



**ความต้องการและปัญหาในการสื่อสารภาษาอังกฤษ
ของอาสาสมัครนานาชาติที่ค่ายอาสาต่างประเทศ**

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**เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ**

มกราคม 2562

ลิขสิทธิ์เป็นของมหาวิทยาลัยราชภัฏบุรีรัมย์



**NEEDS AND PROBLEMS IN ENGLISH COMMUNICATION
OF INTERNATIONAL VOLUNTEERS
AT WORK CAMP OVERSEAS**

Kanchaya Apinandhasrithanat

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**

January 2019

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ชื่อเรื่อง	ความต้องการและปัญหาในการสื่อสารภาษาอังกฤษของ อาสาสมัครนานาชาติที่ค่ายอาสาต่างประเทศ		
ผู้วิจัย	กัญจน์ชญญา อภินันท์ศรีธนะข		
ที่ปรึกษาวิทยานิพนธ์	ผู้ช่วยศาสตราจารย์ ดร. คำกักรภาพ อินทะนุ	อินทะนุ	ปรึกษาหลัก
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ปริญญา	ศิลปศาสตรมหาบัณฑิต	สาขาวิชา	ภาษาอังกฤษ
สถานศึกษา	มหาวิทยาลัยราชภัฏบุรีรัมย์	ปีที่พิมพ์	2562

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อสำรวจความต้องการและปัญหาในการสื่อสารภาษาอังกฤษของอาสาสมัครนานาชาติในที่ทำงานในค่ายอาสาต่างประเทศ การสำรวจครั้งนี้มุ่งเน้นไปที่อาสาสมัครนานาชาติจำนวน 30 คนที่ใช้การสื่อสารภาษาอังกฤษ สำหรับ การฟัง การอ่าน การพูด และการเขียนเพื่อสื่อสารกับผู้คนในการทำงาน กลุ่มตัวอย่างเป็นอาสาสมัครมาจากโครงการต่างๆ และประเทศที่แตกต่างกัน เครื่องมือที่ใช้ในการวิจัยได้แก่ แบบสอบถามที่ประกอบด้วยความต้องการและปัญหาที่อาสาสมัครต้องเผชิญในการสื่อสารภาษาอังกฤษ หลังจากนั้นนำข้อมูลมาวิเคราะห์โดยใช้สถิติ ค่าความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัยพบว่าอาสาสมัครนานาชาติมีความต้องการที่จะพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสารในการทำงานอยู่ในระดับสูง จากการวิเคราะห์สามารถจัดเรียงตามลำดับจากมากไปหาน้อยได้ดังนี้ การฟัง การเขียน การพูด และการอ่าน ตามลำดับ อนึ่ง ยังพบปัญหาในการสื่อสารภาษาอังกฤษอยู่ระดับสูง พบปัญหาทักษะการเขียนมากที่สุด รองลงมา คือ การฟัง การพูด การอ่าน ตามลำดับ

TITLE	Needs and Problems in English Communication of International Volunteers at Work Camp Overseas		
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DEGREE	Master of Arts	MAJOR	English
SCHOOL	Buriram Rajabhat University	YEAR	2019

ABSTRACT

The research aimed to survey needs and problems in English communication of international volunteers at work camp oversea. This survey focused on thirty international volunteers who have used English communication to listen, read, speak, and write to communicate with people in their routine work. They came from different voluntary projects and countries. The research instrument employed in the study was a set of questionnaires which comprised of the needs and problems they faced about English communication. The collected data were analyzed by using frequency, percentage, mean, and standard deviation. The finding revealed that the international volunteers need to improve English language skills in order to communicate in their routine work at a high level which can be put in order from the most to the least as follows: listening, writing, speaking and reading, respectively. In addition, they faced the problems when communicate with people at a high level in which writing skill is the most problematic, followed by listening, speaking and reading, respectively.

ACKNOWLEDGMENTS

This thesis could not have been completed without the following people who have given me support, guidance, suggestions, encouragement and assistance. Without them, I would not have had the will or where withal to complete this study.

First of all, I am particularly grateful the chairperson of my thesis committee Associate Professor Dr. Rakchanok Saengpakdeejit, for her invaluable advice as well as detailed, helpful corrections and comments on my work.

I would like to express my genuine gratitude and sincere appreciation to my major advisor, Assistant Professor Dr. Kampeeraphab Intanoo, for his unyielding and unconditional support, constant encouragement, and timely guidance. I appreciate his graciousness and patience. I also admire his commitment to academic excellence and his impressive knowledge of the field. He provides me with intellectual and academic support at all-time. I have learned not only how to be a researcher but also how to be a good teacher from him - actually he is my inspiration.

I also would like to express my heart-felt gratitude and appreciation to my helpful and effective co-advisor, Assistant Professor Dr. Nawamin Prachanant for valuable advice, enlightening comments, and encouraging words. He always finds time for my work and deals with problem in my writing, especially grammatical errors.

I am very grateful to my committee member, Assistant Professor Dr. Akkarapon Nuemaihom for always getting out of his way to help me. I would like to thank for his insight, valuable comments, and practical suggestions on my paper.

To, Assistant Professor Dr. Chookiat Jarat, Mrs. Philaiwan Suengsen and Mr. Chirawat Srisawat, my experts, I owe my deepest gratitude for their incisive comments, critical ideas, advices and encouragements. They offered proof transcribing and reading, confirmed the reliable data, showed their great concern and sincerity, and provided feedback on this thesis.

Special thanks also deliver to my participants for being extraordinarily helpful in facilitating my data collection. They are the international volunteers who gave up their time for answering the questionnaire. Furthermore, many thanks go to my friends, and colleagues at Buriram Rajabhat University for being exceptionally supportive and encouraging.

Finally, I would like to convey my deepest appreciation to my family, who always offer their unconditional love. In particular, I would like to express my gratitude to my parents, Satid and Penchan, for giving me life, bringing me up, and supporting me throughout my education. I would like to express my sincere thanks to my siblings, Chanjira and Kreangkrai for their caring and believing in my abilities. Without the support from them, I am not sure I would have been able to finish.

Kanchaya Apinandhasrithanat

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English, as an international language is learned and used in this modern world for various purposes such as business, education, service, communication etc. A part from our mother tongue, we need to have a common language which makes us able to communicate with other parts of the world. English is the most commonly used language which is known to most of the people can communicate with foreign people in the world when people different nationalities and different languages want to communicate; they commonly used the English language. English is used more widely than other languages as a means of communicating with people from other countries. As the statistics show, 80 percent of verbal exchanges in English are between non-native speakers (Gnutzman. 2000). Pakir (1999) suggests that the number of non-native English speakers triples the number of native English speakers in the world and this number will increase from 253 million to approximately 462 million during the next 50 years (Graddol. 1999). English has become the language of the world, the international language, and the first truly global language (Dulay & Krashen. 1982). English is the essential to communicate effectively and clearly.

Most of the jobs in today world are based on English. English is the language of international business, so increasingly it is just as important for businesses in native and non-native English-speaking countries, the English language skills are important

for over 95% of employers in many countries and territories where English is not an official language (Cambridge English. 2016).

English can be improved by constant usage, by watching films, reading books with high-level grammar, playing games, trying to use new words and etc. It can be improved by practice. As we know, practice makes the man perfect as well as using good pronunciation and grammar.

Volunteering became popular on college campuses in 1960s and 1970s primarily through campus-based programs that encouraged community service (Ellis. 1978). In 1984, 29% of college students volunteered for a charity organization and 40% became involved in fund-raising activities during their undergraduate years (Sargent & Sedlacek. 1990). In 1991, it has been reported that nearly two out of three incoming freshman had volunteered during the previous year (Serow. 1991).

Bringle and Hatcher (1996:1) state “a significant number of college students actively participate in extracurricular community service through student organizations, the activities of student service offices, and campus-based religious organizations”, and that many faculty, staff, and students, particularly those at urban campuses, were involved in their communities, independent of the university.

“Volunteers operate in thousands of different organizations taking on extremely varied roles and cannot be considered one large, homogenous group” (Bussell & Forbes. 2001: 245).

A volunteer is generally understood to be someone who gives a service for no direct financial compensation and involves the contribution of the individual’s time and energy under conditions of free choice (Bussell & Forbes, 2001; Cnaan et al. 1996; Gooch. 2002).

There are plenty of opportunities to improve English language skills.

Volunteering is one of choice to improve English skills through become a volunteer. As a volunteer, English communication, non-native or fluent, and with any kind of accent or background, they are almost perfectly equipped to help anyone. Volunteer can practice English skills, they don't need to buy any materials or have any training. They can just start helping people also exchange time for practice English and can learn other languages.

The communication in English becomes a necessity for international volunteers and organizations. English language proficiency, therefore, is required by many international organizations in work camp overseas. This can be seen through a glance at requirements where English communicative skills are a basic qualification for working. Volunteers come from many countries in Asia, Africa, North America, South America, Europe, and Australia. To handle projects, the volunteer need to deal with overseas volunteers in English. They have to communicate with non-native and native English speakers in their routine work. So volunteers aspiring for work in overseas need to stress upon their English and usage of it because their job depends on this simple structure.

As a graduate student with previous volunteer experience, the researcher was particularly interested in how others understood volunteering and why others participated in volunteer activities using English communication. Personally, the researcher has volunteered.

The researcher participated with Volunteer Spirit Association (VSA Thailand) which is a non-profit / non-government / peace organization that co-ordinates international voluntary project for people of all ages, cultures, religious and economic

backgrounds. The work is based on the belief that all people are capable of living together and co-operating with mutual respect and without recourse to violence to solve conflicts. Through international voluntary work it aims to give people the chance to experience this way of living whilst contributing in a useful manner to the community (VSA Thailand, 2008). The work camp is an international experience, giving to the volunteers the opportunity to meet men and women from all over the world. This is a chance to discover different cultures, ideas and to exchange experiences. Nevertheless, it is advised to learn more than one language from international volunteers

The first camp was Agape International Ecumenical Centre, its center located in Prali, Italy. The researcher was a volunteer through the summer camp for Italian kids. In terms of communication, the most spoken languages were Italian, English, German, French and Spanish. The co-workers came from different countries and many nationalities. English language was required in the camp; basic conversational skills were needed. Volunteers had worked with the Resident Group. Every Resident had a sector of which they were responsible; kitchen (preparing food), dishes (laying and cleaning the tables, dishwasher), cleaning up (WC and rooms), maintenance working, and bar tending. The camp worker used both in English and Italian. Therefore the researcher had to learn some Italian words during working. Among volunteers and resident group had organized activities to do at nights as games, and so on together. Volunteer had worked an average of 6 to 7 hours a day was required, six days a week.

The researcher had been to the second camp with SEEDS Organization in Iceland. It is located in Mýrdalshreppur - South shore; volunteers had the unique

opportunity to get to know and explore the traditional Icelandic dairy and vegetable/carrots farming. The host was a farmer's family, cultivate carrots, have cows and run a tourist accommodation. The main tasks in this project was mainly connected with the carrots cultivation; volunteers was working in the fields, harvesting carrots, removing plastic wraps, other things from the carrot beds, milked cows, and renovated building (painting) as well. English communication with other volunteers and the farm owner had required.

Next, WF102 (World Wide Friends): Aurora hunting and renovation in the East of Iceland. Volunteers had different tasks related to renovation and maintenance of the old school in the village. The work mostly took of old paint, cleaning, fixing small things, and painting. There were two leaders for the camp; leaders presented the link between the hosting community and volunteers, coordinated to work. Most of camp leaders and volunteers were from other countries and different languages. English language was an important language to communicate not only among volunteers and camp leaders but also people in the village.

The researcher had a chance to join work camps with A.C.T.O.R. Cultural Association for Theatre and Origami in Romania. Located in Bucharest, the researcher had to use English and Romanian to communicate with people, we had different tasks; the volunteer worked as a teacher in the school and taught the Romanian kids with Thai lesson: culture, language and origami, we had been to public schools, private schools, special schools and vocational schools, also volunteered in the hospital; it had four hospitals that international volunteers had to work with kids. In the hospital, volunteers were required to play and do some activities with them.

The last was with EUROWEEK in Poland; a lot of the volunteers from different continents and countries. The Euroweek program was an English camp for Polish kids who want to improve English skills. They had opportunities to use English to communicate with international volunteers from over the world. English language was required in routine work of international volunteers. The volunteers had worked every four days. The schedule standardly consists of 4 days; Opening Day, First Working Day, Trip Day, and Mission Impossible Day. In each day, kids had worked with international volunteers in different activities. The volunteers had worked more than 10 hours per day and each volunteer has 8 days of holidays. School visit was part of Euroweek volunteer work. The volunteers had to school visit; a lot of schools was requested volunteers visit and did activities with them in their school.

In each work camp, the international volunteers came from different countries, different cultures, and background and also languages, sometimes they were unable to understand each other among volunteers. Some of volunteers lack of knowledge in English vocabulary and English structure. They had different accent, according to (Andersson & Trudgill. 1990: 127) accent is a common term to describe the way in which a person pronounces a language, and because languages always have to be pronounced when speaking, everybody has an accent. However, the term accent sometimes seems to be used to describe accents that differ from the standard variety, and confused with intelligibility or comprehensibility (Munro. 2008: 196-197).

1.2 Research Objectives

1.2.1 To investigate the needs of English language use in the routine works of international volunteers at work camp overseas.

1.2.2 To explore the problem face in the routine works of international volunteers for at work camp overseas.

1.2.3 To find out activities of international volunteers frequently used to improve their English language skills.

1.3 Research Questions

1.3.1 To what extent do international volunteers need the English language skills of speaking, listening, reading, and writing in their routine works?

1.3.2 What kinds of problems are encountered by international volunteers when communicating with people?

1.4 Significance of the Study

The research findings express the needs and problems in using the English language skills of listening, speaking, reading, and writing of international volunteers at work camp overseas. In addition, the information could provide the possible consequences of the international volunteers' effect to communication. The findings will be beneficial for international volunteers who organize specific plans to improve their English language skills in the future and want to use proficient English language to communicate with people. The present study can be used as a guideline to improve English competence for volunteers in work camp.

1.5 Scope of the Study

This study concentrated on international volunteers at the work camp overseas who had to use English language skills in communicating with people in routine works. Thirty copies of the questionnaire were distributed to the international volunteers and completed questionnaires were returned to provide the information for this research. The study will emphasize the international volunteers' needs and problems for using English language skills of listening, speaking, reading, and writing.

1.6 Definitions of Terms

Definitions of the terms of this study are as follow:

1.6.1 Needs refer to the necessities of improving for using English language required by the international volunteer at work camp overseas.

1.6.2 Problems refer to the troubles or difficulties in using the English language encountered by the international volunteers when communicating in routine work.

1.6.3 English communication refers to a process to exchange information through communication by listening, reading, writing, and speaking.

1.6.4 Work Camp Overseas refer to an international camp where volunteers from different organizations and different counties who work together on voluntary projects.

1.6.5 International Volunteer refers to a person who voluntarily offered for performs a service willingly at work camp oversea.

1.6.6 Volunteering refer to any activity in which time is given freely to benefit another person, group or cause (Wilson. 2000).

1.7 Summary of the Chapter

In Chapter one, the researcher has given a description of the background to the present investigation in an attempt to put the study in context, followed by the working definitions for the present investigation. This chapter also presents a brief overview of background of volunteering and work camp experiences. Literature review will be displayed in the next chapter.

CHAPTER 2

LITERATURE REVIEW

The chapter presents the needs and problems related to English communication as experienced by the international volunteers at work camp overseas. This chapter contains the following components:

2.1 Needs

Various writers have discussed different meaning of “needs”. As Richterich (1983: 2) mentioned, “the very concept of language needs has never been clearly defined and remains at best ambiguous”. Dudley-Evans and St John (1998) have presented different concepts to define “needs” as proposed by other researchers. (Brindley. 1989: 65) stated that “what is finally established as a “need” is a matter for agreement and judgment not discovery”. Needs are important for communication that subjects have not master (Kavaliauskine & Uzaliene. 2003). Brindley (1989) points out that it is not easy to find a usable definition of “needs” in the context of second language. While, Widdowson (1981) defined needs as what people have to learn for their job requirements. According to Hutchinson and Waters (1996), language needs are divided into two types: the target needs and learning needs. The target needs focus on the use of language, divided into three subcategories: necessities, lacks and wants.

- 1) Necessities are the requirement of English language in target situations which people should know. This helps people to use English to communicate smoothly in target situations.
- 2) Lacks are what learners do not know and need improvement in

order to function effectively in target situations. 3) Wants are learners' perception about what they need and what they desire.

Robinson (1991) mentions that needs are judgments about a topic. The English language required at work is one of five aspects of English needs. It is a goal-oriented need. Professionals need English language skills because they have to use them for their routine jobs.

According to Berwick (1989), a basic definition of needs is "a gap or measurable discrepancy between a current state of affairs and a desired future state". Berwick makes a distinction between two types of needs: perceived needs and felt needs. Perceived needs can be expressed as those where the experts make judgments about the educational gaps in other people's experience, while felt needs refer to those which learners have.

McKillip (1987) states that survey is a popular method of gathering information on needs. It provides a flexible means of assessing the expectations of the target population and of other audiences to the needs analysis. In needs analysis, the use of survey is widely accepted and survey occurs in a rich variety of scope, content and length. It focuses on problems, solutions, descriptions and on forecasts. Moreover, survey of needs can generate a great deal of information; they probe attitudes and opinions as well as measure behaviors and population characteristics.

For this study, needs refer to the needs of English skills (listening, speaking, reading, and writing) in work camp overseas which is required by the international volunteers in order to perform their routine jobs. Needs as what learners do not know, want to know, and want to improve for conclude about a topic.

2.2 Needs Analysis (NA)

Needs Analysis have been defined in several ways as follows:

Michalak and Yager (1979) stated that Needs Analysis is conducted to identify the cause of the problem. Needs Analysis will be useful for the development of a training program or a total management development system.

Needs Analysis is concerned 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 specific needs (Richard & Rogers, 1986).

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 pro efficiency in these particular tasks. The results of needs analysis can be used to determine suitable teaching techniques (Brumfit & Roberts, 1987).

Needs Analysis is the use of surveys to identify both specific problems experienced by a target group, usually by comparing what exists with what would be preferred, and potential solutions to those problems (Lawrence et al. 1991).

To sum up, needs analysis describes language needs by using an analysis of a linguistic practice which characterizes the target situation.

2.3 Problems in Using English Languages

English is the essential to communicate effectively and clearly. Pakir (1999) pointed out that 1.5 billion of the 6.0 billion people in the world make use of English

to a greater or lesser extent. There are the problems that affect listening and speaking skills.

English communication is between people from different cultures, different nations, and different languages but they use English as an international language. The difference of culture and language we use to communicate can cause the communication problems or miscommunication. Therefore we need to identify what the English communication problem is in order to help us get more effective communication and reduce the communication problems.

Communication is very important to all organizations. A business cannot provide a good service if it does not communicate effectively and efficiently. A misinterpreted message can create costly delays; a poorly written report can lead to a wrong decision; confusing instructions can cause injury, the destruction of expensive equipment or the loss of an important customer. Communication errors are often expensive. English has come to be seen as one of the resources that businesses need to manage efficiently if they are to maximize competitive advantage in the market place (Erreygers & Jacobs. 2006).

In summary, English communication problem is the difficulty of the sender communicating with the receiver and trying to explain their needs and wants. All types of conflicts can cause the communication problems. Different language and different vocabulary or grammar will cause the English communication problems. The researcher wanted to find out what the English communication needs and problems of international volunteers are at work camp overseas.

2.4 English Communication

Nowadays Global English, World English and International English are established terms of worldwide use (Crystal. 1997; McArthur. 1998), and a more recent term, Euro-English, is being used to refer to European people from different language backgrounds, using English as the lingua franca of communication (McCluskey. 2002).

There are three models of communication which are one-way models, circular models and a transaction model (Shannon & Weaver. 1949); One-way model is linear process going from person A (the person who encodes the message) and ending with the person B (the receiver who decodes, or interprets, the message) code refer to (verbal, vocal, and nonverbal symbols) and channel for example, text message or telephone.

The English as an international language continues to increase as more people want to learn and use English. English is also the tool for international communication. According to Allwood (1985) explained that intercultural communication is the communication between people from different backgrounds and cultures. She also explains that it is not culture that communicates but people (possibility social institution) with different cultural background that do. The term "culture" refers to all characteristics common to a particular group of people that are learned and not given by the nature. The English language skills discussed in this part are listening, speaking, reading, and writing.

Harmer (2001; cited in Kamonwan. 2011) said that when people listen, they must use their background knowledge as they access the process of comprehension.

People who do not have background knowledge relevant to what they are hearing will find the listening task more difficult. Moreover, regular interaction in conversation will help people to communicate efficiently. There are six stages in the process of listening (Brownell, 1994; cited in Kamonwan, 2011).

1. Hearing: the response caused by sound waves stimulating the sensory receptors of the ear. The conscious act of listening begins when the listener focuses the sounds and selects what they choose to hear (Guffey, 2003; cited in Kamonwan, 2011)

2. Understanding: the act of meaningful comprehension of different sounds selected to hear. The listener must understand the intended meaning and the context assumed by the sender.

3. Remembering: the act of storing the information.

4. Interpreting: once a listener has paid attention to a sound or message, he/she begins to interpret or decode a message.

5. Evaluation: the active listener weighs the evidence, differentiates facts from opinions, and determines the presence or absence of bias or prejudice in a message.

6. Responding: this stage requires that the receiver complete the process through verbal and/or nonverbal feedback.

Hair, Friedrich and Dixon (2015; cited in Kamonwan, 2011) mention that speaking is the production in the oral mode to send an oral message. It is the most direct method of communication.

According to Harmer (2001; cited in Kamonwan, 2011), these are the elements that are necessary for spoken production.

1. Connected speech: a speaker needs to know not only how to produce the individual phonemes of English, but also how one word is usually followed by one or two words. They need to know the word that is used in a certain order together.

2. Expressive devices: Changing the pitch and stress of specific parts of pronunciation, varying volume and speed, presenting non-verbal to give feeling to words, are the devices that contributes to the ability to convey meaning.

3. Lexis and grammar: the use of a number of common lexical phrases makes for spontaneous speech. People should know phrases for different functions, such as agreeing or disagreeing, approval or expressing emotion.

4. Negotiation language: the negotiation language is used to clarify in effective speaking.

According to Anderson (1990; cited in Kamonwan. 2011), reading is an active process which combines the words or written text with the reader's background knowledge and experiences. It is the process of decoding the meaning of the encoded passage. The way to read should be determined primarily by the reader's purpose in reading such as for pleasure, gaining specific information, and checking information, particularly in business documents. In addition, if the readers attain full comprehension, the reading process is complete. Writing is a productive language skill that enables people to plan and rethink the communication process.

According to Hampton (1989) says that writers are independent when they are able to write without much assistance. Next, writers gain comprehensibility when they can write so that it can be read and understood by themselves and others. Then, writers attain fluency by being able to write smoothly and easily as well as understandably. Finally, writers gain creativity when they can write their own ideas,

not copying what has already been written, so that they can be read and understood. There are some writing goals as follows: 1) writers are independent when they are able to write without much assistance, 2) writers gain comprehensibility when they can write so that it can be read and understood by themselves and others, 3) writers are fluent when they are able to write smoothly and easily as well as understandably, 4) writers gain creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood.

2.5 International Volunteers

International volunteering is when volunteers contribute their time to work for organizations or causes outside their respective home countries. In most such cases, volunteers work in developing countries on international development programs with local volunteer organizations that conduct activities such as health promotion, education and environmental conservation. Trends show that international volunteering has become increasingly popular across many countries over the past few decades. International volunteering is a broad term which is used to capture multi-year, skilled placements as well as short term roles, recently termed volunteerism, and a range of activities in between conducted by governments, charities and travel agents (en.wikipedia.org/wiki/International_volunteering).

“Volunteers operate in thousands of different organizations taking on extremely varied roles and cannot be considered one large, homogenous group” (Bussell & Forbes, 2001: 245). A volunteer is generally understood to be someone who gives a service for no direct financial compensation and involves the contribution of the

individual's time and energy under conditions of free choice (Bussell & Forbes. 2001; Cnaan et al. 1996; Gooch. 2002). This can occur for reasons such as the need to give back to communities or to advocate for a cause (Cnaan et al. 1996).

An altruist's reward would be intrinsic to the act of volunteering (Bussell & Forbes. 2001). In many cases, a volunteer's motive is a selfless one and altruistic behavior is existent through their voluntary activity (Bussell & Forbes. 2001). Involuntary volunteers will volunteer because of reasons such as a government mandate service order (Bussell & Forbes. 2001). Involuntary volunteers may be a viable resource for environmental organizations to market to and use in their processes.

To sum up, the concepts of volunteers are as "givers", the people who provide to help communities in different; tasks, countries, culture, education, Etc. to accomplish a non-remunerative activity with responsibility to self.

2.6 Volunteering

Volunteering is the way that people of all ages and from a variety of different backgrounds, volunteer. What turns that donation into an investment is that you get back far more than you give. And for whatever you want to get out of volunteering, there is an opportunity that can help realize it (Volunteer Development Scotland).

There are thousands of volunteer roles available in abroad promoted on agencies website. These include activities such as befriending, helping at events, driving, fundraising, conservation activities, providing support to children and older people. These are offered in local community organizations. Corporate volunteering is

defined as “giving one’s time, knowledge, or skills as part of a community service, outreach, or social responsibility activity during company time without additional compensation or direct personal remuneration” (Grant. 2012: 592). By giving time to helping the organization you volunteer for, and you're also helping the people, communities, animals or environments they represent.

Volunteering is activity which an individual or group provides helping communities without; financial, social gain, benefit another person, group or organization. Volunteering has positive advantages for the volunteer as well as for the person or community served. It is often intended to: promote goodness, improve human quality of life, skills development, and also make contacts for possible employment.

Thinking about how you want to benefit from volunteering is a good start to finding an opportunity that's right for you. Volunteering can; help you gain confidence by giving you the chance to try something new and build a real sense of achievement, have a real and valuable positive affect on people, communities and society in general, help you meet different kinds of people and make new friends, help you feel part of something outside your friends and family, help you learn new skills, gain experience and sometimes even qualifications. Through volunteering you can challenge yourself to try something different, achieve personal goals, practice using your skills and discover hidden talents. Most volunteers have a great time, regardless of why they do it. (Volunteer Development Scotland)

There are many advantages, by volunteering; learn many new things from different kind of mentalities which people have, good task and creates relationships

between the people, develops good communication skills, gain some extra knowledge, engage people in work, increases the relationship between the people, the opportunity to meet other like-minded people and connections to friendships, improve skills and gained more experience, promote goodness, improve human quality of life, and also make contacts for possible employment. A recent study showed that today more than 90 percent of Fortune 500 companies engage in employee volunteering programs (Boccalandro. 2009)

2.7 Work Camp Oversea

There are a lot of volunteering organization from different countries and different task in work. In this study, the researcher was volunteered with project follow:

2.7.1 The Agape Project

In the mid 1940's, the Second World War had left rubble and wounds behind. The idea of creating a cultural and community center emerged from the need for rebuilding and reconciliation. The center would have allowed people – divided by the conflict until a few months before – to meet. Already in the summer of 1946, in Prali, pastor Tullio Vinay spoke about the need to build in the Waldensian Valleys a center that expressed the values of Christian agape and that represented the face of Christ “engraved in the rocks of our mountains” (words used in the first Agape’s manifesto). Leonardo Ricci’s project gave the center its peculiar and modern design. From the beginning something unexpected happened: hundreds of volunteers from different countries, with different political and religious views, took part in the building. The

painful consequences of the world war that ended just a few years before were overcome through the shared work and the ideal of Christ's agape.

The young people, who in a few years were able to construct with enthusiasm and hard work the structure that is still hidden among the larches above Ghigo di Prali, were camped in the location where today you can see the new temple of Prali.

Form the 1950's onwards, Agape has been a place of fruitful social, political and religious debate, both national and international. Many camps have been dedicated to the dialogue between Europe and Africa, the contacts with socialist countries, the Middle East issue as well as gender and sexual orientation.

Today the center is still going along this path; however it also organizes camps for minors and training courses about the educational relationship and implements non-formal education techniques (Agape. 1946).

2.7.2 SEEDS

SEEDS was founded in 2005, SEEDS Iceland is an Icelandic non-governmental, non-profit volunteer organization designed to promote intercultural understanding, environmental protection and awareness through work on environmental, social and cultural projects within Iceland.

SEEDS works closely with local communities, local authorities, individuals and other Icelandic associations both to develop projects in partnership, aimed at fulfilling an identified need, and to give vital assistance to established initiatives. Projects are designed to be mutually beneficial to all involved: the volunteers, the local hosting communities and Iceland as a whole.

Our projects in Iceland are supported by the local hosts and the volunteers participating in the project themselves; additionally we receive strong support for our

long-term projects from the Youth in Action and Life Long Learning programs of the European Commission.

Since 2005 SEEDS has hosted nearly 8000 international and local volunteers in our projects all around Iceland. In this time we increased our work with various environmental and conservation projects, we raised the number of projects related to culture, cultural activities, festivals & sports gatherings, and experimented with a number of new project concepts, including language and environmental education projects.

During 2015 we organized about 140 projects located in every corner of Iceland; we hosted over 1200 international volunteers from 50 different countries, performing over 75.000 hours of valuable volunteer work. Since 2010 SEEDS has also sent over 100 Icelanders to projects around the world (SEEDS. 2005).

2.7.3 Worldwide Friends (WF Iceland)

Worldwide Friends (WF Iceland), also known as Veraldarvinir (in Icelandic) was founded in 2001 as a non-governmental, non-profit organization promoting nature and peace orientated activities for people interested in spending some time in Iceland as volunteers. WF also sends Icelanders abroad who wish to have similar experiences as volunteers. The main activities offered are work camps, exchange programs and educational seminars. All our activities are suitable for anybody over the age of 18. In our present time the endeavor of attaining world peace has become a tangible reality, and the development and strengthening of bonds of cooperation and friendship through contact with people from other countries and cultures has proven to be one of the most fruitful means to achieve understanding and unity among nations. Veraldarvinir's main aim is to increase intercultural understanding through

offering foreign volunteers the opportunity to take part in nature and peace oriented activities.

For volunteers coming to Iceland, such projects will give them a unique opportunity to not only explore and directly interact with Iceland's unique culture and landscape, but also to work with other international volunteers as well as with local inhabitants in demanding and unfamiliar contexts. The direct interaction with unspoiled nature and with people from different backgrounds sharing common interests, generates challenging situations. It provides the participants with invaluable opportunities to learn more about themselves as individuals, their international fellowmen, their respective cultures, and the human and natural richness of Mother Earth. These are all unique possibilities for harnessing world union and understanding in an integrated manner.

A work camp is a place where people of all races, ideologies, and nationalities live and work together for about two weeks on a project organized by a local sponsor. Most work camps have between 10 and 20 international participants. They volunteer, they socialize and they work with the local people. They are a multicultural, voluntary workforce. That is a work camp - and it works!

It is a privilege to get the chance to live inside another culture, take part in its day-to-day life, and get to know its people and their way of thinking.

Voluntary work offers an alternative to the division of labor and gives people the opportunity to work for their communities and to improve practical but also soft skills such as communication and problem solving.

Volunteering allows you to meet people out of your own social circle, finding out what you're good at and acquiring skills through experience. Involvement in

volunteering can support young people take control of their lives, changing their attitudes and behaviors, which can alter their future. To work voluntary is an enriching experience, and already gave many people a powerful sense of personal fulfillment and growth. The organization host short-term voluntary work camps, mid and long-term voluntary projects (3-6 months), seminars (suitable for both young people and adults), youth exchanges, educational programmes and campaigns in Iceland and also send abroad Icelandic volunteers who wish to have similar experiences

Voluntary and charity work has been a part of almost every civilization and society. Voluntary work generally provides a service to the community, is freely chosen by the volunteer, is unpaid and is carried out for persons other than the volunteer. However, volunteer do not represent cheap labor force contributing with their expertise to the work of the organization. On the contrary, their presents help to create and start various organization's activities. (Worldwide Friends. 2001).

2.7.4 A.C.T.O.R. Cultural Association for Theater and Origami in Romania

A.C.T.O.R. Cultural Association for Theater and Origami in Romania was found in 2002.

A.C.T.O.R.'s Mission: Human potential development of its beneficiaries (children, youngsters and adults) through their involvement, participation and voluntary work.

A.C.T.O.R.'s Vision: A society in which good communication exists is certainly the society we dream to live in. The individual will only be able to realize

his responsibility in society through the power and courage to express his personal vision on reality.

A.C.T.O.R.'s Objective: Supporting its beneficiaries in order for them to gain creative communication abilities – these are useful for people's tuneful development, underlining their responsibilities as actors of the community they belong to.

Programs: Local, national and international volunteering; Clinic animation; Intercultural education; Art in education; Cultural and social events; Intercultural and international youth exchanges based on non-formal methodology (A.C.T.O.R. 2002).

2.7.5 EUROWEEK

EUROWEEK was founded in 1994 by a group of students in Klodzko Poland who were interested in European integration, democracy, socio-cultural activities and community development through youth participation.

European Integration Youth and Region was the first name of the organization and was first launch in Międzygórze, Poland. It was organized mainly to integrate and inform the Polish students on local and international issues through different conferences and seminars conducted by the Polish government officials, embassy consuls, and other organizations around the area. It was then that in 1998 the program was fully integrated as one of the Erasmus Project.

As the Euroweek Project grew bigger, better and more integrated, several changes were made to equalize the growing population of the participants. The project started to attract global attention. In this respect, it started inviting Youth Leaders (Volunteer) around the world through new partner organizations and referral systems. University student participants were also very key players since they were one of the first batches of participants to benefit from this life changing experience that is

Euroweek. The program went ahead and now started to accept Primary, Jr. High School and High school students around Poland. Having only one Euroweek per month few years ago, the project has achieved tremendous growth and now it is simultaneously happening in three hotels to five hotels depending on the season of the year for normal weeks and in five hotels during peak seasons like summer.

This July 2016, Euroweek started to host and accept international participants from Republic of Turkey and continually working for more partnership in more country.

Euroweek Program is an international program that aims to develop the intellectual ability, leadership, creativity, communication and social skills of our participants through different techniques such as formal, non formal and cross-cultural approach that will help and prepare them to integrate and understand the global world of today.

Our goal is to provide quality and intensive training in different areas of self development among our students; develop the leadership skills, build self confidence, improve the English communication skills, integration of different cultures, build friendship and strong cooperation between Youth Leaders and participants.

At the end of every Euroweek the students are expected to learn the following; improve their confidence in speaking English, integrate themselves in globalizing world by learning and being friends from volunteers from all over the world, cultivate their social, intellectual and creativity skills, and make the students more active in participating in issues around their community, national and international.

EUROWEEK is an educational program/ seminar for students of all age and adult learner. It focuses in enhancing the English language and leadership skills of its

participants. Furthermore, they are also developing the key areas of multiple intelligence that the students needed in this past- changing environment; cross-cultural, social and communication, intellectual and creativity skills.

The world is a global village today, it is therefore important for the students to be more equipped on different cross-cultural issues of the world. Euroweek brings international volunteers who can help the students broaden their perspective about cultural differences and harness their skills for international collaboration. To make this happen, volunteers provide them with information about their history, economy, tourism, culture, people, and traditions in the most interactive and personal ways that the students can remember and understand it easily.

To improve the social and communication skills of the students, Euroweek provides an open space to develop their self-confidence by using different team building games, and workshops such as language, listening, role playing, presentation techniques, motivational talks and group discussion with the volunteers.

To date Euroweek has different programs for each specific groups; Euroweek for Primary, Junior High School, High School, University students and Global Village for Adults who want to improve their English Language skills, socio- cultural skills, learn languages such as, Spanish, French, Italian, Russian, Chinese, Suwahili, Asian Languages and other dialects of the volunteers, and also learn cultures from the seven continent of the world. Euroweek is a camp for students of all ages. It aims to develop the student's self confidence in speaking English and to open their mind about the World. (EUOWEEK. 1994)

2.8 Volunteering and English Skills

Specialist volunteers, responsibilities of the specialist volunteers require special knowledge and skills such as medical skills, foreign language skills (Technical Guidelines for Staff, 2007). Besides, English was declared the official language of event. According to the document "Minimum Requirements for Winter and Summer Universiade FISU" (International University Sports Federation), in the most functional areas volunteers offering a broad selection of languages (particularly English, French and the host language) were required to act as liaison officers and to staff administrative centers especially for heads of delegations and team sports. Other areas where English speaking volunteers were necessary include VIP, team sport attaché positions, language services, press center, accreditation center, the Universiade village, FISU and VIP hotels, transportation etc. (Amirovna, 2014)

There are plenty of opportunities to improve English language. Volunteering is one of choice to improve English skills through become a volunteer. As a volunteer, English communication, non-native or fluent, and with any kind of accent or background, they are almost perfectly equipped to help anyone learning English to improve their English skills. English is the global language of business and helps people to get better paid jobs, considerably improving their prospect. Every single one of us learned our first language naturally, initially from our parents, and we all retain this ability to acquire other languages. Everyone who has ever tried to speak a second language intuitively knows that they need to practice more with people who speak the language fluently. It is an indisputable fact that the more successfully you practice, the more confident and motivated you will become. Small steps of real

communicative success in the second language are essential to sustained progress and improvement. If you volunteer to help us you will be able to help people from all over the world to improve their English.

Volunteer can practice English don't need to buy any materials or have any training. They can just start helping people also exchange time for practice English and they can learn other languages

2.9 Previous Studies Related to the Present Investigation

There are some researchers who studied the needs and problems in using English for communication.

Christon and Krahnke (2004) studied non-native English speaking students studying in U.S. colleges and universities. The results were that listening and reading were found to have greater importance than skills in speaking and writing, and the most difficult skills of the English were speaking and listening.

Maniruzzaman (2004) studied the English problems of Bengali EFL learners. The findings showed that people had problems with pronunciation since Bengali speaking learners are naturally accustomed to articulating Bengali consonants, which are different from English consonants in many aspects.

Chenaksara (2005) conducted a research on "Needs Analysis for English Communication Skills of Thai Airways International Cabin Crew." The study explored the English communication skills problems of Thai Airways International cabin crew and analyzed the English training needs for English communication skills improvement. The respondents were 330 cabin crews. The results showed that

listening and speaking skills were perceived as their problem. The major cause of the listening problem was accent, especially Australian and Indian accents. English being a second language of the cabin crew was the main cause of the speaking problem. Cabin crew need English training courses every 6 months for 3 consecutive days. The class size should be 7-12 trainees.

Pawapatcharandom (2007) was found Thai students at Mahidol University in Thailand, the most serious problems of the students was writing skills. They can finish writing task within the limited time whilst intercultural communication was the least problem.

Prachanant (2012) investigated the needs on English language use in Tourism Industry. This study surveyed the needs, functions and problems of English language use by 40 tourism employees by using questionnaire to collect data. Findings revealed that speaking is most important, then listening, reading and writing. The three most relevant functions in using English language were giving information, followed by providing services, and offering help. The result was indicated English problems used on the hotel staff such as inability to understand foreigners' accents, inappropriate words and expressions, inadequate vocabulary, and lack of grammar knowledge.

Ongwisut (2008) who found that writing was the biggest problem for garment merchandisers since merchandisers had to send trade presentations and quotations to foreign customers.

2.9 Summary of the Chapter

This section focuses on the literature background and information of needs, needs analysis, English language; listening writing, speaking, and reading skills, volunteer, volunteering, and previous studies. In the next chapter, the methodology for the present research is presented.

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CHAPTER 3

METHODOLOGY

This study examined the needs and problems related to English communication as experienced by the international volunteers at work camp overseas.

This chapter contains the following components:

- 3.1 Population and samples
- 3.2 Research Instruments
- 3.3 Data collection
- 3.4 Data analysis and Statistical Procedures
- 3.5 Summary of the Chapter

3.1 Population and Samples

The population of this study included sixty international volunteers who used English language to communicate with people in routine work and volunteered in different work camp overseas; Italy, Iceland, Romania and Poland which the researcher had participated . They were selected by random sampling as the following: the first thirty international volunteers who volunteered in different work camp overseas completed questionnaires were returned to provide the information for this study. After that the pilots study was conducted with thirty international volunteers who were not include in the samples group of the study. They volunteered at different work camp.

3.2 Research Instruments

The research instrument for collecting data was adapted for use by the researcher.

3.2.1 Questionnaire

The questionnaire used in this study was designed in English version for international volunteers in order to survey their needs and problems on using English in their work. According to Robinson (1991), it is necessary to pilot questionnaires with a few respondents first to see whether the questions are understood by the respondents and whether the answers can be easily analyzed and compared. The questionnaire divided into three parts was as follows:

Part I – Background information of the international volunteers sought concerning: age, country, nationality, education, information of languages, and background of volunteering. All of information was displayed in the form of frequency and percentage of the respondents.

Part II – Needs and problems in English communication of international volunteers. This part surveys the needs and problems of English communication to communicate at work camp overseas of international volunteers. The respondents were asked to rate their opinions based on a five-point Likert scales, Mean (\bar{x}) Standard Deviation (S.D.) were used to calculate the average level of English needs and problems of international volunteer

Part III – How to improve English communication?

The questionnaire survey the activities of the international volunteers used to improve English communication. The respondents were asked to rate their opinions based on a five-point Likert scales, Mean (\bar{x}) Standard Deviation (S.D.) were used to calculate

the average level of activities of international volunteer used to improve English communication.

Level of needs and present typical characteristics and needs of English for International Volunteers

Scale	Needs
5	Very high
4	High
3	Moderate
2	Low
1	Very low

Level of Problems and present typical characteristics and problems of English for International Volunteers

Scale	Problems
5	Very high
4	High
3	Moderate
2	Low
1	Very low

3.2.2 The construction of development of the questionnaire

The construction procedures followed these sequences.

3.2.2.1 The researcher reviewed the literature and related research on needs analysis, based on information obtained, the information provides guideline for topics in the draft questionnaire.

3.2.2.2 The draft questionnaire was revised by the thesis advisors and three experts to find out the validity of the questionnaire by (IOC) Index of Congruence.

The three experts are as follows:

- 1) Assistant Professor Dr. Chookiat Jarat, the English lecturer at Faculty of Education, Buriram Rajaphat University.
- 2) Mr. Chirawat Srisawat, the English teacher at Ban Puengratratbamroong School, Sisaket.
- 3) Mrs. Philaiwan Suengsen, the English teacher at Muangkaephitthayakhom School, Buriram.

3.2.2.3 The draft questionnaire was improved, the samples group of thirty international volunteers were used the questionnaire.

3.2.2.4 The questionnaire was analyzed for its reliability by using Cronbach alpha method. The questionnaire's alpha coefficient was 0.95. The Alpha coefficient ranges in value from 0 to 1; the higher the score, the more reliable the generated scale is. Based upon the alpha scores, the questionnaire was used and tried out with thirty international volunteers who were not the samples of the study.

3.3 Data Collection

The participants were asked to fill out questionnaire with general information, the needs and problems for using English communication in their work and the activities' international volunteers used to improve their English communication.

The questionnaire data were analyzed by SPSS to show frequency distribution was used in the analysis of answers the form of checklist concerning the general

background of English use. Percentage (%) and Frequency (f) used in the analysis of answers concerning general background (Srisa-ard. 2002: 104). A five-point Likert Scale was used to score the levels of the needs and problems when using English language. Mean (\bar{x}), Standard Deviation (S.D.) were used to calculate the average level of English needs and problems of the international volunteers.

The higher mean score (\bar{x}) of each activity indicates higher needs and problems in English of the international volunteers. On the other hand, the lower mean score (\bar{x}) indicates less needs and problems in performing the same activity.

The questionnaire used in the study was distributed to 30 international volunteers in work camp overseas; Italy, Iceland, Romania and Poland. The questionnaire was administered during the period of 6 months in September 2017 until February 2018, the researcher collected all the questionnaires by herself.

3.4 Data Analysis and Statistical Procedures

Statistical Package for Social Sciences (SPSS) was used to analyzed the data from the final questionnaire collection.

3.4.1 The items of the test were edited and revised by the thesis advisors before proposing to the experts to examine the validity by using IOC (Index Item of Congruence) (Phattiyathanee. 2003: 219).

+1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

The researcher calculated IOC index. The IOC index of the questions was 0.90 and the questions which have the IOC index at level 0.5-1.00 were chose to be a test.

Validity of achievement test was used by IOC (Index Item of Congruence) formula (Phattiyathanee. 2003: 220) as follows:

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of Congruence between question and objective

$\sum R$ = Total scores of experts' opinion

N = Number of experts

3.4.2 The Cronbach Alpha-coefficient (α -Coefficient) employed to ascertain the reliability of the responses for those items which used a five-point Likert scale. (Srisa-ard. 2002: 99)

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

α = Reliability coefficient

K = Number of statements

$\sum S_i^2$ = Total of each statement's variance

S_t^2 = Variance of total scores

3.4.3 Percentage (%) and Frequency (f) used in the analysis of answers concerning general background (Srisa-ard. 2002: 104)

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = Frequency of the data

N = Numbers of total frequency

3.4.4 A five-point Likert Scale was used to rate the levels of the needs and problems in listening, writing, speaking, and reading of the international volunteers based on the criteria of Pisarnbut (2007). The value of mean introduced by Pisarnbut (2007) were employed as follows:

Table 3.1

A Five Point Likert Scale

Scale	Needs	Problems	Level	Mean
5	Very High	Very High	Very High	4.50-5.00
4	High	High	High	3.50-4.49
3	Moderate	Moderate	Moderate	2.50-3.49
2	Low	Low	Low	1.50-2.49
1	Very Low	Very Low	Very Low	1.00-1.49

3.4.5 Mean (\bar{x}) was used to calculate the average level of English. Level of English needs and problems of the international volunteers based on criteria of Srisa-ard. (2002: 105).

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = Mean

$\sum x$ = Total scores in group

N = Number of scores in group

3.4.6 The standard deviation (S.D.) was used to indicate how widely individuals in a group vary. (Srisa-ard, 2002: 106)

$$S.D. = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}$$

S.D. = Standard Deviation

X = Score of each item

\bar{x} = Mean

N = Number of scores in group

\sum = Total scores

3.5 Summary of the Chapter

In summary, this chapter has presented in detail the methods and instruments adopted in this research. It was conducted with the international volunteers at work camp overseas. The results of the data analyses for the group of participants will be presented in the next chapter.

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CHAPTER 4

RESULTS OF THE STUDY

This chapter presented information derived from the data collected on the international volunteers working at work camp overseas. The data obtained by using questionnaires. The questionnaire collected the background of information on the international volunteers, needs for using and problems for communicating English in their work. The information collected from the questionnaire was analyzed by using SPSS program for data processing. The tables presented the rating of the respondent subjects in the form of frequency, percentage, mean, and standard deviation. The results are presented in five parts as follows:

4.1 Background of Information

The first part of information sought the background information concerning: age, education, information of languages, background of volunteering. All of information was displayed in the form of frequency and percentage of the respondents as follows:

Table 4.1

General Information

General Information	Frequency	Percentage
Age		
Less than 20 years old	6	20.00
20-30 years old	17	56.67

Table 4.1 (Continued)

General Information	Frequency	Percentage
Age		
30-40 years old	6	20.00
More than 40 years old	1	3.33
Level of Education		
High school	5	16.67
Vocational school	-	-
Bachelor's Degree	15	50.00
Master's Degree	7	23.33
Others	3	10.00
Voluntary Experiences		
Yes	27	90.00
No	3	10.00
Total	30	100.00

As shown in table 4.1, it presents the details of the age and level of education of the participants.

In term of age, a large proportion had the age group of 20-30 years old (56.67%), followed by less than 20 years old , 30-40 years old (20.00%), and more than 40 years old (3.33%).

According to the survey, most of respondents graduated with Bachelor's Degree (50.00%), followed by Master's Degree (23.33%), high school (16.67%), and others (10.00%). From voluntary experiences, 90% they had volunteering experiences and 10% did not have any experiences.

Table 4.2

English Background

English Background	Frequency	Percentage
Is English necessary for you?		
Yes	30	100
No	-	-
What English level do you use?		
Pre-intermediate	2	6.67
Intermediate	2	6.67
Pre-advanced	7	23.33
Advanced	7	23.33
Fluent	12	40.00
How often do you use English?		
Hardly Ever	1	3.33
Often	8	26.67
Usually	9	30.00
Always	12	40.00
Total	30	100

According to table 4.2, English communication were necessary for the international volunteers 100%, the participants used fluent in English (40%), followed by pre-advanced and advanced (23.33%) and pre-intermediate and intermediate (6.67%) in English communication. The international volunteers always used English (40%), usually (30.00%), often (26.67%) and hardly ever (3.33%).

Table 4.3

Country

Country	Frequency	Percentage
Colombia	2	6.67
Czech Republic	1	3.33
Ethiopia	1	3.33
France	1	3.33
Georgia	1	3.33
Italy	2	6.67
Kenya	2	6.67
Latvia	1	3.33
Lithuania	1	3.33
Macedonia	1	3.33
Mexico	1	3.33
Netherlands	1	3.33
Peru	1	3.33
Poland	1	3.33
Romania	1	3.33
South Korea	1	3.33
Spain	2	6.67
Taiwan	1	3.33
Tanzania	1	3.33
The Philippines	2	6.67
Uganda	3	10.00
Uruguay	2	6.67
Total	30	100

According to table 4.3, most of respondents were from Uganda (10.00%) followed by Colombia, Italy, Kenya, Spain, The Philippines, and Uruguay (6.67%) and (3.33%) were from Czech Republic, Ethiopia, France, Georgia, Latvia, Lithuania, Macedonia, Mexico, Netherlands, Peru, Philippines, Poland, Romania, South Korea, Taiwan, Tanzania,.

Table 4.4

Background Language

Second Language	Frequency	Percentage
None	6	20
Castellano/Catalán/Gallego/Vasco	1	3.33
English	17	56.67
German	1	3.33
Kiswahili	1	3.33
Romanian	1	3.33
Russian	1	3.33
Spanish	1	3.33
Other	1	3.33
Total	30	100

According to table 4.4, 56.67% English was the second language of international volunteers followed by none (20%), and (Castellano/ Catalán/ Gallego/ Vasco), German, Kiswahili, Romanian, Russian, Spanish, and other languages (3.33%).

Table 4.5**The Other Languages Apart from English and Native Language**

Number of languages	Frequency	Percentage
None	3	10
1	11	36.67
2	7	23.33
3	9	30
Total	30	100

According to table 4.5, the most participants knew other languages apart from English and native language: 1 languages (36.67%), 3 languages (30%), 2 languages (23.33%), and none (10%).

4.2 Needs for Using English Communication**4.2.1 Needs of Listening****Table 4.6****Need to Improve Listening Skill**

Skills	\bar{X}	S.D.	Rank	Meaning
1. Pronunciation	3.60	0.77	2	High
2. Grammar	3.37	0.96	5	Moderate
3. Vocabulary	4.40	0.50	1	Very high
4. Comprehension	3.47	0.94	3	High
5. Interpretation	3.40	0.97	4	Moderate
Total	18.23	4.14		

As shown in table 4.6, the participants need to improve their vocabulary ($\bar{x}=4.40$) in very high level, followed by pronunciation ($\bar{x}=3.60$), comprehension ($\bar{x}=3.47$) at high level, and interpretation ($\bar{x}=3.40$), grammar ($\bar{x}=3.37$) were in moderate level.

4.2.2 Needs of Writing

Table 4.7

Need to Improve Writing Skill

Skills	\bar{X}	S.D.	Rank	Meaning
1. Paraphrasing	3.03	1.13	2	Moderate
2. Grammar	3.00	1.34	3	Moderate
3. Vocabulary	3.30	1.09	1	Moderate
4. Comprehension	2.93	1.11	4	Moderate
5. Writing Format	2.90	1.09	5	Moderate
Total	15.17	5.76		

As shown in table 4.7, the participants need to improve their vocabulary ($\bar{x}=3.30$), paraphrasing ($\bar{x}=3.03$), grammar ($\bar{x}=3.00$), comprehension ($\bar{x}=2.93$), and writing format ($\bar{x}=2.90$) as in moderate level.

4.2.3 Needs of Speaking

Table 4.8

Need to Improve Speaking skill

Skills	\bar{X}	S.D.	Rank	Meaning
1. Pronunciation	3.03	1.00	3	Moderate
2. Grammar	2.83	0.95	5	Moderate
3. Vocabulary	3.13	1.07	1	Moderate
4. Comprehension	3.07	1.08	2	Moderate
5. Interpretation	2.93	1.05	4	Moderate
Total	15.00	5.15		

As shown in table 4.8, the participants need to improve their vocabulary ($\bar{x}=3.13$) comprehension ($\bar{x}=3.07$), pronunciation ($\bar{x}=3.03$), interpretation ($\bar{x}=2.93$), grammar ($\bar{x}=2.83$) were moderate level.

4.2.4 Needs of Reading

Table 4.9

Need to Improve Reading Skill

Skills	\bar{X}	S.D.	Rank	Meaning
1. Grammar	2.73	1.11	4	Moderate
2. Vocabulary	2.87	1.20	2	Moderate
3. Comprehension	2.87	1.14	2	Moderate
4. Interpretation	2.97	1.16	1	Moderate
Total	11.43	4.60		

According to table 4.9, the participants need to improve their Interpretation ($\bar{x}=2.97$) vocabulary ($\bar{x}=2.87$) comprehension ($\bar{x}=2.87$) grammar ($\bar{x}=2.73$) as in moderate level.

4.2.5 Needs of English Communication

Table 4.10

Need to Improve English Communication

Skills	\bar{X}	Rank	Meaning
1. Listening	3.65	1	High
2. Writing	3.03	2	Moderate
3. Speaking	3.00	3	Moderate
4. Reading	2.86	4	Moderate

Table 4.10 showed that all thirty international volunteers strongly need to improve their listening skills first by mean 3.65, followed by writing skills by mean 3.03. There are speaking skills and reading skills ranked as third and fourth by mean 3.00 and 2.86. The volunteers rank listening skills as the skills they need to improve the most, followed by writing, speaking and reading.

4.3 Problems for English Communication

4.3.1 Problems of Listening

Table 4.11

Listening Problems Faced by International Volunteers

Statements	\bar{X}	S.D.	Rank	Meaning
1. Being unable to understand others English accents.	2.90	0.92	3	Moderate
2. Lack of knowledge about formal and informal words related to work.	2.87	1.04	5	Moderate
3. Lacking Knowledge of grammar structure.	2.90	1.18	3	Moderate
4. Lacking Knowledge of idioms, slang, and expression.	3.10	1.06	1	Moderate
5. Unable to understand complicated message.	2.93	1.11	2	Moderate
Total	14.70	5.32		

According to table 4.11, the participants had problems as moderate level; lacking knowledge of idioms, slang, and expression ($\bar{x}=3.10$), unable to understand complicated message ($\bar{x}=2.93$), knowledge of grammar structure ($\bar{x}=2.90$), being unable to understand others English accents ($\bar{x}=2.90$)lack of knowledge about formal and informal words related to work ($\bar{x}=2.87$).

4.3.2 Problems of Writing

Table 4.12

Writing Problems Faced by International Volunteers

Statements	\bar{X}	S.D.	Rank	Meaning
1. Knowing and correctly changing the tense according to the situation.	3.67	0.76	5	High
2. Having inadequate vocabulary.	3.70	0.75	4	High
3. Using inappropriate words, slang, idioms, and expressions.	3.57	0.68	6	High
4. Using the correct writing format.	3.80	0.76	1	High
5. Lacking Knowledge of grammar structure.	3.73	0.83	3	High
6. Lack of knowledge about formal and informal words related to work.	3.80	0.76	1	High
Total	22.27	4.54		

According to table 4.12, the participants had problems as high level; using the correct writing format ($\bar{X}=3.8$), lack of knowledge about formal and informal words related to work ($\bar{X}=3.80$), lacking Knowledge of grammar structure ($\bar{X}=3.73$), having inadequate vocabulary ($\bar{X}=3.70$), Knowing and correctly changing the tense according to the situation ($\bar{X}=3.67$), Using inappropriate words, slang, idioms, and expressions ($\bar{X}=3.57$).

4.3.2 Problems of Speaking

Table 4.13

Speaking Problems Faced by International Volunteers

Statements	\bar{X}	S.D.	Rank	Meaning
1. Pronouncing of words and expressions correctly.	2.90	0.92	1	Moderate
2. Using inappropriate words, slang, idioms, and expressions.	2.67	0.88	6	Moderate
3. Frequently uses wrong words in conversation according to the situation.	2.73	1.01	3	Moderate
4. Lacking Knowledge of grammar structure.	2.80	1.03	2	Moderate
5. Lack of practice for speaking English.	2.70	1.02	5	Moderate
6. Unable to convey the message according to the intention.	2.67	0.92	6	Moderate
7. Lack of knowledge about formal and informal words related to work.	2.73	0.87	3	Moderate
Total	19.20	6.67		

According to table 4.13, the participants had problems as moderate level; pronouncing of words and expressions correctly ($\bar{X}=2.90$), lacking Knowledge of grammar structure ($\bar{X}=2.80$), frequently uses wrong words in conversation according to the situation ($\bar{X}=2.73$), lack of knowledge about formal and informal words related to work ($\bar{X}=2.73$)lack of practice for speaking English ($\bar{X}=2.70$), using

inappropriate words, slang, idioms, and expressions ($\bar{X}=2.67$), unable to convey the message according to the intention. ($\bar{X}=2.67$)

4.3.3 Problems of Reading

Table 4.14

Reading Problems Faced by International Volunteers

Statements	\bar{X}	S.D.	Rank	Meaning
1. Having inadequate vocabulary in reading.	1.80	1.06	4	Very low
2. Unable to understand slang, idioms, and expressions.	1.83	1.05	3	Low
3. Unable to understand complicated messages.	1.93	1.11	1	Low
4. Lacking Knowledge of grammar structure.	1.77	1.10	5	Very low
5. Lack of knowledge about formal and informal words related to work.	1.93	1.05	1	Low
Total	9.27	5.38		

From table 4.14, the participants had problems: unable to understand complicated messages ($\bar{X}=1.93$), lack of knowledge about formal and informal words related to work ($\bar{X}=1.93$), unable to understand slang, idioms, and expressions ($\bar{X}=1.83$) were low level, and having inadequate vocabulary in reading ($\bar{X}=1.80$) and lacking knowledge of grammar structure ($\bar{X}=1.77$) as in very low level.

4.3.4 Problems of English Communication

Table 4.15

English Communication Problems Faced by International Volunteers

Skills	\bar{X}	Rank	Meaning
1. Writing	3.71	1	High
2. Listening	2.94	2	Moderate
3. Speaking	2.74	3	Moderate
4. Reading	1.85	4	Low

The problems of English communication for international volunteers at work camp overseas were at a serious level. The first is writing skills by mean 3.71, followed by listening skills by mean 2.94. There are speaking skills and reading skills ranked as third and fourth by mean 2.74 and 1.85. The volunteers rank writing skills as the skills they have a serious problem the most, followed by, listening, speaking and reading. As shown in table 4.15

4.4 Activities to Improve Their English Communication

The activities of international volunteers used to improve their English communication in very high level were; practice English whenever they can ($\bar{x}=4.33$), surround themselves with the English language ($\bar{x}=4.27$), followed by high level; use the English language on social and smartphone ($\bar{x}=4.17$), listen to

music ($\bar{x}=3.93$), Watch television and films in English ($\bar{x}=3.90$) High, Read English books and newspaper ($\bar{x}=3.70$), find an English speaking conversation partner-get a pen-friend, use chat-rooms, forums, community site, and Etc. ($\bar{x}=3.70$), figure out the best time to learn ($\bar{x}=3.60$), put yourself into difficult situations ($\bar{x}=3.60$), playing Game ($\bar{x}=3.57$), remember the mistake and take note ($\bar{x}=3.43$), and moderate level; others activities ($\bar{x}=3.27$), have English radio in the house or smartphone to training, listening ($\bar{x}=3.23$), make notes of new vocabulary ($\bar{x}=3.20$). A shown in table 4.16.

Table 4.16

Activities to Improve English Communication

Statements	\bar{X}	S.D.	Rank	Meaning
1. Practice English whenever you can.	4.33	1.09	1	Very high
2. Surround themselves with the English language	4.27	1.05	2	Very high
3. Use the English language on social and smartphone	4.17	1.12	3	High
4. Listen to Music	3.93	1.23	4	High
5. Watch television and films in English	3.90	1.16	5	High
6. Read English books and newspaper	3.70	1.18	6	High

Table 4.16 (Continued)

Statements	\bar{X}	S.D.	Rank	Meaning
7. Find an English speaking conversation partner; Get a pen-friend, use chat-rooms, forums, community site, and Etc.	3.70	1.29	7	High
8. Figure out the best time to learn	3.60	1.10	8	High
9. Put yourself into difficult situations.	3.60	1.16	9	High
10. Playing Game	3.57	1.36	10	High
11. Remember the mistake and take note.	3.43	1.30	11	High
12. Others	3.27	1.57	12	Moderate
13. Have English radio in the house or smartphone to training your listening.	3.23	1.45	13	Moderate
14. Make notes of new vocabulary	3.20	1.21	14	Moderate

4.5 Summary of the Chapter

This study was investigated the needs and problems of English communication of international volunteers at work camp overseas. It could be concluded that the volunteers rank listening skills as the skills they need to improve the most, followed by writing, speaking and reading, the writing skills as the skills they have a serious problem the most, followed by, listening, speaking and reading, and the first activity of international volunteers always used to improve their English communication were to practice English whenever they can, secondly and thirdly by surround themselves with the English language and use the English language on social and smartphone, followed by others activities. Conclusion and discussion will be presented in the next chapter.

CHAPTER 5

CONCLUSION AND DISCUSSION

This research aimed to explore needs and problems English communication of international volunteers at work camp overseas and analyzed their English skills required by the international volunteers. This chapter discusses the results of data analysis under the following topics: 1) summary of the findings; 2) discussion of the findings; 3) implications of findings; and 4) suggestions for the future research.

5.1 Summary of the Findings

The results of the study can be summarized as follows:

5.1.1 The Respondent's Background Information

It presents the details of the age and level of education of the participants.

In term of age, a large proportion had the age group of 20-30 years old (56.67%), most of respondents graduated with Bachelor's Degree (50.00%), 90% they had volunteering experiences

English communication was necessary for the international volunteers 100%. According to Cambridge (2016). English is the language of international business, so increasingly it is just as important for businesses in native and non-native English-speaking countries, the English language skills are important for over 95% of employers in many countries and territories where English is not an official language. the participants used fluent in English (40%) and always used English (40%).

Most of respondents were from Uganda (10.00%) followed by Colombia, Italy, Kenya, Spain, The Philippines, and Uruguay (6.67%) and (3.33%) were from Czech Republic, Ethiopia, France, Georgia, Latvia, Lithuania, Macedonia, Mexico, Netherlands, Peru, Philippines, Poland, Romania, South Korea, Taiwan, Tanzania. According to (Chen et al. 2013; Titova. 2000), the task can be fulfilled by development of the public activity social service system, in international practice known as volunteering. In countries with most developed volunteering, the government even supports the national volunteer center networks (there are more than 3300 volunteer centers in Japan, 500 in the USA, around 500 volunteer bureaus are incorporated into the National Network in the United Kingdom).

As long as Olympics Volunteer Movement stands above the concepts of nationality and residence, it is one more step on the way of globalization, cooperation of different cultures, elimination of language barriers and solidarity of the world nations (Pestereva. 2015). In term of language, the second language of international volunteers were English (56.67%) and they knew one other language apart from English and native language that means 36.67% of international volunteers can speak trilingual.

5.1.2 Needs for Using English Communication

The international volunteers need to improve their English communication follows; listening skills were vocabulary ($\bar{x}=4.40$) in very high level, writing skills were vocabulary ($\bar{x}=3.30$) as in moderate level, speaking skills were vocabulary ($\bar{x}=3.13$) in moderate level, and reading were interpretation ($\bar{x}=2.97$) as in moderate level. The results showed that all thirty international volunteers strongly need to

improve the English communication rank listening skills as the skills they need to improve the most, followed by writing, speaking and reading.

5.1.3 Problems of English Communication

The listening skills of participants had problems; lacking knowledge of idioms, slang, and expression ($\bar{x}=3.10$) in as moderate level, problems of writing skills: using the correct writing format ($\bar{X}=3.8$) as high level, for speaking skills had problems: pronouncing of words and expressions correctly ($\bar{X}=2.90$) as moderate level, and reading skills had problems: unable to understand complicated messages ($\bar{X}=1.93$), and lack of knowledge about formal and informal words related to work ($\bar{X}=1.93$) were low level. The problems of English communication for international volunteers at work camp overseas were at a serious level. The first is writing skills followed by listening skills, speaking skills, and reading skills ranked as third and fourth.

5.1.4 Activities to Improve Their English Communication

The activities of international volunteers used to improve their English communication in very high level were; practice English whenever they can, they surround themselves with the English language, followed by high level; they always use the English language on social and smartphone, listen to music, watch television and films in English, read English books and newspaper, find an English speaking conversation partner and get a pen-friend, use chat-rooms, forums, community site, and Etc., figure out the best time to learn, put yourself into difficult situations, playing game, and remember the mistake and take note.

5.2 Discussion of the Findings

5.2.1 To what extent do international volunteers need the English language skills of speaking, listening, reading, and writing in their routine works?

Regarding the result of needs and problems of English communication of international volunteers at work camp overseas mostly needed to improve their listening skills first by mean 3.65, followed by writing skills by mean 3.03. There are speaking skills and reading skills ranked as third and fourth by mean 3.00 and 2.86.

This result was similar to the study of Phaisuwan (2006), whose respondents were Seagate planner. The results of these studies showed that listening skill was the English skill that the respondents needed to improve the most.

Listening is a skill as the most needs on English communication of international volunteers. From the findings, the respondents lacking knowledge of vocabulary in their work, they unable to understand each other, also they had pronounced wrong words, unable to comprehension, and they had mistaken in interpretation. The last, they are lacking of grammar structure, it can make differences meaning.

For writing skill is the second need on English communication. They were unable to compose sentences according to their intention. Moreover, they needs to understand how to paraphrasing article and use the correct writing format, grammar structure, and the right words

With the speaking skill, the overall results showed that the respondents were unable to speak with correct grammar as well as unable to choose the right words, and they had pronounced wrong words, unable to comprehension, they had mistaken in

interpretation. However, the grammar structure was the least English skill of need to improve for them.

Reading skills, the result indicated that most respondents felt that they could not understand the text correctly because of the vocabularies, and grammar difficulty and they were sometimes confused by the words that had various meanings.

5.2.2 What kinds of problems are encountered by international volunteers when communicating with people?

The problems of English communication for international volunteers at work camp overseas were at a serious level. The first is writing skills by mean 3.71, followed by listening skills by mean 2.94. There are speaking skills and reading skills ranked as third and fourth by mean 2.74 and 1.85. According to the results of the study, writing skill was considered as the greatest problem among the four skills. The results matches the findings of; Ongwisut (2008) who found that writing was the biggest problem for garment merchandisers since merchandisers had to send trade presentations and quotations to foreign customers. Likewise, the National Assessment of Educational Progress Report by the writer Maxwell (1975) stated that “poor writers seem to be getting poorer in those skills that are specific to written communication, but seldom called for in conversation: that are acquired largely through broad reading and considerable rewriting; that are most seldom taught, and when taught who have little use for written communication.” The results of this studies showed that writing skill was the English skill that the respondents have problems the most. According to, Flower (1979: 19) pointed out a question that is, if writing is considered as the act of what the writer thinks or what the writer means then why writing is such a hard thing to do. Or why writers fail to communicate with the

readers. The author also mentioned that writers' mental struggle and readers' misinterpretation prove that writing is just not expressing what writers think or means it is more than that. From the authors perspective writing is just not expressing the thoughts but also transferring the thought to the readers. Some common problems in academic and professional writing is the absence of referent, immature and imprecise ideas, some senseless discussions and being unsuccessful to convert private thoughts into a public.

Writing Problems, the respondents faced the writing skill was the most problem when communicate in English. They thought that it was difficult to use the correct writing format, composed formal and informal words related to work also grammar structure. It was difficult to use the right words or idiomatic expressions in their writing.

Listening problems, from the findings, the participants had lacking knowledge of idioms, slang, and expression, unable to understand complicated message with foreign accents and pronunciation was the difficulty that caused their English communication problem. They were unable to use formal and informal words related to work. The respondents thought that they were incapable of grammar structure correctly.

Speaking problems, the overall results showed that the respondents were unable to pronouncing of words and expressions correctly, also speak with correct grammar structure as well as unable to choose the right words in conversation according to the situation, using inappropriate words, slang, idioms, and expressions, and unable to convey the message according to the intention. Moreover, the lacking of practice for English communication.

Reading problems, the results showed that most respondents felt that they could not understand the complicated messages correctly because of the had inadequate vocabulary; slang, idioms, and expressions. They were sometimes confused by the formal and informal words related to work that had various meanings and difficulty to used correct grammar structure.

5.3 Implications of the Findings

5.3.1 Base on the finding of the study, its suggest that English documents for the international volunteers should be revised in accordance with the needs and problems who must used English in their jobs; communicating with others volunteers who work in the work camp overseas. The study showed that the most needed skills for international volunteers at work camp overseas were related to listening and a serious problem for them was related to writing skills.

5.3.2 In this study, the needs and problems also have a close relationship. Consequently, practitioners of a foreign language such as English should have not only vocabulary, grammar, but also with various accents. The international volunteers should understand how structures are used in real life interaction; professional practice, especially in vocabulary.

5.4 Recommendations for the Future Research

There are some limitations in this research process. In order to gain the better insight into the needs and problems of international volunteers at work camp overseas. It has many types of work camp related to use English communication to communicate; suggestions for further research are offered as follows:

5.4.1 This research is not limited only in terms of the number of international volunteers but also terms of the instruments used. The future researcher should add more participants and should include other measurements.

5.4.2 The researcher can compare between before and after becomes to the international volunteer, how is volunteering by using English communication can improve English communication.

5.4.3 A survey of needs and problems in English communication should be conducted in order to provide a guideline to set up short training course specific work to each work camp.

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APPENDICES

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX A

**The Letter Requesting to be the Expert for
the Research Instruments**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/W63

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

April 30, 2018

Dear Assistant Professor Dr. Chookiat Jarat:

Subject: Requesting to be the Expert for Scoring the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for research instruments. I would like to inform you that Miss Kanchaya Apinandnasrithanat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "Needs and Problems of English Abilities of International Volunteers at Work Camp Overseas." under the supervision of Assistant Professor Dr. Kampeeraphab Intanoo, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W63

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

April 30, 2018

Dear Mr.Chirawat Srisawat:

Subject: Requesting to be the Expert for Scoring the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for research instruments. I would like to inform you that Miss Kanchaya Apinandnasrithanat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**Needs and Problems of English Abilities of International Volunteers at Work Camp Overseas.**" under the supervision of Assistant Professor Dr. Kampeeraphab Intanoo, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

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No. 0545.11/W63

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

April 30, 2018

Dear Mrs.Philaiwan Suengsen:

Subject: Requesting to be the Expert for Scoring the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for research instruments. I would like to inform you that Miss Kanchaya Apinandnasrithanat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled “Needs and Problems of English Abilities of International Volunteers at Work Camp Overseas.” under the supervision of Assistant Professor Dr. Kampeeraphab Intanoo, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

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APPENDIX B

The Letter Asking Permission to try out
the research Instruments

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/W67

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

May 15, 2018

Dear President of A.C.T.O.R. Association Culture, Romania:

Subject: Asking Permission to Try out the Research Instruments

Buriram Rajabhat University (BRU) presents this letter to you, The President of A.C.T.O.R. Association Culture, Romania to ask permission to try out the research instruments. I wish to inform you that Miss Kanchaya Apinandnasrithanat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Needs and Problems of English Abilities of International Volunteers at Work Camp Overseas.”** under the supervision of Assistant Professor Dr. Kampeeraphab Intanoo, Chairperson of the thesis.

In this regard, BRU would like to ask permission from The President of A.C.T.O.R. Association Culture, Romania to allow her to try out the research instruments.

Please accept, The President of A.C.T.O.R. Association Culture, Romania, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W67

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

May 15, 2018

Dear Director of Euroweek, Program:

Subject: Asking Permission to Try out the Research Instruments

Buriram Rajabhat University (BRU) presents this letter to you, The Director of Euroweek Program to ask permission to try out the research instruments. I wish to inform you that Miss Kanchaya Apinandnasrithanat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "Needs and Problems of English Abilities of International Volunteers at Work Camp Overseas." under the supervision of Assistant Professor Dr. Kampeeraphab Intanoo, Chairperson of the thesis.

In this regard, BRU would like to ask permission from Director of Euroweek, Program to allow her to try out the research instruments.

Please accept, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School

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APPENDIX C

**The Letter of Asking Permission to collect
the research data**

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University



No. 0545.11/W109

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

September 11, 2018

Dear President A.C.T.O.R. Association Culture, Romania:

Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to you, President of A.C.T.O.R. Association Culture, Romania to ask permission to collect the research data. I wish to inform you that Miss Kanchaya Apinandnasrithanat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Needs and Problems of English Abilities of International Volunteers at Work Camp Overseas.”** under the supervision of Assistant Professor Dr. Kampeeraphab Intanoo, Chairperson of the thesis.

In this regard, BRU would like to ask permission from President of A.C.T.O.R. Association Culture, Romania to allow her to collect the research data.

Please accept, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W109

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

September 11, 2018

Dear Director of Euroweek, Program:

Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to you, Director of Euroweek, Program to ask permission to collect the research data. I wish to inform you that Miss Kanchaya Apinandnasrithanat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Needs and Problems of English Abilities of International Volunteers at Work Camp Overseas.”** under the supervision of Assistant Professor Dr. Kampeeraphab Intanoo, Chairperson of the thesis.

In this regard, BRU would like to ask permission from Director of Euroweek, Program to allow her to collect the research data.

Please accept, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

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APPENDIX D

Questionnaire

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

Questionnaire

Part I: Background of Information of international volunteer

Instruction: Please put X in the appropriate box or fill in the blanks provided.

-
1. Name: _____
 2. Country: _____ Nationality _____
 3. Age: Less than 20 years old 20-30 years old
 30-40 years old More than 40 years old
 4. Level of Education: High school Vocational school
 Bachelor's Degree Master's Degree
 Others (Please specify _____)
 5. What is your native language? : _____
 6. What is the second language in your country? : _____
 7. Is English necessary for you? :
 Yes NO
 8. What English level do you use? :
 Elementary Pre-intermediate Intermediate
 Pre-advanced Advanced Fluent
 9. How often do you use English? :
 Always Usually Often
 Sometimes Rarely Hardly ever

Instruction: Please put X in the appropriate box.

10. How many languages can you speak apart from English? : _____

- | | |
|------------------------------|--|
| a) Which languages are they? | b) How fluently can you speak? |
| L 2 _____ | <input type="checkbox"/> Excellent <input type="checkbox"/> Fluent <input type="checkbox"/> Good |
| | <input type="checkbox"/> Fair <input type="checkbox"/> Just a little |
| L 3 _____ | <input type="checkbox"/> Excellent <input type="checkbox"/> Fluent <input type="checkbox"/> Good |
| | <input type="checkbox"/> Fair <input type="checkbox"/> Just a little |
| L 4 _____ | <input type="checkbox"/> Excellent <input type="checkbox"/> Fluent <input type="checkbox"/> Good |
| | <input type="checkbox"/> Fair <input type="checkbox"/> Just a little |

Volunteer's Experiences

11. Do you have voluntary experiences?: Yes* No

11.1. *If (YES): How long have you been a volunteer?

- | | |
|--|--|
| <input type="checkbox"/> Less than 1 month | <input type="checkbox"/> 7-12 months |
| <input type="checkbox"/> 1-3 months | <input type="checkbox"/> More than 12 months |
| <input type="checkbox"/> 4-6 months | <input type="checkbox"/> Others (Please specify _____) |

11.2. *What was your responsibility in you previous camp?

(More than one answer is allowed)

- | | | |
|--|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Agricultural | <input type="checkbox"/> Art | <input type="checkbox"/> Animals |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Cultural | <input type="checkbox"/> Educational |
| <input type="checkbox"/> Environmental | <input type="checkbox"/> Festival | <input type="checkbox"/> Kids |
| <input type="checkbox"/> Manual Work | <input type="checkbox"/> Renovation | <input type="checkbox"/> Social |

Instruction: Please put X in the appropriate box.

11.3. *How did you know the voluntary project?

(More than one answer is allowed)

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Organization | <input type="checkbox"/> Website | <input type="checkbox"/> Friends |
| <input type="checkbox"/> Media & books | <input type="checkbox"/> Seminar & Event | <input type="checkbox"/> Facebook |
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Others | |

12. Why do you want to be a volunteer? (More than one answer is allowed)

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> Helping Others | <input type="checkbox"/> Learn New Skills | <input type="checkbox"/> Explore More |
| <input type="checkbox"/> Learn a New culture | <input type="checkbox"/> Meet new people | <input type="checkbox"/> Get Inspired |
| <input type="checkbox"/> Become a part of Community | <input type="checkbox"/> Learn a New Language | <input type="checkbox"/> Others |
| <input type="checkbox"/> Change someone's life | <input type="checkbox"/> Boost your Career Options | |
| <input type="checkbox"/> A real-world Experience | <input type="checkbox"/> Gain a whole new Perspective | |

Part II: Needs and Problems of English abilities

Instruction: Please put X into the appropriate box.

5 Very high

4 high

3 Moderate

2 Low

1 Very low

Listening Skills

How much do you have problems in listening skills?	Level of Problems				
	1	2	3	4	5
13. Being unable to understand others English accents.					
14. Lack of knowledge about formal and informal words related to work.					
15. Lacking Knowledge of grammar structure.					
16. Lacking Knowledge of idioms, slang, and expression.					
17. Unable to understand complicated message.					

How much do you need to improve in listening skills?	Level of Needs				
	1	2	3	4	5
18. Pronunciation					
19. Grammar					
20. Vocabulary					
21. Comprehension					
22. Interpretation					

Writing Skills

How much do you have problems in writing skills?	Level of Problems				
	1	2	3	4	5
23. Knowing and correctly changing the tense according to the situation.					
24. Having inadequate vocabulary.					
25. Using inappropriate words, slang, idioms, and expressions.					
26. Using the correct writing format.					
27. Lacking Knowledge of grammar structure.					
28. Lack of knowledge about formal and informal words related to work.					

How much do you need to improve in writing skills?	Level of Needs				
	1	2	3	4	5
29. Grammar					
30. Vocabulary					
31. Comprehension					
32. Paraphrasing					
33. Writing Format					

Speaking Skill

How much do you have problems in speaking skills?	Level of Problems				
	1	2	3	4	5
34. Pronouncing of words and expressions correctly.					
35. Using inappropriate words, slang, idioms, and expressions.					
36. Frequently uses wrong words in conversation according to the situation.					
37. Lacking Knowledge of grammar structure.					
38. Lack of practice for speaking English.					
39. Unable to convey the message according to the intention					
40. Lack of knowledge about formal and informal words related to work.					

How much do you need to improve in speaking skills?	Level of Needs				
	1	2	3	4	5
41. Pronunciation					
42. Grammar					
43. Vocabulary					
44. Comprehension					
45. Interpretation					

Reading Skill

How much do you have problems in reading skills?	Level of Problems				
	1	2	3	4	5
46. Having inadequate vocabulary in reading.					
47. Unable to understand slang, idioms, and expressions.					
48. Unable to understand complicated messages.					
49. Lacking Knowledge of grammar structure.					
50. Lack of knowledge about formal and informal words related to work.					

How much do you need to improve in reading skills?	Level of Needs				
	1	2	3	4	5
51. Grammar					
52. Vocabulary					
53. Comprehension					
54. Interpretation					

Part III: How to improve English abilities

Instruction: Please put X into the appropriate box.

- 5 Always
- 4 Often
- 3 Sometimes
- 2 Rarely
- 1 Hardly ever

Activities to improve your English abilities	Level				
	1	2	3	4	5
55. Listen to Music					
56. Read English books and newspaper					
57. Watch television and films in English					
58. Make notes of new vocabulary					
59. Surround yourself with the English language					
60. Practice English whenever you can.					
61. Playing Game					
62. Find an English speaking conversation partner; Get a penfriend, use chat-rooms, forums, community site, and Etc.					
63. Figure out best time to learn					
64. Have English radio on in the house or smartphone to training your listening.					
65. Remember the mistake and take note.					
66. Put yourself into difficult situations.					
67. Use English language on social and smartphone					
68. Others					

CURRICULUM VITAE

Name: Kanchaya Apinandhasrithanat

Date of Birth: September 22, 1984

Place of Birth: Mueang District, Sisaket Province, Thailand

Address: 11 Moo 7 Ban Kud-Ngong, Phon-kha Sub-district,
Mueang District, Sisaket Province, Thailand

Education: 2003-2006 Bachelor of Arts in Business English
Ubon Ratchathani Rajabhat University
Ubon Ratchathani Province, Thailand

2006-2007 Graduate Diploma of Teaching Profession
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2014-2018 Master of Arts in English
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