles of good governance, which emphasize transparency, efficiency, and accountability in the delivery of public services.

In order to address Research Question 3, the results from Research Question 1 and Research Question 2, along with the perspectives of the relevant stakeholders, were integrated to construct the KOSAM Model. The model emerged inductively from recurring patterns observed in the data. It demonstrates the potential for integrating their perspectives and experiences into a practical strategy to enhance English communication skills in Koh Samui's public sector.

Resources for Enhancing English Communication in Koh Samui's Public Sector

This section will examine whether each of the identified resources, as outlined by Poon-Eiad *et al.* (2025), can be considered sufficient from the perspective of employees. This includes their views on the adequacy of skilled personnel, budget provisions for recruitment and equipment, and the clarity of working procedures and responsibilities. Overall, the aim is

to uncover any perceived gaps that may affect English communication in the workplace. Table 12 shows employees’ perceptions of the adequacy of resources for enhancing their English communication. Majorities in both administrative (70.83%) and security (80.77%) roles pointed to a lack of essential resources. Furthermore, a proportion of respondents reported inadequate budgets for procuring equipment to support English language skills in the workplace (33.33% of administrative staff and nearly double that—65.38%—of security staff), as well as for recruiting personnel (50% in administrative services and 73.08% in security services).

These differences may arise from the different functional roles and daily responsibilities of each group. Half of the respondents in each sector reported that they did not currently have the necessary up-to-date resources necessary for effective English communication, including digital tools (such as computers and translation applications), printed materials, and language learning software.

These findings support the conclusions of earlier research in emphasizing the necessity to enhance English communication skills within public organizations. Thanamaimas (2019), for example, observed that the limited availability of resources was a factor that impeded the development of English communication skills among Thai government officers. Similarly, Poon-Eiad *et al.* (2025) identified resource limitations as barriers to effective communication in local administrative organizations.

The enhancement of English communication proficiency in public service settings necessitates targeted solutions that are tailored to the specific needs of both sectors. This necessitates the allocation of appropriate resources, including training programmes with a communication focus, allocated budgets, and clearer procedural guidelines. This results in a direct contribution to human capital development by improving employees’ knowledge and skills.

Table 12. Workers’ Perceptions of the Adequacy of Resources for Enhancing English Communication

Resources	Sufficiency	Workplaces			
		Administrative services		Security services	
		(%)	(N)	(%)	(N)
Personnel with English communication skills	Insufficient	70.83%	17	80.77%	21
	Sufficient	29.17%	7	19.23%	5
Sufficient budget to purchase equipment	Insufficient	33.33%	8	65.38%	17
	Sufficient	66.67%	16	34.62%	9
Clear working procedures	Insufficient	41.67%	10	19.23%	5
	Sufficient	58.33%	14	80.77%	21
Clearly defined responsibilities for employees	Insufficient	54.17%	13	73.08%	19
	Sufficient	45.83%	11	26.92%	7
Sufficient and up-to-date equipment	Insufficient	50%	12	73.08%	19
	Sufficient	50%	12	26.92%	7
Sufficient budget to hire personnel	Insufficient	50%	12	73.08%	19
	Sufficient	50%	12	26.92%	7

The semi-structured interviews conducted with five public employees revealed that the majority of the participants identified training as most in need. As one interviewee commented:

“We are expected to communicate with tourists, but we have not been adequately trained in how to handle real conversations.”

Another noted:

“The idea of training is undoubtedly beneficial; however, we are constrained by budgetary limitations and limited time off work, which makes it difficult to attend courses.”

In addition to the issue of training, respondents from both sectors expressed concerns regarding the absence of advanced tools to facilitate real-time communication, particularly in unexpected situations where foreign visitors are present. Insufficient financial resources represented a significant challenge in successfully implementing improvements. In light of these findings, it is evident that English training in the public sector should be practical and skill-based, with the provision of better communication devices. This recommendation supports earlier studies by Thammakhan (2024) and Hiranburana (2016).

The participants' desire for frequent, practical training is also consistent with HCT, which emphasizes the practical and functional value of communicative competence (Luo & Daly, 2019). Although the present study focuses on English communication, the budget and resource constraints described reflect broader challenges discussed in Poon-Eiad *et al.* (2025), whose research focused on the Thai language and identified similar organizational limitations. In summary, the analysis of the interviews indicates that effective communication enhancement necessitates not only training, but also the allocation of human and financial resources by the relevant institutions, in addition to the presence of responsive leadership, reflecting principles of good governance.

Interviews reveal two key insights. Firstly, employees face immediate challenges in communicating in English. Secondly, employees place a high value on language skills for professional purposes. The section below explores employees' perceptions of English communication as a form of human capital and its impact on performance and career development.

Employees' Perceptions of English Communication as Human Capital

In the semi-structured interviews, the respondents shared their perceptions of English communication as a form of human capital. Most of the respondents across both sectors expressed a strong desire to enhance their English communication skills, believing it to be beneficial for enhancing organizational credibility, supporting interactions with international visitors, and improving public service delivery. One interviewee stated:

“The utilization of clear English communication is indicative of an organization's professionalism. It increases level of trust amongst tourists in our services.”

Furthermore, they generally saw this as a valuable personal benefit for themselves due to the association of English proficiency with enhanced professional growth and job performance. However, one interviewee revealed:

“I am not motivated to enhance my English proficiency as I believe that possessing more advanced English skills would not result in greater opportunities for career advancement, nor would it lead to a salary increase. If I am unable to use English, I need to do only on my own responsibility.”

These contrasting perspectives highlight a gap between the perceived importance of English for organizational image and its perceived value for individual career advancement.

These results are consistent with earlier research on English as a form of human capital in tourism-oriented regions (Kongbang *et al.*, 2024; Thanamaimas, 2019). However, a minority of participants expressed concerns, indicating that without incentives such as promotions or salary increments, efforts to improve English may not be prioritized. This contrast underscores the necessity for organizations to implement clearly designed and motivating policies to support language development in the form of potential directions for career progression. The integration of English training with career progression frameworks might potentially facilitate the alignment of personal motivation with organizational goals. This finding is consistent with the principles of HCT.

Guidelines for Enhancing English Communication in Local Public Service: Broader Applications Beyond Koh Samui

This section details guidelines for enhancing English communication in local public service organizations, derived from interviews with four individuals from four stakeholder groups in Koh Samui. The findings address the current communication challenges within Koh Samui and propose strategies to other tourism-driven localities. The interview yielded four overarching themes: communication challenges, resource limitations, management issues, and the broader applicability of the model to other regions.

Communication challenges

It was reported by internal management that there were several interrelated challenges in English communication. Firstly, there was a general lack of confidence amongst staff in their English communication skills. Secondly, an unsupportive organizational environment failed to provide opportunities to practice communication in English. As the internal management representative commented:

“Employees lack the confidence to speak because the organizational environment does not support the use of English in daily communication.”

Although communication did occur when necessary, it was often characterized by hesitancy and grammatical inaccuracy.

The public service employee reported that the English language skills of public sector workers are insufficient for effective service delivery. Furthermore, existing training programmes and institutional support were inadequate to meet practical communication demands. Many personnel lacked sufficient English language proficiency. This in turn limited their ability to communicate effectively with foreign service user. As this interviewee commented:

“There is sufficient personnel, but their English language skills are inadequate.”

The interview with the external stakeholder—a senior representative from a private organization in Koh Samui—revealed several ongoing challenges in communication with local public organizations, particularly regarding visa, work permit, and documentation processes for foreign staff. A common issue identified was the heavy reliance on third-party translators. As this representative shared:

“It is generally necessary for us to be accompanied by our own English translator in order to avoid any potential misunderstandings and to facilitate positive interactions.”

While some government personnel possessed fundamental English competencies, this stakeholder acknowledged that communication was sometimes unsuccessful.

“In some government organizations, there are also staff members who have a certain degree of proficiency in English. However, in some situations involving complex technical detail, our communication proved to be unintelligible.”

An interview with one international service user yielded three key themes: impressions of staff English proficiency, operational concerns regarding document management, and recommendations for training and communication enhancement. Firstly, the interviewee offered a positive appraisal of the English proficiency of security staff, stating:

“In terms of communication in English, I must say that the staff exhibit a remarkably high level of English proficiency, rendering communication with them a straightforward process.”

Resource limitation

Internal management’s public organization had a shortage of administrative personnel with the necessary qualifications and expertise required for the role. However, budgetary constraints were not the issue; rather, it was the absence of practical action. As the interviewee noted:

“We have the budget, but there have been no concrete projects for English communication development such as the organization of training courses and the purchase of up-to-date programmes or software.”

Furthermore, there was dependency on personal technology, including mobile applications and AI tools, owing to an absence of adequate institutional materials.

For the public service employee, training is provided on a bi-annual basis by native English speakers supported by central funding. However, a need for more frequent and targeted sessions focusing on speaking, listening, and writing was identified. In situations where rapid communication is required, staff members frequently depend on their personal smartphones and translation applications. This officer commented:

“We utilize our personal mobile devices and applications for the purpose of communication when foreign individuals report incidents.”

The national hotline, which offers multilingual interpretation services, was seen as an effective means of facilitating communication. In addition, this officer proposed a portable software application to facilitate multilingual communication among frontline personnel.

Furthermore, this senior representative as an external stakeholder from a private organization expressed a desire for the use of plain language defined as simple, direct, and easily comprehensible English without the use of official jargon, technical terms, or complicated sentence structures was recommended. This approach would facilitate

comprehension of important information for non-native speakers and reduce the risk of miscommunication.

The second theme that emerged from the data of the international service user, however, was a concern over the management of sensitive documents regarding the disorganized management of sensitive documents. This situation underscores the necessity for enhanced document management and the integration of contemporary technological solutions to enhance service effectiveness.

Management issues

A senior officer from a local public organization emphasized the absence of formal structures or designated roles to support English communication. Nevertheless, it was noted:

“There’s no formal assignment, but everyone knows who usually handles foreign communication.”

It was reported by the public service employee that management processes were both structured and systematic. It is evident that English proficiency is a prerequisite for recruitment, and all personnel are required to participate in at least two training programmes annually.

A need for annual training is required, with its frequency being increased and its content being adapted to meet operational requirements, particularly with regard to legal terminology.

There was also a call for enhanced involvement from public agencies with local businesses and the community. As this external stakeholder recommended:

“Perhaps it would be beneficial to make more frequent visits to local businesses in order to gain a more profound understanding of the issues and establish positive relationships.”

This statement reflects the desire for more proactive, ongoing engagement, rather than relying solely on reactive approaches during regulatory encounters.

For international service user, the third theme centered on training and long-term communication enhancement. The participant emphasized patience and a readiness to provide assistance, asserting:

“I place considerable value on any effort made to communicate in English, and I place greater importance on patience and a willingness to assist than on fluency.”

It was proposed that the provision of fundamental English language training for frontline staff could contribute to a reduction in misunderstandings.

The broader applicability of the model to other regions

Internal management proposed that tourism-driven regions similar to Koh Samui could benefit from adopting improved English communication practices. A fundamental recommendation made would be to promote daily English communication in an English-speaking environment.

The findings here from the public service employee point to a necessity for more integrated, role-specific training.

Finally, the senior representative recognized a shared responsibility for communication, noting:

“There is also a responsibility on individuals like myself, who are foreign residents in Thailand, to learn the Thai language, as we are considered guests in this country.”

This signifies an acknowledgement that expatriates should also endeavour to bridge the communication gap by acquiring the local language.

Furthermore, the service user proposed the provision of bilingual materials, including signs, forms, and instructions. This service user further affirmed that the model for enhancing English communication could be expanded beyond Koh Samui to other regions, including Koh Pha Ngan, Krabi, and Phuket, saying:

“Yes, absolutely.”

It was proposed that the development of a communication model could commence with consistent staff training, with the assertion that:

“Training provided to staff in public organizations would be a good start, and also frequent training to ensure people are taking advantage of the training.”

This finding suggests the potential for the broader application of enhanced communication strategies to similar tourism-dependent areas.

The results from Koh Samui reflect a broader trend in public service challenges related to English communication in areas with a significant tourism sector. This finding aligns with the findings of previous research by Thammakhan (2024) and Jantawong *et al.* (2023), which suggested that personnel frequently demonstrate limited English proficiency, especially in situations involving spontaneous and service-oriented interactions. The present study highlighted a discrepancy between the resources available and their practical implementation, which is consistent with Inthachim (2016) and Thanamaimas (2019).

These findings lend support to the argument that enhancing English communication necessitates not only language instruction but also systemic improvements in management, policy, and resource allocation. A suitable and effective framework for Koh Samui might thus offer a potentially transferable model for improving public service communication in similar Thai regions where tourism and international interaction are central to daily operations.

The KOSAM Model

A model was devised to address critical gaps in English communication among public service personnel in Koh Samui. It is rooted in empirical findings and aligns with HCT and Good Governance principles. It aligns with HCT by considering the enhancement of English proficiency as a strategic investment in the knowledge, skills, and competencies of public service personnel. This, in turn, leads to both individual professional development and organizational effectiveness. Concurrently, Good Governance principles are reflected in the promotion of transparency, accountability, responsiveness, and efficiency in public service delivery.

The objective of this model is to provide a structured approach to addressing gaps in English proficiency, aligning with the need for effective multilingual capacity-building in the local administration. Moreover, while the model is grounded in the unique context of Koh Samui, it is structured to be adaptable and potentially applicable to other tourism-oriented locales facing similar challenges in multilingual governance.

Each component of the KOSAM Model, illustrated in Figure 2, is founded upon empirical data collected from workers in public organizations and four stakeholder groups. The Knowledge-centered Training (K) component was the result of reports from administrative staff and security personnel regarding an insufficient amount of job-specific English training. This indicated the need for targeted, context-specific training. The Operational Support Systems (O) aspect was formulated on the basis of employee interviews, which revealed a dependence on personal digital devices and translation applications. These interviews demonstrated the absence of official digital tools and communication aids, thus indicating need for organizational support mechanisms such as officially provided translation tools, communication templates, or digital assistance platforms. The Stakeholder Engagement (S) component was initiated by workers in public organizations, private sector representatives, and international service users, who emphasized the significance of clear communication and proactive collaboration between public agencies, citizens, and service user. The Attitudinal Readiness (A) element was influenced by employee statements expressing anxiety, fear of error, and low confidence. This highlights the necessity for confidence-building and a positive language environment to complement practical training. Finally, the Management Integration (M) was developed from official and internal management insights, which revealed the absence of formal policy structures and accountability systems. This demonstrated the need to embed English communication into daily administrative procedures and governance routines.

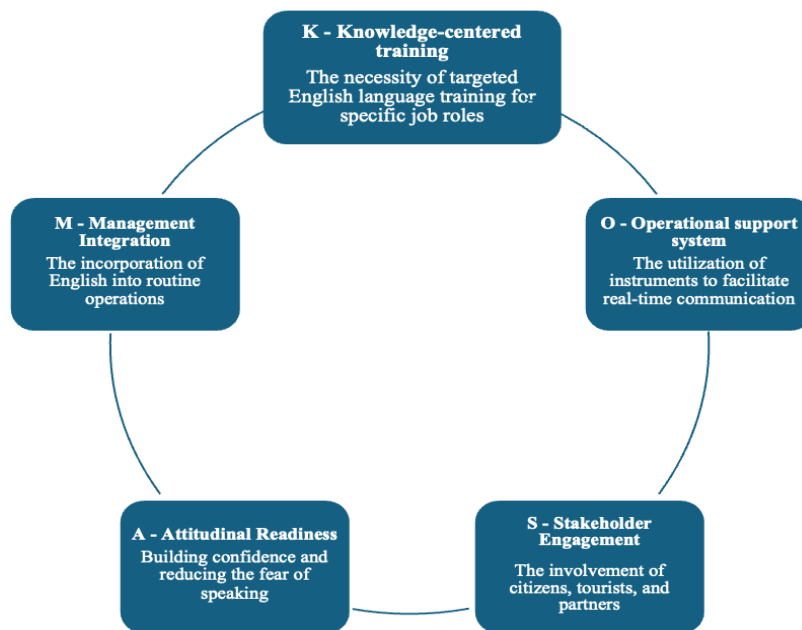


Figure 2 KOSAM Model for enhancing English communication

Contribution

The present study is in recognition of a gap in existing research, which frequently neglects to consider the practical realities of multilingual service delivery in tourism-oriented areas. It yields several significant insights. Firstly, there are different communication needs between administrative and security staff. Secondly, there is an inadequate availability of resources. Thirdly, employees have conflicting views on the value of English proficiency in relation to career advancement. While many staff recognize English as vital for organizational effectiveness and service quality, the absence of institutional incentives has been shown to reduce motivation for skill development. These findings emphasize the

necessity for more precise employment-related language policies and resource allocation. Despite being based in Koh Samui, the KOSAM Model has practical applicability for other tourism-dependent localities in Thailand. It contributes not only to a localized solution but also a scalable framework for multilingual capacity-building in the public sector.

Conclusion

In regions with a sizeable tourism industry, such as Koh Samui, effective English communication in public services is imperative. The objective of the present study was to identify communication difficulties in both administrative and security services and to develop strategies for improvement.

The response to Research Question 1 investigated the challenges encountered by employees in public organizations in Koh Samui. The most considerable communication issues encountered by both administrative and security staff concerned listening, with a lack of familiarity with accents representing the primary challenge.

The second research question explored the specific English communication needs of public organization employees in Koh Samui. The findings revealed that both administrative and security staff considered speaking and listening skills to be the most important.

The findings from Research Question 3 offer critical insights into enhancing English communication in Koh Samui's public organizations. The findings indicate that a more structured, practical approach to language development, in conjunction with the integration of technological solutions such as translation applications, would significantly improve the effectiveness of public service communication. The guidelines derived from this research can serve as a practical framework for other tourism-centric regions.

In terms of the study's limitations, it was constrained by its single-location focus and its primary emphasis on administrative and security services. Furthermore, the research was dependent on self-reported data from questionnaires and interviews, which may be subject to social desirability bias or the participants' subjective views of their language abilities. Another limitation is the exclusion of other potential influencing factors such as cultural differences which may play a role in communication effectiveness.

It is recommended that the expansion of the sample to encompass other public service sectors such as healthcare or education would facilitate a more comprehensive understanding of language needs in public organizations. It is recommended that future studies include objective methods of assessment. Further research might explore the role of digital tools such as real-time translation applications or language learning platforms to assist in overcoming communication barriers in the public service sectors.

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