

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

English for Communication: Strategy for Human Resource Development in the Borderless World

Dr. Kritaya Sukprasert

Instructor, Provincial Police Training Center Region 7, Thailand

Napas Namjaitrong

Squad Leader, Provincial Police Training Center Region 7, Thailand

Nichaphat Jitjarasamphan

English Language Specialist, Center for International Education A&D, Thailand

Abstract:

The skill of English for communication of the personnel is important to enhance the performance of human resources, especially English listening-speaking skill in the countries where English is not native language. Therefore, the practice of listening skill is the first priority because listening leads to the understanding of meaning and the capability to communicate by using other skills, for example, speaking with the facial expression or gesture can help listeners understand better. In addition, good English listening-speaking skill supports the understanding from communication among personnel, and also enhances the work efficiency. Therefore, the enhancement of English listening-speaking for communication is beneficial to personnel who are eager to learn and use language for communication in addition to the native language, which adds value for life. Moreover, it is one of specific human resource development strategies to suit the trend or direction of the organization's growth; thereby, it is one of the procedures to increase the competitiveness and survival of organization.

Keywords: English for communication, strategy, human resource development, borderless world

1. Introduction

The borderless world is the era that technology takes a role in communication. The innovation has been developed to support the communication due to the changes of form and method; so that there are various and rapid communication channels; thereby, people can overcome the space and time barriers (Damjub, 2017). In addition, this influences the internationalization in the form of cross-border relations, which reduces obstacles and limits. Moreover, the process of publication, exchange and broadcast of news among people around the world become wider; and this connects people from different parts of the world (Naipinit, Kroeksakul and Promsaka Na Sakolnakorn, 2014).

The convenience in moving workforce resource or free trade enables a large number of foreigners to work in many organizations in Thailand. At the same time, Thai workforce also increasingly traveled to work abroad. The variety of nationalities, from the workers to the executives of the organization, affects the diversity of culture of living together and using language. Therefore, the personnel have to sharpen their language skills, especially English language for communication in order to create understanding about the culture of each nation and the vision of world community (Bumrungrkit, 2015; Thongpan, 2016; Pinyokul and Avakiat, 2017). This is relevant to the problem of hotel business operation in Pathumthani province of Thailand that the personnel in this kind of business used English speaking skills in working the most; however, they faced problems about grammar, word limitation, being afraid of speaking wrongly, and a lack of confidence in pronunciation (Pandumrongsathit, 2013). Accordingly, the problem of English communication problems of receptionists at hotels in Nan province of Thailand was found that the receptionists encountered problems in listening to the foreign customers to analyze their requests, listening to the complexed sentence, the slang words and different accent (Chaichana, Cheawchan and Thongnen, 2017). Furthermore, the study of Yomyao (2018) also found that professional nurses working in medium and large hospitals met problems when communicating with foreign service recipients who spoke quickly, thus they could not catch the words. The professional nurses also lacked knowledge about grammar, vocabulary and familiarity with foreigners' accents.

The first-priority strategy to develop the personnel's skills is the English listening-speaking skill which is the mostly-used common language, being defined as the international language (Bumrungrkit, 2015). Many countries used English as the common language for communication, including Thailand and ASEAN. The contact in all regions of the world, from the individual level, the organization level and the national level, uses English for communication; for example, English speaking for communicating between the executives and customers, among operational employees while working and among colleagues to ensure smooth operation (Sillapee, 2016).

The necessity of the development of English communication skills enables many business organizations to use English skills as the criteria to select personnel to work, and as the tool for operation of the involved departments. The

organization also organized the English training for internal employees or encouraged them to study by themselves by that the company is willing to pay for enhancing personnel performance (Rungsibobirak and Kaewsawan, 2017). These changes challenge the human resources to renew their mindset for working to be in accordance with the context of business management and organizations that have changed in order to increase the competitiveness and the sustainable survival (Noe et al., 2012). Therefore, the organization prefers the personnel who have knowledge, capability and fluency in English communication. The capability to communicate in English does not only fulfil people's qualification, but also enables them to achieve their goal or succeed in their work (Makkhana, 2013). Thus, the personnel who love to get advance should enhance the English communication in order to create their own work opportunity.

2. Human Resource Development in the Era of Borderless World

At present, most organizations in Thailand are facing the challenges of change, especially in terms of workforce, such as differences of each employee in the organization in terms of age, work experience, skills and expertise in work, and capability to use foreign languages, particularly English which is a universal language used to communicate with people around the world.

These changes enable the organization to adapt and search for new ways of working to strengthen and increase competitiveness sustainably. In order to response to such changes, human resource managers must change the way of personnel management by using proactive human resource management practices which contain attracting high-potential employees to join the work, developing the human resources, caring and keeping the personnel, creating the employee engagement and managing the change (Thongpan, 2016).

In addition, the human resources development in digital era should integrate between the perspective of looking to the past and foreseeing the future. The development by looking to the past is to look back at the past of each person and then plan to develop each person according to what happened in the past. The manager has to know in what way each person must be developed. Regarding development by foreseeing the future, the personnel development plan is established by analyzing from the target, the corporate vision and the pattern of organizational growth in the next 3-5 years; and then synthesize and analyze that the organization must use personnel with which characteristics in the work. These would be used in planning to develop the existing personnel to have knowledge, skills, competences, and be ready to really create future works for the organization (Chuanwan, 2016). This is relevant to the findings from literature review about mindset that training is to develop the human resources to develop the organization, by adding knowledge in the science related to the organization, including the technology knowledge to be able to use and further the development of the employees themselves (Thonggumnerd, 2017). This is also in accordance with the direction of human resources development in the 21st century in the dimension of skills and capability. Thai people in new generation must contain the skills of creative thinking, communication, foreign language, information technology usage, including the social skills, professional skills, emotional skills and good-management skills. This means when entering the era of borderless world, there is a demand of new types of workforce; thereby, the workforce has to adapt themselves to be quality employees, to have knowledge and capability, to be able to indicate the development direction, to know themselves, to know the world, to have competences to adapt themselves to be able to live in the society in every age of life (Thongjuea and Thummak, 2017; Akkarathitipong, 2018).

In conclusion, the human resources development in the era of borderless world is the age of challenge of the organization to recruit personnel who have knowledge and capability in working, to enhance the competitiveness and specific competency to suit the organization growth. At the same time, the personnel themselves must be eager to learn, to sharpen the skills in various fields to increase the work performance. One of these necessary skills is foreign language skills due to the reason that in case the personnel can learn and use other language for communication, in addition to their mother language, this helps add life value.

3. The Principles of English Language for Communication

The use of English for communication in terms of listening and speaking skills is an important skill in communication. The successful listening requires the audience to understand the meaning, including what the speaker wants to convey to the listener in that situation. The speech will be effective when the speaker uses correct accent and words, including sentence structure, grammar, as well as proper use of gesture language in order that the interlocutor can understand the meaning of that message.

3.1. The Skills of Listening for Communication

The language learning of human begins with listening and mimicking the sound that is heard. It can be said that listening is the beginning of language learning skills and is a process that involves understanding. Widdowson (1983) said that the difference between "hearing" and "listening" was that hearing means the capability to understand one sentence by that the listener will select to remember the message that relates or meets the purpose of that hearing; while listening means the capability of listener to connect the unit of language to become the sentence or message to be understood its meaning. In addition, Rixon (1986) described that hearing and listening were different; hearing is to distinguish the sound at the basic step, while listening is the action with intention to understand the meaning by using the language knowledge and existing experience to interpret the meaning.

The listening skills are extremely important because it is the first skills in recognizing human language and is also the skills that helps develop learning in other skills. Listening for comprehension is the skills relating to linguistic units, caused by the listener choosing to listen to the text and interpreting it as being heard or according to the situation being

seen in order to explain what will happen next or to understand the purpose of speaker. This is a very complicated process, where the listener uses existing language knowledge to replace the missing information. The understanding of languages was related to 2 types of knowledge, which were the linguistic knowledge and non-linguistic knowledge, including knowledge about subject, context and general knowledge (Richards and Platt, 1992; Mendelsohn and Rubin, 1995; Buck, 2001). The key skills for listening for comprehension consisted of 3 skills: 1) perception skills – the capability to distinguish the sound being heard into words, 2) analysis skills – the capability to distinguish the grammatical form of the sound being heard, and 3) synthesis skills – the capability to connect the meaning of language to the tone and gesture of speaker by using the existing experience of listener (Rost, 1991). Regarding the capability of listening for comprehension, Nicholas (1988) presented its 3 components, which were 1) linguistic competence, consisting of sounds, vocabulary and structure; 2) knowledge of the world – the more listeners have a basis or knowledge about what the speaker said, the more they can understand that information, and 3) familiarity with the subject of discussion – being familiar with the message, the listener will understand the story more than the message that the listener has never been familiar with before.

Regarding the level of listening capability, Finocchiaro (1989) divided it into 6 levels: 1) the listener has a series of undifferentiated noises, 2) the listener can distinguish the features of the sound system, 3) the listener can distinguish the basic grammatical elements, 4) the listener can percept the complicated language components from clues indicating grammatical relationship, 5) the listener can understand the phrase being heard, and 6) listeners can use the understanding gained from listening to connect to the rules of the language, the redundancy of the language being heard and other elements of the language combining together to interpret the message more clearly. Moreover, Goh (2002) presented 5 level of listening: 1) listening for analyzing is to classify what is heard which is the fundamental aim, 2) listening for understanding is listening to understand information which creates the basis of listening for problem solving, criticism and appreciation, 3) listening for problem solving is to give an opportunity to speak through problems, 4) listening for criticism is to assess the information, and 5) listening for appreciation aims at being happy through work and experience with others.

3.2 .The Skills of Speaking for Communication

The speaking, as a language behavior, is to voice in language to convey the knowledge, thoughts, feelings or needs of the speaker to the listener until it is understood. Therefore, the speaker must choose the correct expression of the language which suits the popularity and is accepted from the native speaker. The pronunciation and intonation, including using facial expressions help express the meaning of the message that the speaker wants to send (Valette, 1977; Finocchiaro and Brumfit, 1983). Consequently, the speaker needs to have these 4 speaking capabilities: 1) grammatical competence helps the speaker understand and use language correctly according to the structure, 2) discourse competence means that the speaker manage the role of conversation by changing the role in speaking and linking the conversation smoothly, 3) sociolinguistic competence means that the speaker can use the verbal words at the right place and time and also make a conversation to create social relationship, and 4) strategic competence means that the speaker can solve the problems during the communication with various methods to convey the message to the listener (Canale and Swain, 1980). At the end of 19th century, Carroll (1980) presented 9 orders of speaking competence: 1) Non-Speaker, 2) Intermittent Speaker, 3) Extremely Limited Speaker – often speaking with mistake, and understanding only some parts of conversation, 4) Marginal Speaker – being able to interact in conversation but unable to lead it to the end, 5) Modest Speaker – being able to convey the main idea of the conversation but still with grammatical error, 6) Competent Speaker – being able to talk about the topic, begin, follow and change the story, still having some pauses, 7) Good Speaker – being able to tell the story clearly and reasonably but not fluently, 8) Very Good Non-Native Speaker – being able to discuss effectively, lead the conversation and expand the meaning if necessary, showing good humor and interact with appropriate tone and gesture, and 9) Expert Speaker – being able to speak like the native speaker. It can be seen that speaking is the complicated skills. Harris (1990) presented 5 components of speaking competence, which all have its own assessment criteria. 1) Pronunciation: the criteria vary from the pronunciation that cannot make the listener understand to the level that the speaker can pronounce as well as the native speaker. 2) Grammar: the criteria vary from the level that cannot be understood by using the wrong grammar to the level that speakers can correct the use of grammar correctly. 3) Vocabulary: the criteria vary from the level of not knowing words to the level that the speaker can use the vocabulary, phrases and idioms equivalent to native speakers. 4) Fluency: the criteria vary from the level that the speaker has to stop talking during the conversation for a long time making the listener not understand to the level that can speak fluently as well as the native speaker. 5) Comprehension: the criteria vary from the level that not able to use English to send messages or convey meaning to the audience to the level that the speaker can communicate to all listeners without any problems.

From the concepts of English listening-speaking skills for communication, presented by various scholars, the writer can summarize that the English listening-speaking skills is primarily important to develop the human resources in the era of borderless world, especially the populations in the non-native speaker countries. It is due to the reason that they cannot understand what being heard; thereby, they cannot communicate successfully. Therefore, the strategies of human resources development with English listening-speaking skills for communication will help enhance the competence of personnel at all level in the organization and also increase the work efficiency.

4. The Strategy of Human Resources Development with English for Communication

In order to survive through the era of borderless world and to achieve the competitive advantage, developing the human resources to have skills of English for communication is the strategy that really suits the current situation. From reviewing the literatures in the past, it was found that many organizations prioritized the enhancement of English listening and speaking skills for personnel, as follows; Durga (2018) studied about the need of English language skills for employment opportunities. The results show that English is indispensable to use at workplace and the primary prerequisite qualification for employment. English proficiency is a key factor for employment success and advancement. The four major skills of language learning, listening, speaking, reading and writing provide a platform for the learners to polish their proficiency in English. In order to acquire language proficiency job-aspirants have to study the rules of such a language—labeled as grammar, phonology, morphology, syntax and lexicon. So, the activities are suggested for learning practice. Practice of the language Skills: learners should undergo practicing the four language skills-LSRW to be fluent, proficient and accurate in English language. The four major skills of language learning, listening, speaking, reading and writing provide a platform for the learners to hone their proficiency in the language well. Pronunciation: English is an unphonetic language and the sounds of English are not uniform. English language doesn't have one-to-one relationship between the letters of the alphabet and the sounds they represent. The 26 letters of English alphabet represent 44 sounds in the Received Pronunciation of England (R.P), a variety of speech. Learners are advised to practice the sounds of English using phonetics or IPA symbols. The vocabulary means a number of words that one knows how to use. English has the largest vocabulary of any language. Vocabulary knowledge is the single most important area of language proficiency. English vocabulary is complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words. Learners ought to acquire the word-power such as: word roots, word formation, prefixes and suffixes, synonyms and antonyms, homonyms, homophones, homographs, study of word origin, one-word substitutes, idioms and phrases, collocations, analogy, words often misspelt-confused/misused, business vocabulary, technical vocabulary. Grammar: English is a difficult language with complicated grammar rules to master. Grammar constitutes the rules and framework, changing the form of words and joining them into sentences. If there are no rules, or if everybody follows their own rules, it creates problems in communication for everyone. Thus, we can finalize grammar is an important factor to learn a new language. Thus, the rubrics of grammar, such as usage of parts of speech, auxiliary verbs, use of articles and word order for the expression of complex tenses, aspect and mood, as well as passive constructions, conditional sentences interrogatives, etc. are necessary for those who desire to master over the language and to enhance the proficiency level.

Piamsai (2017) studied about an investigation of Thai learners' needs of English language use for intensive English course development. The results show that the courses that learners who sought intensive English courses needed cover all English language skills, namely speaking, listening, reading and writing. All groups needed the same language skills, but in different contexts (studies or work). Their needs were mainly based on their intention to improve their English either for work or higher studies, and on the requirements for them to gain proficiency test scores. The content of each course should cover the skills that learners can use in everyday life such as giving information, reading for the main idea, and conversational skills. The courses offered do not have to be for a single skill. Integrated skills, for example, listening and speaking, can be taught in a conversation course. Recommendations for a language institute are to offer courses that focus on English skills for academic purposes and for work, and to run examination preparation courses. The skills to be taught should include listening for the main idea and for conversational purposes, reading for the main idea and summary, speaking for conversational purposes and giving information, and writing for giving information. Choosing experienced and knowledgeable English native speaker teachers or Thai teachers should be taken into account as qualified teachers are an important criterion prospective that participants use when enrolling in a language program. In this case, technology can be used to support teaching and learning. Moreover, to attract more learners, a language institute might incorporate the use of technology in teaching.

Nuemaihom (2017) studied about need analysis of English for specific purposes (ESP) for 7-eleven employees: a case study in Buriram Province. The results show that 50 employees working at ten 7-Eleven stores needed to practice speaking and listening skills more than other English skills. Regarding the teaching materials, most of them needed an English brochure or booklet together with a CD of English dialogues. Nine ESP topics were needed by the sample: greetings, polite refusal, asking for customers' needs, asking for product and price, telling price and exchange rate, paying and changing, asking for and offering help, asking customers to repeat, and thanking and saying goodbye. Moreover, they also needed to have a 30-hour training workshop. Based on the research findings of this study, some suggestions were 1) The English course designed for the employees of 7-Eleven should be based on the results found in this research, covering nine topics. 2) The instructional materials for this group should be developed in line with their needs, thus a brochure or booklet together with an English CD are recommended. 3) A 30-hour English training workshop should be organized for them. 4) The results obtained from this research could be utilized by a company or institute, who provides public services, in order to use the English course including these nine ESP English topics for training their employees. And 5) Further studies on need analysis of ESP topics for different professionals such as bankers, lawyers, or taxi drivers, etc. should be conducted.

Pandey and Pandey (2014) studied about better English for better employment opportunities. The results show that enhanced communication skills in English can result to not only an improved social life, but also better job opportunities in the future. From job interviews to the actual professional world, communication skills are very crucial, and being proficient in English means being able to communicate clearly and effectively. Even companies that offer jobs not involving office work require applicants to take an English language proficiency test. Not being skillful in English does

not mean that one will not succeed in the professional world, but having sufficient knowledge of language and skills needed for one's job will definitely help one fare well in any profession. English language plays a vital role in shaping one's personality. Starting from academia to industry, the necessity of English is inevitable. The need of the hour is to have certain modifications in the education system which will address needs of the changing economy and take suitable measures at providing mandatory training in communicative English to have youngsters gainfully employed. This will ultimately benefit all the stakeholders, industry, government and economy by increasing the productivity and resulting in a higher GDP of the nation.

Jeharsae (2012) studied about English oral communication problems and strategies used by Thai employees in an international workplace to communicate with both native and non-native English-speaking customers. The results show that Thai employees communicating with native English-speaking customers had problems with (a) listening comprehension and (b) grammar usage. Conversely, Thai employees communicating with non-native English-speaking customers had a variety of problems with (a) listening comprehension, (b) grammar usage, (c) fluency, (d) accents, (e) producing word stress misplacement, (f) cultural awareness, and (g) quality of voice. The results also showed that the major common oral communication strategies used by both groups of employees were (a) asking customers directly of what they did not get, (b) making clarification requests, (c) paraphrasing, and (d) generalization. Moreover, it was found that there was no significant difference between the strategies used by both groups of employees. Some recommendations for further studies were 1) in order to gain more reliable information, further studies should be conducted to collect customers' feedback so that the data can be compared. 2) A qualitative study using real recorded scripts of the communication between the customer-service employees and customers should be conducted in order to obtain in-depth data and more reliable information. And 3) Further studies should be conducted with larger samples and a larger variety of international organizations so that the results will be more generalized.

Bobanovic and Grzinic (2011) studied about the importance of English language skills in the tourism sector: A comparative study of students/employees' perceptions in Croatia. The results show some predictable similarities among the two sample groups, such as Internet being the most used media in communicating in English language. It is not a surprising fact, since Internet has become such a huge source of easily accessible information. Students use it for finding demanding data that is sometimes not available in Croatian language or in libraries. Tourist agency employees use it for a quick, cheap and easy communication with business partners all over the world, as well as a handy source of information. The obstacles in using English language are not very different among the two sample groups since most of the interviewed people see the idiomatic phrases and slang as the biggest problem in their communication. Public media such as TV, broadcasting, and widely spread mass culture has had a significant influence on both sample groups. The main differences noticed in this research are the motives for using English language. The tourist agency employees mostly use English language for business purposes, which was the expected answer. Students use it predominantly for fun and entertainment. It seems that a great deal of students' knowledge of the English language is due to fun and entertainment, which is a valuable support to the formal education. However, there is a potential danger that could undermine the academic knowledge which is crucial for the future entrepreneurs, bankers, accountants, i.e. business generation of present and future global economy.

Witch aiyutphong (2011) studied about English barriers for Thai employees working in an international setting, a study at Thomson Reuters Company in Thailand. The results show that all respondents (100%) consistently considered learning English as an important obligation for career development as good English skill will enable them to work more efficiently. They were convinced that good English proficiency is one of the criteria for job promotion in most companies. Most of them have regular interaction with foreigners in the company. Regarding listening problems, from the findings, most respondents perceived different English accents and pronunciation as barriers that block them from effective communication. The inability to understand technical terms, and idiomatic expressions or colloquialisms critically blocked their communication. Interestingly, the result reveals that more than half of the respondents had a tendency to translate what they heard into Thai and always think of the response in Thai before they respond in English. Regarding speaking problems, the overall results confirmed that most respondents admitted that they do speak English fluently or do not have confidence when they have to speak English. The biggest part of the problem includes the inability to select the right words or present the information in a good order, grammar usage and pronunciation problems. Additionally, approximately half of respondents had to translate their thoughts from Thai to English when they speak and were nervous when having to speak English. Regarding cultural problems, although Thais have improved a lot in reducing cultural gaps in order to be able to work more effectively in an international setting, one of the problems that seem to be difficult for Thais to overcome is the courage to express their thoughts, especially with people who are in a higher position. The result reveals more than two third of the respondents felt nervous when having to speak to a person at the management level, likewise, half of the respondents felt very uncomfortable being asked to speak up in a meeting.

Boonkit (2010) studied about enhancing the development of speaking skills for non-native speakers of English. The results show that building up confidence in speaking to an audience was mainly reported as a factor that strengthened speaking performance. The tasks based on speaking for special communication in a variety of situations designed into the course also helped participants to prepare for speaking, and once each speaking task was well-prepared, this preparation became an effective strategy to minimize anxiety, and thus maximize speaking confidence. When speaking English in an EFL context was taken into consideration, it was not surprising that the study revealed that confidence played an important role. In addition, Strengths of speaking performance found in this study included a wide variety of real-world topics, when a broad range of vocabulary was employed; however, weaknesses were found in the pronunciation and grammatical structure of the sentences. Errors of word stress and the final sounds of some English words were categorized as

weaknesses in this study. Another weakness was the use of incorrect tenses. The study found that freedom of topic selection encouraged the participants to feel comfortable and motivated to speak, and definitely maximized speaking confidence. The wide range of vocabulary relating to the selected topics automatically increased and activated the EFL learners' English lexicon. The pronunciation, especially word stress, final sounds such as /z/ and /s/, and grammatical structure seemed to be common weaknesses in Thai students' English performance. Suggestions for speaking improvement for EFL learners mainly covered listening skills, which included listening to music, watching movies, and frequent practice of listening and speaking skills from multimedia websites. The task-based learning design in this qualitative action research could be applied to promote a particular skill or integrated-skill pedagogy in EFL/ESL and other language learning contexts.

The analysis of data from the literature review from both domestic and international sources show that English language skills are inevitably necessary, especially the listening-speaking skills which are required more than other skills. For some occupations, English language is compared to an important burden for developing the job in addition to the daily life. Regarding the new-generation entrepreneurs, English language is important to establish the business in present and in the future. By the way, the English listening-speaking skills are still the problems for Thai people in the aspects of lacking knowledge about grammar, vocabulary, conversation skills of each occupation, pronunciation and accent, which leads to a lack of confidence in speaking. The recommendations from the researches in the past were that the personnel should be prepared for English speaking, should select the appropriate words, arrange the information in order, be eager to practice, and have self-confidence. The personnel who have good English skills will be able to have more opportunity for being employed and more advancement at work. They can succeed in being promoted to higher work position, and in obtaining better personal and social life.

Accordingly, the researcher realized that the enhancement of English language for communication is an important strategy to develop the human resources in the era of borderless world, which can respond to the need of public sector, private sector and also help increase the productivity of the economic section.

5. Conclusion

In the context of borderless world, we might see changes of organization management in various aspects, especially the human resources, as one type of capital of the organization, which can be upgraded by training, increasing knowledge and proficiency, practicing various skills. The specific human resource development to suit trends or directions of organization's growth is a process to increase the competitiveness and survival of the organization. The important point of self-adaptation in the aspect of human resource is such as the aspect of workforce. Nowadays, the workforce in the department of production and service provision are replaced by machine and technology. The trend of industrial system will reduce the employment rate of operational workforce in order to save cost; while the skilled workers are still in demand and not enough. In addition, there is more labor migration between countries; people from many nations work together in the same organization; this leads to the diversity of language and culture. Therefore, the communication by using the international language, which is English, is necessary to create a good relationship in the individual and organization level. The personnel who have good English listening-speaking skills will have good understanding in working, contacting, and communicating with external people.

Therefore, English listening-speaking skill for communication is a strategy to develop the human resources, which is suitable to the direction of changes, especially the communicative skill that the non-native listeners can understand. The personnel must be always eager to learn and practice the English language usage in order to generate the language skills in the aspects of sentence structure, grammar, vocabulary, accent, and the fluency in English communication. At the same time, the organization should prioritize the development of English language skills to suit the personnel in each level; thereby, the personnel should be encouraged to use and practice English language through book, CD, movies, music and multimedia technology.

Thus, the development of English language for communication under the support of organization including the concentration and commitment to practice of the personnel can generate a good achievement to use language correctly and appropriately with temperament. It affects the personnel to be able to use English listening-speaking skill as the native speakers. It is unique outstanding skill that can be carried out wherever you go. In addition to adding value and competency to gain the opportunity of work success, the personnel are also the valuable capital of organization.

6. References

- i. Akkarathitpong, C. (2018). Human Resource Development in the Era of Thailand 4.0. *Management Science Review*, 20(1), 99-107.
- ii. Bobanovic, K.M., and Grzinic, J. (2011). The importance of English language skills in the tourism sector: A comparative study of students/employees' perceptions in Croatia. *Journal of Tourism, Culture and Territorial Development*, 2(4), 10-23.
- iii. Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia Social and Behavioral Sciences*, 2, 1305-1309.
- iv. Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University.
- v. Bumrungrkit, O. (2015). *Communicative Strategies Used by Secondary School Students: a Case Study of SatitUdomseuksa School, Chon Buri Province*. Master of Arts (English for Communication), Burapha University.

- vi. Canale, M. and Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1), 1–47.
- vii. Carroll, B. J. (1980). *Testing Communicative Performance*. Oxford: Pergamon.
- viii. Chaichana, M., Cheawchan, S. and Thongnen, S. (2017). *English Communication Problems of Receptionists at Hotels in Nan in Foreign Tourists' Perspective*. Document for 9th RMUTs International Conference (Creative RMUT and Sustainable Innovation for Thailand 4.0), 321-328.
- ix. Chuanwan, K. (2016). Human resource development role for operational efficiency in the digital age. *Nidtep's Journals*. Retrieve from <http://ejournal.nidtep.go.th/PDF/pdf/5b3087a292c1b.pdf>
- x. Damjub, W. (2017). Digital Communication. *Interdisciplinary Sripatum Chonburi Journal*, 3(1), 46-50.
- xi. Durga, V.S.S. (2018). The need of English language skills for employment opportunities. *Journal of Research Scholars and Professionals of English Language Teaching*, 7(2), 1-5.
- xii. Finocchiaro, M. (1989). *English as a Second/ Foreign Language: From Theory to Practice* (4th ed.) New Jersey: Prentice–Hall.
- xiii. Finocchiaro, M. and Brumfit, C. (1983). *The Functional–Notional Approach from Theory to Practice*. Oxford: Oxford University.
- xiv. Goh, S. C. (2002). Managing effective knowledge transfer: an integrative framework and some practice implications. *Journal of Knowledge Management*, 6(1), 23-30.
- xv. Harris, D. P. (1990). *Testing English as a Second Language*. New York: McGraw–Hill.
- xvi. Jeharsae, F. (2012). *English oral communication problems and strategies used by Thai employees in an international workplace to communicate with native and non-native English-speaking customers*. Master of Arts in English, Srinakharinwirot University.
- xvii. Makkhana, U. (2013). *A Development of English-Speaking Skills of English for Everyday Use Course for Industrial Management Students, Wang Klailangwon Campus*. Rajamangala University of Technology Rattanakosin.
- xviii. Mendelsohn, D., and Rubin, J. (1995). *A Guide for The Teaching of Second Language Listening*. San Diego, GA: Domini.
- xix. Naipinit, A., Kroeksakul, P. and Promsaka Na Sakolnakorn, T. (2014). Adjustment under Globalization. *SKRU Academic Journal*, 7(1), 1-12.
- xx. Nicholas, L. N. (1988). Teaching Listening Comprehension. *English Teaching Forum*, 26, 19–22.
- xxi. Noe, R. A., Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (2012). *Human Resource Management: Gaining a Competitive Advantage*. (8th ed.). New York: McGraw-Hill/ Irwin.
- xxii. Nuemaihom, A. (2017). Need analysis of English for specific purposes (ESP) for 7-eleven employees: a case study in Buriram Province. *Research and Development Journal SuanSunandha Rajabhat University*, 9(1), 96-104.
- xxiii. Pandey, M. and Pandey, P. (2014). Better English for better employment opportunities. International Journal of Multidisciplinary Approach and Studies. *International Journal of Multidisciplinary Approach and Studies*, 1(4), 93-100.
- xxiv. Pandumrongsathit, S. (2013). Needs of English using for staff in hotel business enterprises in Pathumthani province. *Pathumthani University Academic Journal*, 5(1), 29-38.
- xxv. Piamsai, C. (2017). An investigation of Thai learners' needs of English language use for intensive English course development. *Pasaaparitat Journal*, 32, 63-97.
- xxvi. Pinyokul, K. and Avakiat, S. (2017). Competency development model of commercial pilot in Thailand. *Sripatum Review of Humanities and Social Sciences*, 17(1), 54-61.
- xxvii. Richards, J. and Platt, J. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. Essex: Longman.
- xxviii. Rixon, S. (1986). *Developing Listening Skills: Essential Language Teaching Series*. London: Macmillan.
- xxix. Rost, M. (1991). *Listening in Action*. New Jersey: Prentice–Hall.
- xxx. Rungsibobirak, K. and Kaewsawan, C. (2017). Thai Personnel Development in English Skills at Company A. *Journal of Graduate School of Commerce-Burapha Review*, 12(1), 74-82.
- xxxi. Sillapee, T. (2016). *The English-Speaking Development for Civil engineers: A Case Study in a Private Construction Company*. 3rd National Academic Conference and Research Presentation, Step into the 2nd decade: integrating research, Use knowledge, To sustainability. 17th June 2016. Nakhon Ratchasima College.
- xxxii. Thonggumnerd, S. (2017). *The Human Resource Management in Thailand 4.0*. Personal research, Royal Thai Army War College.
- xxxiii. Thongjuea, T. and Thummake, P. (2017). The guidelines for human resource development in the 21st century according to educational dimension. *Journal of MCU Peace Studies*, 5(3), 389-403.
- xxxiv. Thongpan, S. (2016). Proactive HR in the changing era. *Journal of Graduate Studies Valaya Alongkorn Rajabhat University*, 10(3), 245-258.
- xxxv. Valette, R. M. (1977). *Modern Language Testing*. New York: Harcourt Brace Jovanovich.
- xxxvi. Widdowson, H. G. (1983). *Teaching language as communication*. Oxford: Oxford University Press.
- xxxvii. Witchaiyutphong, K. (2011). *English barriers for Thai employees working in an international setting, a study at Thomson Reuters company in Thailand*. Master of Arts in English for Careers, Thammasat University.
- xxxviii. Yomyao, A. (2018). The Essential English Skills Using Problem for Professional Nurses Working in the Medium and the Large Hospitals in Chiang Rai Province. *APHEIT Journals*, 23(2), 56-66.