THE LANGUAGE NEEDS ANALYSIS ON ENGLISH SPEAKING SKILL OF THE ADMISTRATIVE CLERKS IN A RAJABHAT UNIVERSITY IN BANGKOK.

Asst. Prof. Dr. Duangkamol Thitivesa[*], **Asst. Prof. Dr. Yananda Siraphatthada**[**],
Asst. Prof. Dr. Wanwimon Mekwimon Kingkaew[***] **& Jirawan Yimwan**[****]
[*, ****]*The Faculty of Education, Suan Sunandha Rajabhat University, Bangkok, Thailand,*
[**] *College of Innovation Management, Suan Sunandha Rajabhat University,*
Bangkok, Thailand,
[***] *College of Allied Health Sciences, Suan Sunandha Rajabhat University,*
Bangkok, Thailand,
E-Mail: [*]*duangkamol.th@ssru.ac.th,* [**]*yananda.si @ssru.ac.th,* [***]*wanwimon.me@ssru.ac.th,*
[****]*jirawan.yi@ssru.ac.th*

ABSTRACT

Administrative clerks play a crucial role as the main coordinators in organizations. Communicative skills, speaking in particularly, was crucial for their career. The purposes of the study were to explore communicative situations, in which English speaking was employed as part of their work performance, to investigate their English-speaking problems and needs for the skill improvement, and to determine the scope of topic for developing administrative clerks' English speaking skill for administrative work. The sampling groups included administrative clerks working for deans in the faculties of Education in a Rajabhat Universities. The sampling group was purposively selected based on the their responsibilities of administrative clerks. The study tool included semi-structured in-depth interviews asking the sampling group about communicative situations, in which English speaking was employed, and English-speaking problems and needs for the skill improvement. The verbal accounts of the sampling group was compared for contrast and similarity of the data elicited from the sampling group. Using more than one data set assuring the validity of the research results, the study reported that there were communicative situations in which English speaking skill was in need for work accomplishment. Problems on pronunciation, structures at sentence level, as well as conversational exchange between two or more people was reported as language area that needed attention and improvement.

Keywords: English speaking teaching; English for administrative clerks; Rajabhat University

INTRODUCTION

At present, in most organizations, administrative clerks play a crucial role in organizations' human resources (Stevens, 1993)[1]. Tutar (2002) shows a administrative clerk as an important person who provides communication support and acts as a communication link between people. Currently, administrative clerks have become much more important than typists like in the past. They are a person who works as an executive administrative assistant, help their executives with many routine jobs and some particularized tasks. A administrative clerk is an essential business partner omnipresent in almost every type of organization that helps employers or executives to complete their responsibilities[2]. In the view of Jennings (1981), executives handle problems, develop policies, make decisions, plan and organize for future operations. Effective administrative clerks must use their expertise to assist their executives. Therefore, there are a number of routine duties that administrative clerks must be able to perform. The duties of a administrative clerk usually depend on the

responsibility of their employers or executives and the nature of the organization. The routine duties and tasks for administrative clerk are reading, checking spelling, and analyzing incoming documents such as memoranda, letters, reports, contracts, minutes of meetings, and others. The administrative clerks not only open, categorize, and distribute correspondence, including posts, faxes, and emails but they also prepare and reply to correspondences, including posts, faxes, and emails[3]. Moreover, Sorting, filing, and destroying corporate documents in the correct way are parts their duties. One of their main duties is performing basic of office duties such as answering phone calls, ordering supplies, sharing information, dealing with other people. Greeting and entertaining customers or visitors. Besides, the administrative clerks prepare, manage, and maintain schedules for executives. Making arrangements for appointments and meetings of management team, board, committee and others is one of their important responsibility. Furthermore, the duties of administrative clerks are include collecting data, analyzing, conducting research, and preparing documents and presentations for meetings and attending meetings as well(Target jobs, 2015) [4]

According to Nunan (1988) defines that during the 1970s, needs analysis procedures were first used in language planning. While such procedures had a long tradition in other areas of mature learning, their use in language teaching became widespread with their adoption and espousal by The Council of Europe s" modern language project. In the Council of Europe s documents, needs analysis was used as the" initial process for the specification of behavioral objectives. It was from these objectives that more detailed aspects of the syllabus, such as functions, notions, topics, lexis and structural exponents were derived[5]. White (1988), needs analysis procedure in the field of language teaching was first used by Michael West in a survey report published in 1926.[6] Needs Analysis is regarded with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language program. It may focus either on the general parameters of a language program as well as societal expectations or on especial needs. (Richard & Rogers, 1986)[7] Needs Analysis is the use of surveys and interviews to identify both general and specific problems experienced by a purpose group, usually by comparing what exists with what would be preferred, and potential solutions to those problems. (Lawrence et al, 1991; Helen Basturkmen, 2010)[8] Needs analysis is an investigation, in light of specification of the tasks. A learner or group of learners will be required to perform in the target language needed to be learnt in order to bring about proficiency in these particular tasks relevant to their works. The results of needs analysis can be used to determine suitable teaching techniques (Brumfit & Roberts, 1987). [9] To retrain language skill of the workers, curriculum development for onsite workshop needs to be designed to fit specific contexts. [10]

Suan Sunandha Rajabhat University was established in 1940, Suan Sunandha Rajabhat University is a non-profit public higher education institution located in the rural setting of the metropolis of Bangkok. Officially accredited and/or recognized by the Ministry of Education, Thailand, Suan Sunandha Rajabhat University (SSRU) is a large coeducational higher education institution. Suan Sunandha Rajabhat University (SSRU) offers courses and programs leading to officially recognized higher education degrees such as bachelor's degrees, master's degrees, doctorate degrees in several areas of study. This 79 years old higher-education institution has a selective admission policy based on entrance examinations and students' past academic record and grades. The admission rate range is 20-30% making this Thai higher education organization a very selective institution. International applicants are eligible to apply for enrollment. In bachelor degree at Suan Sunandha Rajabhat University has thirteen faculties consisted of Faculty of Education, Faculty of Industrial Technology, Faculty of Humanities and Social, Faculty of Science and Technology, Faculty of Arts,

Faculty of Management Science, Nurse and Health College, International College, College of Innovation and Management, Film, Performing Arts, and New Media College, Faculty of Applied Health Science, College of logistics and supply chain, and Faculty of Management Science. (UniRank. 2019). [11] One of them that is faculty of Education was invited to participate in the study via the recommendation of the Faculty Dean of Education and the researcher's supervisor. In the faculty of Education, it has the administrative clerks who are crucial roles in propelling the faculty. This study aims to explore communicative situations, in which English speaking was employed as part of their work in the mentioned faculty, to investigate their English-speaking problems and needs for the skill improvement, and to determine the scope of topic for developing administrative clerks' English speaking skill for administrative work. The data gained from the administrative clerks will be selected to identify the scope of topic for administrative work improvement.

OBJECTIVE

1. To explore communicative situations, in which English speaking was employed as part of the administrative clerks' work performance
2. To investigate the administrative clerks' English-speaking problems and needs for skill improvement
3. To determine the scope of topic for developing administrative clerks' English speaking skill for administrative work

METHODOLOGY

This study utilized semi-structured in-depth interviews. The interview for administrative clerks was designed to explore communicative situations, in which English speaking was employed as part of their work performance, to investigate their English-speaking problems and needs for the skill improvement. Employing the interviews as a main data collection, I was able to gain more information by having asked them semi-structured questions. In these interviews, I asked a number of supplementary questions and guided the interviewees to provide insight on the themes of the study. Some of the interview questions were based on the participants' answers in the questionnaires, which allowed the researcher to explore more in-depth information to best answer the research questions.

A. Participants

One-group Post-Test Only design was used in this study with the purpose to explore communicative situations, in which English speaking was employed as part of the administrative clerks' work performance, to investigate their English-speaking problems and needs for skill improvement, and to determine the scope of topic for developing administrative clerks' English speaking skill for administrative work. The two data sets from interviews about communicative situations and problems and needs for speaking skill improvement was used as a data for identify the scope of topic for administrative work improvement. Three administrative clerks working in faculty of Education in a Rajabhat University were invited to participate in this study during a period of two days a week for two weeks.

B. Research instruments

The study tools included semi-structured in-depth interviews were developed to be used with the group of the sampling: administrative clerks. The interview was developed to elicit perceptions on use of language in working context, as well as problems and needs for skill

improvement. Details of verbal accounts were categorized in rows and columns to find the scope of topic for administrative work improvement.

The interview questions for the administrative clerks included nine questions as follows:

1. How have you been working in this position?

2. What are the duties or responsibilities in your position?

3. Do you use English in your duties? If you use what are the skills that you use? If not when you need to use what are those skill? (listening, speaking, reading, and writing)

4. Have you ever participated in English speaking training? If you had participated, which topic and which organization?

5. Do you have any problems for your English speaking skills improvement? What are they?

6. Which topic of duty in item (2) that you want to be trained?

7. How long of the training do you want?

8. Do you want a foreign trainer in English speaking training?

C. Data collection procedure

Close-ended and open-ended questions were developed based on a review of researches relevant to English for administrative clerk. The interview's questions were piloted with five persons, who has been working as administrative clerks in the faculty of Education. Their comments were followed, and the question lists were edited as advice. The question lists were used in the study interview as planned. The data collection methods and procedures used in the current study is as follows:

a) The researcher writes a letter for asking permission to run this study. Then the permission letter is sent to faculty of Education in a Rajabhat university to participate in this study.

b) Next, the researcher contacts to five administrative clerks to inform the objectives of this study, asks for permission and makes appointment to interview. Then the administrative clerks are interviewed according to appointment. Finally, the interview is noted and published.

The data obtained from semi-structured interview were analyzed by qualitative content analysis.

RESULTS

The results of the study are presented according to the research objectives. The participants were five administrative clerks working for a faculty of Education in a Rajabhat University, Thailand. They were invited to be participated in the study. The five of them shared the common characteristics in the way that they were admin clerk working in a faculty, in which foreign lectures work for. The participants are one man and four women. The highest age of service is 15 years old and the lowest age of service is 2 years. Filing clerk, General Service Officer, Finance and Accounting Analyst, Educator, and Computer Technical Officer are all administrative clerks' positions. Their duties are organizing faculty meetings in faculty, preparing personnel salary, managing students' register, answering question and giving advice to visitor, and managing or fixing computer system.

Table 1
Using English in working situation

Interviewee	Communicative situations in the faculty	Topic content for English speaking skill improvement
Interviewee A	Meeting arrangement, asking foreign and Thai lecturer to join the meeting	Invitation and informing detail (Day, date, place and related detail)
Interviewee B	Typing the English name of the personnel	Phonetic comparison from Thai to English to spell English name of personnel.
Interviewee C	Answering and giving advice to visitors (Thai and foreign lecturers, and students)	Giving information and details
Interviewee D	Managing and giving advice about computer system to foreign lecturer	Giving information and details
Interviewee E	Contacting with foreign lecturer	Giving information and details

From table 1 illustrated topic content for English speaking skill improvement that analyzed from communicative situations in the faculty. All interviewees' positions compose of Filing clerk, General Service Officer, Finance and Accounting Analyst, Educator, and Computer Technical Officer that relevant to document finding, corresponding, communicating particularly speaking with foreign lecturers. The communicative situation in which they speak English were giving information and details, invitation and informing detail (Day, date, place and related detail), and phonetic comparison from Thai to English. A situation reported above were most used by all five respondents.

Table 2
Problems and needs in workplace

Interviewee	Problems and Needs	Topic content for English speaking skill improvement
Interviewee A	- contacting with foreign teachers - reading English official letter - participating in English for personnel development training program - English language problem in all 4 skills - Do not respond immediately - translated incomplete meaning	**Needs** 1. Giving information and details 2. Reading for main idea 3. Specific English training program 4. Vocabularies and sentence structure **Problems** 1.All four skills (listening, speaking, reading and writing) 2. Listening for main idea

Interviewee	Problems and Needs	Topic content for English speaking skill improvement
Interviewee B	- Applying writing skill when conduct research - speaking skill is applied to present the research - participating in performing duties training program - Do not use in daily life - problem is writing skill - Attending research presentation skills training program	**Needs** 1. Academic article writing skill 2. Academic article presentation skill **Problems** 1. English speaking skill in workplace 2. English speaking confidence
Interviewee C	- Giving advice and detail about sending grade to foreign lecturer - Attend training programs about topic - some misunderstanding gaps - understanding the lesson but cannot do the real TOEIC test	**Needs** 1. Giving information and details 2. Giving information and details **Problems** 1. Giving information and details 2. Listening for main idea
Interviewee D	- participating in training for the TOEIC test - giving advice to foreign lecturer about computer system - Do not use in daily life - Reading the directions in English	**Needs** 1. English for operation 2. Giving information and details **Problems** 1. Reading for main idea
Interviewee E	- contacting with foreign teachers - misunderstanding while listening and do not respond immediately	**Needs** 1. Giving information and details **Problems** 1. Listening for main idea

From table 2 illustrated topic content for English speaking skill improvement that analyzed from problems and needs of administrative clerk. Problems were discussed in the following aspects; listening for main idea, giving information and details, English speaking skill in workplace, all four skills (listening, speaking, reading and writing), reading for main idea, and English speaking confidence. Needs were also discussed in the aspects of giving information and details, reading for main idea, specific English training program, vocabularies and sentence structure, academic article writing and presentation skill, and English for operation. In giving information and details topic was the most frequently cited in problems and needs of administrative clerks.

Table 3
The scopes of topic for developing administrative clerks' English speaking skill for administrative work

Topics for developing administrative clerks' English speaking skill
Invitation and informing detail (Day, date, place and related detail)
Giving information and details
Academic article presentation
Phonetic comparison from Thai to English to spell English name of personnel.
Reading for main idea
Listening for main idea
Academic article writing skill
English speaking confidence

From table 3 showed the scope of topic for developing administrative clerks' English speaking skill for administrative work. The scopes can divide into four skills. Another one of scope is not skill; it is self confidence in language learning. The four skills are speaking, listening, reading and writing. The speaking skill includes invitation and informing detail (day, date, place and related detail), academic article presentation, and giving information and details. The reading skill covers phonetic comparison from Thai to English to spell English name of personnel, and reading for main idea. The listening skill composes of listening for main idea. The last, writing skill consists of academic article writing skill. However, self-confident development English speaking skill should be cooperated in the entire topic mentioned.

CONCLUSION AND FUTURE WORK

In this section, the results of the empirical study are discussed as they related to the research question posed. Findings are considered and followed by a discussion of the implications related to theory and pedagogy from the current literatures. The section concludes with possible directions for future studies.

A. Conclusion

Most Thai administrative clerks' duties related to Thai language but still concerned English communication. The skill that the samplings recognize for their duties is giving convenience to foreign lecturer by using speaking and reading skills. The samplings have limited in their language uses. They want to develop English to be used in workplace. The topic to be used for developing in which English speaking skill for these administrative clerks are invitation and informing detail, giving information and details, academic article presentation, and phonetic comparison from Thai to English. The findings of the study may serve as information for policy makers' decision and consideration for the job training to enhance their skills.

B. Future work

The recommendations for further study based on the findings and the conclusion of this study are as follows:

a) In light of the fact that the questions in this study focused on many aspects, future research should focus on fewer points so that more in-depth information can be obtained.

b) This study only focused on the administrative clerks. Further study on similar topics may be conducted with people in different career fields.

ACKNOWLEDGEMENTS

REFERENCES

[1] Stevens, M. A. 1993. Merriam Webster's Secretarial Handbook (3rd ed.). Library of Congress Cataloging: Merriam-Webster, Inc.

[2] Tutar, H. 2002. YöneticiSekreterliği (2nd ed.). Ankara: Nobel Pub.

[3] Jenning, L. M. 1981. Secretarial and General Office Procedures. New Jersey: Prentice-Hall.

[4] Target jobs. 2015. Secretary: job description. URL: http://www.Targetjobs.co.uk.

[5] Nunan, D, 1988. The learner-centered curriculum. Cambridge: Cambridge University Press.

[6] White, R. 1988. The ELT curriculum, Oxford, Basil Blackwell.

[7] Richard, J.C. & Rogers, T.S. 1986. Approaches and Methods in language teaching. Cambridge: Cambridge University Press.

[8] Lawrence, R.F., Carle, H.B., Paul, G.F., & Gary, L.K. 1991 Investigation communication: An introduction to research method. Jersey city: Prentice Hall, Inc.

[9] Brumfit, C.J. & Roberts, J.T. 1987. An Introduction to language and language learning with comprehensive glossary of terms. London: Batsfords Academic and Education.

[10] Siraphatthada P. (2017), "The Participatory Development of Management Model for the Cooperative of Public Hired Vehicles ", Suan Sunandha Rajabhat Research, Vol. 3, No. 6, Pp. 8.

[11] UniRank. 2019. Suan Sunandha Rajabhat University Overview. URL: https://www.4icu.org/reviews/12314.htm Lawrence, R.F., Carle, H.B., Paul, G.F., & Gary, L.K. 1991 Investigation communication: An introduction to research method. Jersey city: Prentice Hall, Inc.