

## **Guidelines for Development of English Communicative Skills of Traders in Special Economic Zone (SEZ), Mueang District, Mukdahan Province <sup>1</sup>**

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### **Abstract**

The purposes of this mix methods research were to survey the English language needs for communication and propose guidelines for development English for communicative purposes of traders in Special Economic Zone (SEZ), Mueang district, Mukdahan province. Data were collected by administering a set of questionnaires and in-depth interview questionnaires to collect quantitative data along with conducting in-depth interview to gain qualitative data consisting of open-ended information offsetting the weakness of quantitative data. The results revealed that a majority had inadequate English skills. The first three English contents that were mostly needed were giving information about products and services, negotiating and bargaining; while, listening and speaking skills for negotiating and bargaining prices were considered the most important. In addition, it was required encouragement from the government organizations to provide professional training for the trading operation, afford multimedia for English learning, and increase the cooperation network with other organization or universities to be a guest lecturer to teach English communicative skills for professional purposes.

**Keywords:** English communicative skills; Special Economic Zone

### **Significance of the study**

Association of Southeast Asian Nations (ASEAN) charter article 34 clearly states that “The working language of ASEAN shall be English”. In addition to national languages and dialects, all populations and citizens in ASEAN must communicate in English. This is implemented not only in government officers for international affairs, meeting, and communicating but also in all private sectors for business that must use English as a mutual medium for communication. As a civilized world which spread throughout the world having no any barrier and limitless in geography and culture, it is essential for people to travel across countries for seeking additional knowledge, business, and work or even searching for a better opportunity for life. For this reason, English plays a very essential role as a medium of communication for ASEAN citizens in the next century (Ornwimon, 2012)

In addition, Pandamrongsathit, (2013) supports that English is one of the most essential language utilized as a medium of communication and widely taught in schools around the world. It is an international language. In the current context, the influence of globalization and modern technology have made the world narrower, and countries focus on teaching and learning English for various purposes, especially for business. Furthermore, as a universal language, it is not only used as an official language in many countries but also for communication, commerce, cultural exchanges, education, travel, and business. , it is undeniable that English plays a very important roles in various purposes especially in hotel business which requires a good command of English

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skills to welcome customers. A personnel with good English skills seems to gain more opportunities at work.

In the past decades, Thailand made efforts to increase the use of English in schools according to the policy in 1995, for students to learn English as a foreign language when they entered elementary school, later announced the use of the English language curriculum in 1996 including the promotion to open international schools and English program schools in accordance with the Ministry of Education curriculum that encouraged the use of English as the medium in classroom instruction. However, the policy did not meet preferable result especially in the provincial areas.

Countries that give priority to language learning tends to have more opportunities and advantages than other countries. It is also accepted that proper language education is more likely to be employed in foreign companies and given more supports from international organization than people with no language skills. It can be seen that many companies require personnel or job applicants who can communicate in English fluently and intellectually.

For this reason, English is used more globally than any other language. Teaching and learning English in countries using English as a second or foreign language (ESL/EFL) has improved continuously in order that learners can communicate in appropriate situations as well as their first language like a natural learning. That is to say that there is no need to put emphasis on grammar or language structures at the beginning but focusing on participating and engaging in language learning environments This practice helps learners improve language skills naturally.

In addition to basic language skills which doesn't mean speakers can only be able to interact, ultimate goals for communicative skills is the ability to use the language to exchange information, narrate situations, give opinion, and analyze a specific topics meaningfully and intellectually

It is noticeable that, after joining the ASEAN Community, Thailand has encouraged all levels of education institution to improve their English proficiency. The ministry of education promotes English language to be instructed at kindergarten level by proficient teachers. Additionally, the office of the higher education commission requires all higher education institutions to measure students' English proficiency before graduation as well as academic personnel. This is because the educational institution play an important role in promoting the country's potentiality in terms of communicative skills. Therefore, there are several research conducting to improve learning English in EFL classes, including explore problems and obstacles of English learning, examine the need analysis for English use in various contexts. For these reasons, Thailand has a great adaption to use English for communication in a specific context needed especially in the provinces that tends to use English to communicate for commercial purposes with people in neighboring countries. Mukdahan is one of provinces across the country targeted to set up Special Economic Zone (SEZ) in line with the military government's development policy adopted in 2014. The junta places high hopes on the model's ability to stimulate Thailand's struggling economy and advance its regional integration. In addition, this province has been promoted to be Industrial Estate (IE), Export Processing Zone (EPZ), Bonded Warehouse (BW), Duty Free Shop (DFS) or Free Trade Zone (FTZ), Duty Free Port), and Special Border Economic Zone: SBEZ. Therefore, English communication skills seem to be considered one of the most important key roles for business operation.

To achieve aims, understanding the contexts which require English for communication should be taken into consideration in order to be beneficial for English language learning.

Although prior studies have explored problems and obstacles of English learning, examined the need for English use in various contexts in practice to my knowledge little research has been conducted. The purposes of this research are to survey the English language needs for communication and propose guidelines for development English for communicative purposes of traders in Special Economic Zone (SEZ), Mueang district, Mukdahan province.

## Literature reviews

In this century, there is no hesitation that process of learning and teaching in Thailand focuses on student-centered or child-centered instruction which is accepted to be applied in classes as well as teacher-centered. In the same fashion, English language teaching and learning has adopted this instruction in classes. Primarily, Methitham & Chamcharatsri (2011), Hilado-Deita (n.d) discussed the role of English in Thailand as a medium of communication with westerners when they brought new technological advances and education to Thailand. It was introduced to Thai people by missionaries who attempted to propagate a new religion to Thai. Next decade, English was widely recognized when Thai students went for further education in Europe and America. English was accepted in Thai society and education. In 1921, it was, during the reign of the King Rama VI, announced to be the Compulsory Education Act of 1921, which stated that English was a mandatory subject in the national curriculum for students beyond Grade 4 (Methitham & Chamcharatsri, 2011). This seems to be the beginning of teaching and learning English as a foreign language in Thailand.

Learning and teaching English as a foreign language or a second language (ESL/EFL) has improved continuously, and plays a significant role as it is a developing country. A major transition in terms of business, education, science, and technological progress required adequate proficiency in English. In Thailand, the English language learning/teaching methodologies which are well-known and has been adopting in Thai EFL/ESL classes are:, for example, Grammar Translation – the classical method; Direct Method – discovering the importance of speaking; Audio - lingualism – the first modern methodology; Communicative Language Teaching – the modern standard method; Structural Approach - teaching language as a complex of grammatical rules; the Silent Way - the aim of the teacher is to say as little as possible; and Community Language Learning - this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning (Willis, 1990). The researcher will discuss details of the four main language learning/teaching methodologies which widely applied in Thai class as follows:

The grammar–translation method, a traditional approach, is a method of teaching foreign languages derived from the classical teaching methodology of Greek and Latin. In grammar–translation classes, students are encourage to learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. The two main goals of this methodology is: to enable students to read and translate literature written in the source language, and to further students' general intellectual development. Students who are advanced and can manipulate word effectively may be required to translate whole texts word-for-word (Cavajal, 2013; Richards & Rodgers, 2014)

The direct method of teaching, which is well-known as the natural method, and is specially used in teaching EFL/ESL classes. This approach encourages students not to use the learners' native language and uses only the target language in class. This way of language teaching is proposed in contrasts with the grammar–translation method and other traditional approaches, as well as with C.J. Dodson's bilingual method (Bussmann, 1996). In general, teaching focuses on



the development of oral skills. Characteristic features of the direct method are: 1) teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials; 2) teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language); 3) centrality of spoken language (including a native-like pronunciation); and 4) focus on question-answer patterns.

The audio-lingual method is a style of teaching methodology used in ESL/EFL class, based on behaviorist theory which assumes that humans could be trained through a system of reinforcement. The correct use of an appropriate behavior or teaching would receive positive feedback while incorrect use of that trait would receive negative feedback (Pavlov, 1904; (Baker, 2001; Butzkamm 2009; Nagaraj; 2005 Larsen, 2000). This approach to language learning seems to be similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar (Cavajal, 2013; Richards & Rodgers, 2014; Bussmann, 1996)

Communicative language teaching (CLT) seems to be a modern foreign language teaching approach which focus on language skills that enable the learner to communicate effectively and appropriately in the various situations. Richards and Rodgers (2014) described CLT as an approach rather than a method, since it represents a philosophy of teaching that is based on communicative language use. Supported by many linguists and language teachers, CLT put emphasis on functional concepts and communicative competence, rather than grammatical structures, as central to teaching. Communicative Language Teaching is most often defined as a list of general principles or features. One of the most recognized of these lists is (David Nunan's, 1991; Banciu & Jireghie, 2012) five features of Communicative Language Teaching:

a) an emphasis on learning to communicate through interaction in the target language; b) the introduction of authentic texts into the learning situation, c) the provision of opportunities for learners to focus, not only on language but also on the learning management process; d) the enhancement of the learner's own personal experiences as important contributing elements to classroom learning; e) An attempt to link classroom language learning with language activities outside the classroom.

These features are claimed by practitioners of Communicative Language Teaching to show that they are essential for a new second/foreign language learner and can meet the needs and requirements of their learners, and connect the language lessons taught in their class and used in the real situation outside classroom. Although, the definition of CLT given is broad, any teaching practice that helps students develop their communicative competence in an authentic context is considered an acceptable and beneficial form of instruction (Banciu & Jireghie, 2012)

A key concept of CLT is the process by which people can communicate in a meaningful way in an attempt to create shared understanding. It is through communication that collaboration and cooperation occur. Communication is the articulation of sending a message, through different media whether it be verbal or nonverbal, so long as a being transmits a thought, provoking idea, gesture or action. It is considered several types of communication: verbal (by means of language, dialogue) and non-verbal communication can be used and applied to achieve goals of communication (Banciu & Jireghie, 2012). In addition, Communicative Language Teaching – CLT is considered to be the connection of linguistic knowledge, language skill, and



communicative ability to absorb how to use the given language for communicative purposes (Canale & Swain, 1980; Widdowson, 1978; Savignon, 1982).

In Thailand, most Thai learners learn English as a foreign language (EFL). However, Thais encounter many problems in learning English because of the limitations like native language for learning which affect their communicative ability. Therefore, it has been using a variety of teaching methodologies that may help, support, and encourage their students to develop their understanding of English and improve their communication skills. CLT is one such method employed in the English language classroom that expect students to be fluent in English.

In the age of communication play a significant role for living, business, education, and so on, Thailand encourage the study of English in universities in order to meet the Common European Framework of Reference for Languages (CEFR) announced in the policy of upgrading the standard of English proficiency in 28 April, 2016 by the office of higher education commission which requires that students must pass the English proficiency testing by the institution before graduating. In addition, according to Association of Southeast Asian Nations (ASEAN) charter article 34 “The working language of ASEAN shall be English”, people are encourage to learn English for communication. There were numeral research that study the problems and obstacles in English learning, the need of English language for Thai people in both private and public sections, government organization and business sectors.

The study of the requirement of foreign language of Buddhist temples in Bangkok (Dechawong & Komarathat, 2014) revealed that foreign languages were needed in the temples relating to how to tell the direction, giving signs, providing the details of the places and activities including signing for the rules and regulation in temple visit. The study on investigated the possibility of organizing a short English training course for staff working in the tourism industry in Khon Kaen province (Phiriyasil, 2014) showed that tourist industry employees required to develop the use of English for daily communication such as welcoming visitors and giving information on tourist attractions which were consistent with previous studies which found that; the use of language to give information on tourist attractions and other related areas are closely related to the contents of English for Tourism Course (Wanichanugorn, 2009); and the participants’ comment on the need for using English in real situations supporting the trend of ‘hands-on-education’ (Kirtikara 2009) in the context of English for Specific Purposes (ESP).

Moreover, the research conducting on needs of English using for staff in hotel business enterprises in order to discover the development of English appropriated for the needs of staff. The results showed that from four skills of using English, staff used speaking for the most and writing for the least. Speaking was used to communicate with customers whereas the less used of speaking was with colleagues. Most of them encountered different problems of four English skills: grammatical correctness for speaking and writing, speed for listening, and vocabulary meaning for reading (Pandamrongsathit, 2013). Petcharat’s (2011) survey supported the study of Phirayasil (2014) and Pandamrongsathit (2013) that the English skills that were mostly required to be improved by offshore petroleum crews were speaking and listening skills.

In addition, the results on the needs of Kiriwong People to Study English for Tourism Business (Opasruttanakorn, Buddharat & Tongkhundum, 2006) revealed that most of the Kiriwong people needed to learn general English related to their village contexts, listening and speaking skills were most needed, while the most needed functions are greeting, introducing and welcoming guests, and asking and giving information.





There also has no boundary and limitation in English language uses, Srisueb & Wasanasomsithi (2010) investigate a need of English as a third language in Islamic religion school in Narathiwat Province. The result significantly revealed that students needed to develop language skills, especially speaking and reading. They also showed positive attitudes towards learning English as a third language.

However, although there are many researches promoting the teaching of English, students in the Thailand's context of still face problems and obstacles in using English. The problems and obstacles that affect the development of English proficiency are anxiety and fear when speaking English including vocabulary use, lack of opportunities to use English in the real situations, and adequately training (Ritthirat & Jiramanee (2015).

As can be seen from the studies, English is unavoidable in this modern world, essential for civilized communities, and plays a very important role in business sector. The results the researches are one of the key guidelines leading to English improvement which is considered an international language in order that meet the requirement of the communities, and prepare people in the next generation to support economic development in the region and modern world.

### **Research methodology**

This research on "Guidelines for Development of English Communicative Skills of Traders in Special Economic Zone, Mueang District, Mukdahan Province" employed mixed methods research by utilizing questionnaires to collect quantitative data along with conducting in-depth interview to gain qualitative data consisting of open-ended information offsetting the weakness of quantitative data. The populations were the 107 traders including wholesalers and resellers who vend agricultural products, consumer products, clothes, ceramics, and electronic and electric appliances in special economic zone, Mueang district, Mukdahan province. Those populations included 63 traders in Indo-China market at Sri Bun Rueang sub – district, five traders in Kam Ahuan sub - district, eight traders in Na Sri Nuan sub - district, 12 traders in Bang Sai Yai sub - district, and 19 traders in Mukdahan sub – district, selling products at OTOP centers (source: chairpersons of traders and vendor in Indo-China Market and OTOP centers date 30 January, 2017).

The sample size was 85 samples, as calculated by using the population formula of YAMANE (1973 cited in Akakul, 2000). The researcher administered a set of questionnaires to collect data by applying convenience sampling; 73 questionnaires were answered and returned by the respondents who were opening in the day of data gathering, representing 85.88%.

Research instruments used in this research were questionnaires and interviewing forms. The preparation processes were as follows: 1) studying the concept of the necessity of using English for communication, 2) defining the purposes, the contents of questionnaire, 3) creating a set of questionnaires which included checking the completeness of the questions, reviewing language uses, and clarifying directions in questionnaires, 4) questionnaires and interviewing form were reviewed, revised, and improved by experts; finally 5) the cronbach's alpha coefficient for reliability of the questionnaires was .90.

Primary survey- data needed to be analyzed on quantity and quality of data used in the research were collected by administering a set of questionnaires, concerning the demand for using English for communication for business purposes- consisted of three sections. The information in the questionnaire included: section 1) status of the respondents and checking lists; section 2) a survey on demanding for the development of English communicative skills relating to the contents

of English; section 3) ranking the need for the development of English communicative skills relating to the English language skills, and section 4) guidelines proposed by the traders and vendors for the development of English communicative skills for the traders and vendors in in special economic zone, Mueang district, Mukdahan province. The questionnaires distributed were provided in five rating scale. The meaning for each scale were as follows; 5 = the most, 4 = much, 3 = neutral, 2 = less, and 1 = the least. Finally, the researchers interviewed chairpersons and representatives, not prefer to be named and recorded, of the traders/vendors who volunteered to participate in order to obtain the data and information in depth to support the data collected from the questionnaires.

The descriptive statistics basically employed to analyze quantitative data were percentage, mean, and standard deviation.

### Research results

The results of the study revealed that a majority of the traders and vendors in special economic zones of Mukdahan province received education under bachelor degree (77.9%), bachelor degree was 14.3%, and higher than bachelor degree was only 2.6%. 23 percent of the traders and vendors sell apparels, souvenir products (13.3%), silver products and fashion clothes (13%). They have launched business more than 15 years (37.7), and 11-15 years (27%).

Noticeably, a great number of the traders defined their English skills at a weak level (37.7%) and very weak (33.8%). In addition, 83 percent of the respondents importantly indicated that their English skills were inadequate for effective communication for business purposes; whereas, 81.8% of their customers speak English as their first language.

Table 1: Need for development of English communicative skills in “contents

The Need for “Contents”		Mean	SD
1	Self-introduction	3.67	1.23
2	Offering helps for purchasers/tourists	3.78	1.37
3	Correspondences on phone	3.59	1.37
4	Telling direction	3.68	1.34
5	Giving information of products/services	3.82	1.33
6	Making a business appointment	3.58	1.44
7	Bargaining and negotiating	3.81	1.33
8	Persuading Communication	3.70	1.45
9	Cultural communication	3.59	1.44
10	Business presentation	3.55	1.45
Total		3.68	1.25

As shown in table 1, totally, the need of English contents for communication was at a much level (mean = 3.68). The first three contents that were mostly needed by the traders in the area were giving information about products and services (mean = 3.82), negotiating and bargaining product’s prices (mean = 3.81), and offering helps for the purchasers and tourists (mean = 3.78), while the business presentation showed the lowest mean (3.55).

Table 2.1: The need for the development of communication relating to the English language listening and speaking “skills”

Needs for English “skills”		Listening		Speaking	
		M	S.D	M	S.D
1	Self-introduction	3.95	1.29	4.00	1.21
2	Offering helps for purchasers/tourists	4.08	1.22	4.08	1.26
3	Correspondences on phone	3.82	1.40	3.86	1.36
4	Telling direction	3.97	1.23	3.99	1.23
5	Giving information of products/services	4.08	1.22	4.07	1.07
6	Making a business appointment	3.93	1.31	3.97	1.32
7	Bargaining and negotiating	4.16	1.15	4.11	1.20
8	Persuading Communication	4.12	1.20	4.00	1.26
9	Cultural communication	3.90	1.31	3.95	1.29
10	Business presentation	4.00	1.26	3.96	1.31
Total		4.00	1.16	4.00	1.19

Table 2.2: The need for the development of communication relating to the English language reading and writing “skills”

Needs for English “skills”		Reading		Writing	
		M	S.D	M	S.D
1	Self-introduction	3.34	1.05	3.33	1.01
2	Offering helps for purchasers/tourists	3.44	1.06	3.42	1.07
3	Correspondences on phone	3.30	1.13	3.26	1.10
4	Telling direction	3.42	1.10	3.38	1.06
5	Giving information of products /services	3.36	1.12	3.42	1.10
6	Making a business appointment	3.42	1.18	3.41	1.15
7	Bargaining and negotiating	3.42	1.14	3.44	1.14
8	Persuading Communication	3.42	1.14	3.41	1.14
9	Cultural communication	3.33	1.10	3.41	1.11
10	Business presentation	3.38	1.18	3.37	1.12
Total		3.38	1.06	3.39	1.06



The statistics in both table 2.1 and 2.2 indicated that the English skills that were mostly needed by the trader were English listening and speaking skills. The statistics importantly showed that both skills were at a much level (mean = 4.00), writing (3.39), and reading (3.38) respectively.

When considering separately, the listening skill for bargaining and negotiating was considered the most importance (mean = 4.16), persuading buyers or tourists to buy the products (4.12), and offering helps and give information about the products (4.08) respectively. In consistent with listening skill, speaking skill for bargaining and negotiating was the most need (mean = 4.11). Different from listening skill, the speaking skill about offering helps (4.08) came before giving information about the product (mean = 4.07).

It should be noted that reading and writing skills that were demanded by the traders were lower than listening and speaking skills. The need for the development of communication relating to the English language skills was in consistent with listening and speaking skills.

However, they were at much level as shown in the table above. The respondents may hesitate whether reading and writing skills are important for them or not because both skills, in fact, are not used in the contexts that the traders are bargaining or negotiating the product's prices or giving information about the products.

For this reason, they consider listening and speaking skills are essential for them because they can bargain or negotiate the prices of products or giving information simultaneously.

Table 3: Guidelines proposed by the traders and vendors for the development of English communicative skills for the traders

Guidelines proposed by respondents; the government/relevant organizations should		M	S.D
1	Provide activities encouraging traders to realize importance of English.	3.77	1.34
2	Set up a modern-learning center and self-learning center to improve listening, speaking, reading and writing skills for traders.	3.79	1.30
3	Provide project encouraging traders to improve English skills continuously.	3.86	1.20
4	Enhance and provide channel for English education.	3.92	1.22
5	Make English guidebooks for business communication in various situations.	3.92	1.28
6	Increase the cooperation network with other organization or universities to be a guest lecturer to teach English communicative skills for professional purposes.	3.93	1.26
7	Provide projects for Development of the English language skills and professional training for the trading operation.	3.96	1.25
8	Purchase learning medias for business communication via local/digital television.	3.96	1.19
9	Increase cooperation network with international organizations for education exchanges.	3.90	1.26
10	Allocate budget for English language development projects	3.92	1.27
Total		3.96	1.19

Table 3 showed the most important information in this study on Guidelines for development of English communicative skills of traders/vendors in Special Economic Zone, Mueang District, Mukdahan Province. As shown in the table, the guidelines proposed by the traders statistically showed almost at a much level at mean of 3.96. In third three aspects which

were considered to be important, samples' opinion proposed to be useful guidelines for English skill development noticeably showed that they required encouragement from the government organizations and relevant organizations to provide projects for Development of the English language skills and professional training for the trading operation and afford multimedia for English language learning for business communication via local television pregame (mean = 3.96).

In addition, government organizations in the province should increase the cooperation network with other organizations or universities to be a guest lecturer to teach English communicative skills for professional purposes (mean = 3.93). Finally, to develop English communicative skills in the areas of special economic zones in Mukdahan province, it was proposed that government should allocate budget for English language development projects, make English guidebooks for communication in various situations as shown in table 1 and 2, and provide opportunity and increase channels for education in order that they can learn and improve their English skills and knowledge (mean = 3.92).

### **Conclusion and discussion**

The results found in this research clearly implied that in this civilized and modern world, English skills are play a very important role for communication in various contexts especially for business purposes. It revealed that listening and speaking skills are the two most important skills, writing, and reading respectively. The findings support the previous studies on needs of English using for staff in hotel business enterprises in order to discover the development of English appropriated for the needs of staff. The results revealed that from four skills of using English, staff used speaking for the most and writing for the least. Speaking was used to communicate with customers whereas the less used of speaking was with colleagues. Moreover, Petcharat's (2011) survey also supported the study of Phirayasil (2014) and Pandamrongsathit (2013) that the English skills that were mostly required to be improved by offshore petroleum crews were speaking and listening skills. In addition, the results on the needs of Kiriwong People to Study English for Tourism Business (Opasruttanakorn,; Buddharat & Tongkhundum,(2006) revealed that most of the Kiriwong people needed to learn general English related to their village contexts, listening and speaking skills were most needed, while the most needed functions are greeting, introducing and welcoming guests, and asking and giving information.

In this research, the respondents put more emphasis on communicative skills than the contents of English. That is to say, they require speaking and listening skills in order that they can communicate with customers effectively how to bargain and negotiate product's prices, give information about the products or even persuade customers or tourists to buy the products, offer helps, and give information about the products.

Importantly, the guidelines for the development of English communicative skills proposed by the respondents significantly indicate that communicative skills in English are essential for their business operations because sometimes they cannot communicate with customers effectively.

More importantly, they need a good relationship from the government organizations or authorized persons to create cooperation between government and people, traders, and vendors in the special economic zone. The guideline proposed by the samples statistically showed that they require encouragement from the government organizations and relevant organizations to provide projects for Development of the English language skills and professional training for the trading operation and afford multimedia for English language learning for business communication via

local television pregame. Furthermore, government organizations in the province should increase the cooperation network with other organizations or universities to be a guest lecturer to teach English communicative skills for professional purposes. Finally, to develop English communicative skills in the areas of special economic zones in Mukdahan province, it was proposed that government should allocate budget for English language development projects, make English guidebooks for communication in various situations as shown in table 1 and 2, and provide opportunities and increase channels for education in order that they can learn and improve their English skills and knowledge. In fact, the qualitative data for depth interview given by the traders' representative revealed that there has been rarely any relationship and cooperation from the government organizations or authorized agencies. It seems that special economic zones (SEZ) is only for large industrial and manufactural sectors to strengthen economic system in the country, but leave behind the small business sectors within the area.

In brief, the English for communication is considered one of the key important tools that can support and promote business achievement in this modern world.

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