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ในอุตสาหกรรมโฆษณาจัดหางาน

EXAMINING CHALLENGES ENCOUNTERED BY JOB ADVERTISING INDUSTRY  
EMPLOYEES IN WRITING ENGLISH BUSINESS EMAILS



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EXAMINING CHALLENGES ENCOUNTERED BY JOB ADVERTISING  
INDUSTRY EMPLOYEES IN WRITING ENGLISH BUSINESS EMAILS



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AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT  
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การศึกษาปัญหาการเขียนอีเมลธุรกิจภาษาอังกฤษ  
ของพนักงานในอุตสาหกรรมโฆษณาจัดทำงาน  
EXAMINING CHALLENGES ENCOUNTERED  
BY JOB ADVERTISING INDUSTRY EMPLOYEES  
IN WRITING ENGLISH BUSINESS EMAILS

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### บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัญหาการเขียนอีเมลเป็นภาษาอังกฤษ และวิธีจัดการกับปัญหาและพัฒนาทักษะการเขียนอีเมลเป็นภาษาอังกฤษของพนักงานชาวไทยในอุตสาหกรรมโฆษณาจัดทำงาน ในยุคไทยแลนด์ 4.0 ซึ่งเป็นช่วงเวลาที่ประเทศไทยมุ่งมั่นที่จะเพิ่มขีดความสามารถในการแข่งขันทางอุตสาหกรรม ด้วยวิธีการสุ่มตัวอย่างตามความสะดวก มีผู้เข้าร่วมตอบแบบสอบถามจำนวน 60 คน ประกอบด้วยเพศชาย 18 คน เพศหญิง 38 คน และผู้ที่ไม่ระบุเพศ 4 คน แบบสอบถามนี้ได้รับการตรวจสอบโดยผู้เชี่ยวชาญ 3 ท่าน โดยความเหมาะสมและความสมบูรณ์ของเนื้อหาวัดด้วยค่าดัชนีความสอดคล้อง (IOC) อยู่ในระดับสูงคือ 0.91 นอกจากนี้ ยังมีการศึกษาสำรวจกับผู้เข้าร่วม 30 คน เพื่อประเมินความน่าเชื่อถือของแบบสอบถาม ซึ่งมีค่าสัมประสิทธิ์ครอนบาคอัลฟาเท่ากับ 0.86 การวิจัยนี้ใช้วิธีการวิเคราะห์ข้อมูลเชิงปริมาณด้วยสถิติเชิงบรรยาย ประกอบด้วย ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัยพบว่าพนักงานชาวไทยประสบปัญหาส่วนใหญ่เกี่ยวข้องกับการเขียนสรุปความ (ค่าเฉลี่ย = 3.63, ส่วนเบี่ยงเบนมาตรฐาน = 1.18) และระดับความเป็นทางการของภาษา (ค่าเฉลี่ย = 3.58, ส่วนเบี่ยงเบนมาตรฐาน = 0.93) นอกจากนี้ยังพบปัญหาที่เกี่ยวข้องกับการใช้ไวยากรณ์ (ค่าเฉลี่ย = 3.63, ส่วนเบี่ยงเบนมาตรฐาน = 1.19) และการใช้กาลในไวยากรณ์ (ค่าเฉลี่ย = 3.68, ส่วนเบี่ยงเบนมาตรฐาน = 1.20) ในด้านการพัฒนาการเขียนอีเมลเป็นภาษาอังกฤษ พนักงานชาวไทยใช้อีเมลเป็นภาษาอังกฤษในสถานที่ทำงานอย่างสม่ำเสมอ (ค่าเฉลี่ย = 4.55, ส่วนเบี่ยงเบนมาตรฐาน = 0.77) และมีการใช้อินเทอร์เน็ตเพื่อเสริมทักษะการ

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เขียนอีเมลเป็นภาษาอังกฤษ (ค่าเฉลี่ย = 4.52, ส่วนเบี่ยงเบนมาตรฐาน = 0.87) ผลการวิจัยนี้เป็นประโยชน์ต่อผู้บริหารในการบริหารจัดการสนับสนุนการฝึกอบรมได้อย่างเหมาะสม การศึกษาระยะยาวเพิ่มเติมในอนาคตเพื่อติดตามการเปลี่ยนแปลงเมื่อเวลาผ่านไปจะเป็นประโยชน์สำหรับผู้สอนภาษาอังกฤษ ตลอดจนผู้พัฒนาหลักสูตรสามารถใช้เพื่อพัฒนาเนื้อหาในการสอนหลักสูตรภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ



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<b>Independent Study Title</b>	EXAMINING CHALLENGES ENCOUNTERED BY JOB ADVERTISING INDUSTRY EMPLOYEES IN WRITING ENGLISH BUSINESS EMAILS
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### ABSTRACT

This study aims to examine the challenges faced by employees in the advertising industry in Thailand during the era of Thailand 4.0, a period marked by the country's efforts to enhance its industrial competitiveness, particularly in English email writing. A convenience sampling method was employed to select a sample of 60 participants for the study, comprising 18 males, 38 females, and 4 nonbinary individuals who voluntarily completed the questionnaire. The content validity of the questionnaire was assessed using Item Objective Congruence (IOC) by three experts, resulting in a high validity score of 0.91. Additionally, a pilot study was conducted with 30 participants to evaluate the questionnaire's reliability, yielding a Cronbach's alpha coefficient value of 0.86. Descriptive statistics, including Mean and Standard Deviation, were utilized to analyze the quantitative data. The findings revealed that a majority of Thai employees faced challenges related to composing conclusions ( $M = 3.63$ ,  $S.D. = 1.18$ ) and maintaining an appropriate level of formality ( $M = 3.58$ ,  $S.D. = 0.93$ ). Moreover, issues in grammar usage ( $M = 3.63$ ,  $S.D. = 1.19$ ) and tenses usage ( $M = 3.68$ ,  $S.D. = 1.20$ ) were also prominent. Regarding improvement strategies, it was observed that most Thai employees attempted to enhance their English email writing skills by consistently using English emails in their work ( $M = 4.55$ ,  $S.D. = 0.77$ ) and utilizing the internet to explore methods for improving writing skills ( $M = 4.52$ ,  $S.D. = 0.87$ ). The findings of this study can provide valuable insights for executive teams to appropriately manage training.

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support. Furthermore, it is recommended that future research include longitudinal studies to examine changes over time, which could offer informative insights for English instructors and course developers aiming to enhance course materials tailored to English for Professional Purposes.



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## CHAPTER 1

# INTRODUCTION

### 1.1 Background of the Study

To align with the ASEAN Economic Community (AEC), the Thai population is increasingly encouraged to communicate in English with both native and non-native speakers, rather than relying solely on local languages spoken in ASEAN countries. This shift provides Thais with greater opportunities to work for multinational corporations, as many companies are choosing to establish offices in Thailand due to the comparatively lower labor costs. According to Pastora and Calderonda (2012), non-native English speakers now outnumber native speakers in the business realm, emphasizing the importance of Thais enhancing their English proficiency for success and advancement in the global business arena.

Presently, English proficiency is imperative for professionals aspiring to work in multinational corporations, as it serves as a vital means of communication among individuals from diverse cultural and linguistic backgrounds. English is widely employed in business communication, particularly in the crucial skill of email writing. Emails serve as a fundamental tool for employees to liaise with colleagues within the organization and to engage with external customers and stakeholders (Hasset, 2005; Karachadee, 2017; Kruawan & Khaourai, 2021). Therefore, emails have become an integral aspect of business communication both within and outside enterprises. In an international business context, emails serve specific communicative purposes, such as inviting, informing, offering, requesting, or addressing complaints. Additionally, they play a critical role in transmitting messages, proposing ideas, providing advice, conducting transactions, reporting progress, negotiating deals, and fostering relationships (Guffey & Du-Bacock, 2010). The strength of emails lies in their ability to facilitate faster and more convenient communication across distances, provided there is an internet connection. Unlike other forms of correspondence, electronic media uniquely excel in swiftly transferring and disseminating information. According to Balter (1998), emails have increasingly supplanted phone calls and face-to-face meetings as the predominant

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mode of workplace communication in recent years. Although English proficiency requirements may vary depending on one's career and job function, using email communication is often more straightforward than face-to-face interactions, particularly for non-native speakers seeking to communicate in a foreign language (Dick & Davies, 1995). Emails can be categorized into three types: formal, semi-formal, and informal. The first type is a formal email, which is used to communicate with somebody who holds a position of authority or when a sender is unfamiliar with a recipient (William, 2022). Hence, a formal email can follow strict professional standards, and it is commonly used in business settings when a sender addresses directors, interviewers, suppliers, etc. The second type is a semi-formal email, which is used to communicate with somebody a sender might already know, but the relationship is not on a personal level (Assaf, 2018). Nevertheless, a semi-formal email maintains a level of professionalism, but it permits some degree of familiarity, such as teachers, branch managers, or co-workers within the same organization. The last type is an informal email, which is used to communicate with individuals with whom a sender has a close and personal relationship (Assaf, 2018), such as friends, co-workers, and family members.

In the present landscape of Thailand's Job Advertising industry, using English for communication with both internal and external stakeholders is essential. Within this professional sphere, employees rely on English emails to interact with international organizations, particularly overseas headquarters. This extends to internal communications within Thailand's offices, where certain departments are required to compose emails in English to facilitate communication with foreign colleagues abroad, often for the purpose of documenting business transactions. Furthermore, employees utilize emails to convey messages and disseminate relevant content on labor markets, occupational shifts, and self-improvement. All geared towards assisting customers and benefiting the organization.

However, during working hours, employees often encounter challenges when writing emails in English, including issues with grammar, sentence structure, and vocabulary usage. These difficulties can lead to misunderstandings and potentially harm the enterprise. For instance, unclear content in emails may negatively impact recipients due to miscommunication. Additionally, some employees spend excessive time responding to emails in English, leading to an overload of tasks and hindered

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productivity. Furthermore, those who infrequently use English in their day-to-day work may face difficulties when required to compose emails in English.

Previous research, such as Decharotchanawirun's study in 2015, which examined writing skills in English business among 30 Thai employees in the manufacturing industry, highlighted that grammar usage was a predominant challenge for Thai employees. This was followed by difficulties in selecting appropriate vocabulary for business contexts and employing technical terms specific to their industry. In terms of solving these issues, the findings indicated that Thai employees should have tried to learn and practice by themselves, followed by in-house training in English writing skills, which was provided by the enterprise, and taking courses at a language institute. Another study by Chuandee in 2016 investigated problems related to writing business emails among 18 Thai employees in the education industry. The findings indicated that Thai employees struggled with the use of grammar and vocabulary, which had a direct impact on the quality of their writing. Additionally, Chuandee (2016) reported that Thai employees faced challenges in correctly spelling, describing, and using prepositions when they were composing replies in English. In terms of improving skills in writing business English emails, the findings revealed that Thai employees needed to try to use English as much as they could to enhance their skills in writing through everyday usage. This was followed by the need to be taught by teachers who were fully fluent in English to guide them on using grammar and vocabulary correctly in English writing skills.

For these reasons, this study investigates the challenges confronted by Thai employees within the job advertising industry when composing emails in English for communication with international organizations. Additionally, it seeks to understand the strategies employed by Thai employees to address these challenges and enhance their English email writing proficiency. It is vital to note that this study excludes foreign employees at overseas headquarters.

## 1.2 Research Objectives

The objectives of this study are as follows:

1. To investigate the problems encountered by Thai employees in the Job Advertising industry when they write emails in English.
2. To investigate the strategies that Thai employees use to deal with the problems in writing emails in English.
3. To investigate the strategies that Thai employees use to improve their writing email skills in English.

## 1.3 Research Questions

The current study addresses the following research questions:

1. What are the problems that Thai employees encounter when they write emails in English?
2. What are the strategies that Thai employees utilize to deal with the problems in writing emails in English?
3. What are the strategies that Thai employees utilize to improve their writing email skills in English?

## 1.4 Scope of the Study

This study focused on the problems of writing emails in English for internal and external business communication in one of the public company in Bangkok, Thailand where used English as the major language of international business communication. The research participants in this research included only Thai employees, excluding foreign employees who worked at the headquarters abroad. Email writing problems include those related to the English language, such as vocabulary, expressions, idioms, abbreviations, grammar, sentence structure, punctuation marks, and organizational skills. Nonetheless, emails for personal issues were not included in the study. Skills related to business management and knowledge, which were specific, were not considered for investigation in the study. Problems related to cross-cultural

communication were not examined in the study. Moreover, email examples were not collected for analysis because they were regarded as confidential company documents, and it was against company rules. A survey was used as a research instrument to collect the data from this study, and there was an open-ended question, which allowed participants to write down opinions about problems in English email writing and methods to improve and solve issues if applicable. The study did not intend to observe Thai employees while they were writing emails to communicate with colleagues and customers because the researcher perceived that observing Thai employees while they were writing emails was unethical practice in a business context.

### 1.5 Significance of the Study

This study will provide up-to-date research findings on the workplace writing communication of non-native English-speaking professionals, in particular Thai employees. It will notify about the problems of writing English emails and the method of English email writing improvement, which will be beneficial to research and studies on English for Specific Purposes (ESP), especially for English teachers who are in charge of designing the training courses to meet the expectations of Thai employees, and course developers who desire to improve course material to teach discipline-specific English or English for Business Purposes (EBP). Likewise, universities and colleges can apply the findings of this study to create a business writing course that focuses on English email writing tasks. The course will prepare learners to meet the needs of business writing communication after they have graduated. In addition, the results can help business owners plan a training course to improve their employees' skills in English writing knowledge. This includes additional knowledge related to English business skills to increase the understanding of international business communication.

## 1.6 Definition of Terms

This study aims to investigate the problems of employees with email writing skills in English to communicate with the international organization. The definitions concerning this study are listed below:

1. **Employees** refer to Thai employees in a company in Bangkok of Thailand, who work and write emails in English to communicate with the internal and external workplace.

2. **Emails** refer to messages and files' transmission over a network as long as a user has an internet connection. Email permits a user to deliver and receive digital messages and documentation from multiple receivers. In terms of business context, email is a method of business communication that plays an essential role in establishing relationships with colleagues, partners, and sponsors. Also, email is able to be used to exchange information, submit an invitation, attach a document, and share a digital photo and video when employees want to publish interesting content in the circle of business.

3. **Problems** refer to the difficulties which encountered by employees while writing emails in English.

4. **The workplace** refers to a company in Bangkok of Thailand that employees perform tasks, jobs, and projects for their employers.

5. **Job Advertising** refers to an announcement of an opening job position, including the newsletter related to the change in employment trends and self-enhancement to get the appropriate job.

## Chapter Summary

This chapter serves as an introduction to the current research, providing an overview of the significance of email writing in professional settings. Email communication stands as a crucial skill employed by employees to engage with both internal and external stakeholders. It offers a more straightforward means of interaction, particularly for non-native speakers navigating a foreign language, and facilitates efficient message transmission to external entities. As such, emails have emerged as indispensable tools for various business purposes, encompassing invitations, notifications, offers, requests, and grievances. Within the Job Advertising industry in Thailand, English emails have become an integral part of communication with both internal and external partners, serving to disseminate important information, including updates on the labor market. However, during working hours, employees encounter challenges, such as grammatical inaccuracies and vocabulary issues, potentially leading to miscommunication and organizational setbacks. This underscores the need to investigate and address these problems. This study aims to diagnose the hurdles Thai employees face in writing English emails for communication with internal and external organizations and examine their opinions on how to deal with these challenges and enhance their email writing skills. However, it is essential to note that the scope of this study excludes personal email correspondence, cross-cultural communication challenges, and specific business management or domain-specific knowledge. Additionally, the study does not involve the collection and analysis of specific email examples or the observation of employees while Thai employees are composing emails. The significance of this research lies in its contribution of current insights into the workplace communication practices of Thai employees in terms of email writing. Definitions provided in this chapter clarify key terms, including employees, emails, problems, workplace, and job advertising. In the subsequent chapter, the literature review about the area of research is presented.

## CHAPTER 2

# LITERATURE REVIEW

### Introduction

This chapter reviews the literature related to the area of research and is divided into 3 parts. The first part presents the background of emails, followed by the advantages and disadvantages of emails and the emails' components. The second part presents the methods to deal with and enhance email writing skills in English. The third part presents the problems related to writing emails in English, and the last part presents the relevant research which has been investigated and conducted by other researchers.

### 2.1 Email

Email stands as a form of electronic communication tool that enables the swift exchange of information across the worldwide digital network of servers in contemporary times. As elucidated by Pagliaro (2020), V.A. Shiva Ayyadurai is credited as the creator of email software, introducing key features that have become standard in subsequent email platforms. These encompass crucial components, such as Inbox, Outbox, Address Book, Folder, Attachments, Junk Mail, and more. The primary objective of emails was to supplant the conventional pneumatic post system, which was formerly employed for inter-office correspondence among employees within an organization.

Similarly, email serves as a vital application tool for information dissemination and communication within both internal and external corporate domains. Utilizing a technology system, emails facilitate digital message exchanges via internet connections. They serve as a means to convey information between customers and colleagues, available for use at any time, day or night. While video chats and text messages have gained prominence as alternatives, emails remain integral to the functioning and efficiency of today's workforce, as emphasized by Janet (2015).

Especially in situations involving individuals residing in different regions and time zones, emails prove highly suitable and advantageous for employees and business owners striving to achieve their professional objectives, as noted by Muhl (2003). Additionally, emails offer a more convenient and effective means of communication than traditional letters when connecting with individuals who are geographically distant. For instance, they facilitate exchanging information, issuing invitations, attaching files, and sharing various digital assets such as photos, videos, and music.

As highlighted by Decharotchanawirun (2015, as cited in Guffey & Du-Babcock, 2010), email has emerged as an alternative and indispensable communication channel within the business sphere. Email communication is a continuous and ongoing process, necessitating careful consideration from senders and receivers who cannot simply discard the conveyed information or messages. Senders must ensure the content is clear and easily comprehensible before dispatching messages. This involves scrutinizing vocabularies, sentence structures, and paragraphs to eliminate any unnecessary information. Furthermore, it is essential to address cultural differences, prioritizing clarity and precision in language use to prevent confusion and misunderstanding in a business context. The use of slang and clichéd language should be avoided to maintain effective communication, and senders should diligently review the information before transmission to recipients.

In summary, email is a means of transmitting and receiving messages through electronic devices. With an internet connection and a device equipped with email capabilities, individuals can maintain communication with customers and colleagues regardless of time or location. Within the business realm, emails go beyond text-based messages, allowing the sharing of photos, videos, and documents and serving as a platform for disseminating relevant news within both internal and external corporate circles.

However, it is crucial for senders to exercise care in verifying the vocabulary and sentence structures in their messages before sending them. This diligence is essential to ensure that messages are clear and easily understood, preventing potential confusion and misunderstandings. Additionally, avoiding the use of slang and jargon is essential to maintain the quality and professionalism of emails. Therefore, the senders should be aware of the contents while writing emails for internal and external communication.

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## 2.2 Type of emails

Emails can be classified into 3 categories as follows:

1. **Formal emails** are used to communicate with government departments, institutes, businesses, and any external officers who may need to consolidate in the business circle (James, 2023). Using language with this group of contact persons should be respectful and polite due to sending out emails on behalf of the enterprise. Any unwanted things, especially funny texts, jokes, or small talk should not be added to emails.

2. **Semi-formal emails** are used to send to colleagues and teammates. The senders can write in simple language, and messages and contents can be as casual or friendly as nature (Assaf, 2018).

3. **Informal emails** are used to send to friends and family. There are no rules for writing emails of this type, and the senders can use any language (Assaf, 2018).

In addition, there are other types of emails which are currently used as follows:

1. **Promotional emails** are used for publishing the goods and services of a company. Promotional emails can be exclusive offers, seasonal promotions, or special content. It includes coupons, discounts, and admittance to the invitation-only events.

2. **Transactional emails** are automated emails that are delivered to a single receiver at a time. Transactional emails are delivered in response to actions which are taken by the specific users (Cerbauke, 2022). A common example is the e-commerce industry, which means the customers will receive an email confirmation about the price, item, and shipment after purchasing the goods on the website.

3. **Plain-text emails** are simple emails which only have texts. There are no images, videos, or graphics to show on the platform (Graham, 2019). Plain-text emails are simply black-and-white pages with the basic fonts and the attached URL.

4. **E-newsletters or email newsletters** are emails which have both messages and media attachments. E-newsletters are delivered to a list of customers and subscribers who have registered to be website members, and the senders want to provide up-to-date information on the company and product news (Minj, 2021). An e-newsletter can be an internal news outlet that publishes interesting content in the enterprise, such as employee referral programs, enterprise achievement, growth, etc.

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In conclusion, emails are the most common way to communicate, formal or informal, but it is important to follow certain rules to ensure the messages are clear and well-conveyed.

### **2.3 The advantages of email**

Vdovin (2023) indicated that email is an essential method of business communication which is fast, cheap, and easy to replicate. Using emails can be extremely helpful in business because it is an efficient and effective means of transmitting electronic information. In addition, emails are able to increase efficiency, productivity, and business preparedness because the users can reach the recipients in minutes or at the most within a few hours, depending on the speed of the internet connection. No matter where the users are, they can access the inbox and review the messages. Moreover, emails are permanent, which means the users can store all the emails, whether messages, documents, or media until the users erase them by themselves. In terms of the environment, emails are paperless and beneficial for the planet, which means the users can save on paper costs and reduce the damage paper usage does to the environment.

However, Wannadilok (2017) indicated that face-to-face communication might be unnecessary with the extensive use of emails because people can contact or consolidate by using emails without seeing each other. This builds the possibility of diversity in working as a team and permits the global enterprise to work together across country borders.

### **2.4 The disadvantages of email**

While email is a great tool for communication, it may have some disadvantages in terms of technical aspects, which may impact the business context. Firstly, email can easily be hacked, which means hackers can access emails and any information that has been delivered and received (Blechynden, 2023). This is able to lead to identity theft, fraud, and other cybercrimes. Secondly, email is able to be a target for phishing attacks or spam. This means your security and privacy may be in danger since

these phishing emails may contain malware or URLs of malicious websites. Thirdly, email might destroy the occasion to receive rapid feedback, see behavior responses, and reduce personal interactions with the team (Wannadilok, 2017). Fourthly, email can cause misunderstanding because email does not include nonverbal communication until the receivers probably misinterpret the senders' messages (Vdovin, 2023). This is particularly true of senders' failure to go through their messages before senders. Lastly, email may not be the ideal method of communication for all situations, although email is a great method of contacting people who are close to each other and live in different regions. For instance, it may be better in some cases to use different methods of communication, whether sending text messages, calling someone by phone number, etc.

In conclusion, in terms of advantages, email is a useful tool which allows the users for quick and easy communication in both business and personal discussions. Emails can deliver messages immediately to anyone and anywhere in the world as long as the users have an internet connection. Emails can also keep all the details, including the digital files, which can be used as the users need. Emails can help to save the world by reducing the use of paper and are beneficial for the planet, as well as the cost, which may be too much for purchasing paper. On the other hand, in terms of disadvantages, users' difficulty using emails is related to emotional communication while responding forth and back, followed by security issues, such as the scammer may hack to access any necessary information. It also includes any incoming immediate cases that may be better addressed by contacting those persons directly by calling or texting to obtain the exact information. Therefore, emails have both advantages and disadvantages, the users should realize the importance and drawbacks which probably occur when using emails (Singh, 2023).

## **2.6 Understanding of effective emails writing**

In the area of effective email communication, there are a number of fundamental components. Particularly message format, formality, organization, and clarity. (Guffey, 2009).

### 2.5.1 Messages Format

According to Guffey (2009), emails are delivered worldwide with more than 294 billion daily receivers. With the increased global demand for using emails, it is essential to possess effective email writing proficiencies to communicate with others properly.

Wannadilok (2017, as cited from Frank and Toland, 2022) stated that the message formats are listed in 2 main parts: the message header and the message body. Other parts are the closing statement, signature line, and attachment.

**Message headers or email headers** are similar to an envelope of a written letter, which contains the details of the sender and recipient and the email's route to get to the recipient's inbox (Tschabitscher, 2022). Email header includes the subject line, which concludes the topic or main idea in phrase form, and the introduction, which is the main idea in the complete sentence.

**Subject Line** is a part of message header or email header which is important in writing emails. The reason is the readers can glance at the subject line and realize which emails should be opened and read as the first priority. However, to ensure that emails have been opened and read, the subject line should indicate the main idea with quick identification for reading (Wannadilok, 2017). For example, if a sender wants to make an appointment to discuss with a customer, a sender may write "Monthly sales target meeting on June 3, 10 a.m." to remind the customer, and the customer will realize how important it is. Similarly, if a sender wants a receiver to perceive the immediate email, a sender may be able to state a phrase which is softer, for example, "Kindly contact Mr. John immediately" instead of putting the words "Important" or "Urgent" in the subject line.

A **salutation** is a greeting phrase which is written at the beginning of an email, and it normally identifies in the pattern of the message, followed by the receiver's name (Smith, 2023). For example, opening with "Dear [Full name]" means a respectful tone when the senders write emails to somebody for the first time in a professional manner. Likewise, opening with "Hello [First name]" or "Thanks [First name]" means maintaining a mid-formal tone when the senders write emails to Salutat, somebody who has emailed previously. Also, opening with "Hi [First name]" or "Hey [First name]" can be acceptable if you are in contact with your friends, familiar persons, or co-workers (Smith, 2019)

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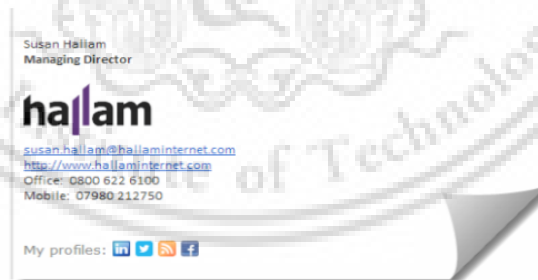
**Opening** is a message which is able to be categorized into direct opening and indirect opening (Guffey, 2008). The direct opening demonstrates the main idea in order to restate the subject line, which assumes that the readers are familiar with the background of the content. The example of the direct opening may be written as “We have reviewed your CV and are pleased to offer you the position of Branch Manager at 2/3 Orchid Square, location of Selangor City”, whereas the example of the indirect opening may be written as “Thank you very much for your CV to Branch Manager position at 2/3 Orchid Square, location of Selangor City. Although we receive a large volume of high-quality applications for this position, we were appreciative of your experience and qualifications.”

**Message body or email body** is to contain the importance of the email’s information. An effective message should have one core topic in each section, and it should be clear and with no complexity to comprehend. Another definition, Tschabitscher (2022) indicated that the message body is regarded as a crucial thing which is similar to having a letter inside an envelope. To consider how a receiver reads a letter received in a mailbox, a receiver has to open an envelope and unfold the paper to view the messages’ contents (Tschabitscher, 2022). In terms of using email, when a receiver opens an email message, the email body section shows in its entirety, and it splits from the header. The email body is a freedom field that a sender can insert as much as the sender wants, including adding any support details, namely links, media, and attachments (Tschabitscher, 2022).

**Closing statements or closing emails** are important in emails which are the last thing which has been read and left the greatest impression on the readers. Closing emails should include a call to action that illustrates the next steps or senders' expectations from recipients (Anthonioz, 2023). For example, the senders may write, “The attached booking is to confirm the rate of Suite Room. If you wish to change your reservation, kindly contact 123-456-789 or submit the email to [cs@kmitl.ac.th](mailto:cs@kmitl.ac.th)” for closing email with the attachment. Another example of a closing email with be thankful may be able to be written as “We sincerely appreciate your care and concern during this time of transaction. Thank you for your patience and have a nice day.” Also, the senders may write “We look forward to serving you again” as a closing email to seek the future again, etc. (Richard, 1994)

**Complimentary close or closing salutation** relates to a combination of a sign-off word and the sender's first name, depending on the nature of the message and how formal it is (Kramer, 2023). For example, if the senders write emails to somebody in a professional context, the formal closing salutation may be considered to use and ended as "Best Regards," "Kind Regards," "Warm Regards," "Sincerely Yours," "Respectfully Yours," etc. Likewise, the semi-formal closing salutation may be considered to be used and ended as "Many Thanks" or "Good Luck" if the senders write emails to somebody who is the middle level of person. In terms of familiar persons, the informal closing salutation may be considered to use and end as "Be well," "Cheers," or "Ciao" (Smith, 2019)

**Signature line or email signature** are a block of text at the end of an email that contain contact details and corporate branding. Images and hyperlinks can be included in some email signatures which allows the recipients to click to explore more details of the enterprise's service (Holcombe, 2022). In terms of the education field, the email signature may include the university's logo, student's position, and research project besides the contact information. The advantage of an email signature is to demonstrate all the users' contact information when the senders send out an email to the recipients (Alabi, 2023). The figure 2.1. and 2.2. below is an example of an email signature from the enterprise and the education field.



**Figure 2.1** Email Signature Example Demonstrating Company Branding and Marketing Messages (Cobb, 2017)

**James Doe**  
 PhD Student in Sociology,  
 Researcher CDDP project



Email: james.doe@university.com  
 Mobile: 123-456-789  
 Twitter: @JDoeSociology  
 Room L29

Albertus-Magnus-Platz, 50923 Köln, Germany

Recent publications:  
 - Theoretical ambiguities in socialization practices  
 - Childhood development revisited  
 - Interactive design and childhood development

**Figure 2.2.** Email Signature Example Tailored for the Education Field  
 (Email Signature for PhD Students, n.d.)

### 2.5.2 Formality

According to Cole and Eklund (1999), even though emails can be composed informally, it is advisable to maintain a formal tone in email messages. This precaution is essential because emails can be archived permanently unless users actively delete them from their inboxes. The rationale for using a formal tone rather than an informal one is that third parties may potentially access and read these emails, often in chronological order. Additionally, it's worth noting that even if users resign from their positions or their email accounts are terminated by the IT department, these emails can persist within the system unless they are deleted.

### 2.5.3 Organizations

According to Wannadilok (2017), there are several actions that can help recipients better comprehend intricate messages in the context of complex emails. To begin with, when a conversation originates from a phone call or a personal chat, it's beneficial to provide a brief recap of the previous topic. This serves as a helpful context setter, especially when it's challenging to locate the prior email in the conversation thread. Additionally, if the sender wishes to continue the discussion but can't easily refer back to the previous email, drafting a new one can be advantageous. Secondly, employing bullet points can effectively break down complex topics into distinct, digestible parts, aiding in clarity. When delivering unfortunate news, using straightforward vocabulary to reinforce the central message can enhance understanding and empathy. Conversely, if emphasis is required, incorporating vivid and impactful language can underscore the importance of the subject matter, ensuring it doesn't go unnoticed. These strategies

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collectively facilitate better comprehension and communication within complex email exchanges.

#### 2.5.4 Conciseness

Guffey (2008) highlighted a set of rules for email drafting, with the first rule emphasizing the need to remove superfluous or verbose language. Table 2.1, presented below, provides an illustrative example sourced from Guffey (2008) to elucidate the concept of eliminating unnecessary details and ensuring that the main idea is conveyed in a well-organized manner. This principle underscores the importance of clarity and conciseness in email communication.

**Table 2.1:** Illustrative Example of Eliminating Unnecessary Details for Clarity and Organization (Guffey, 2008)

Flabby	Concise
At this point in time	Now, presently
Despite the fact that	Although
Until such time as	Until

1. Erase long lead-ins.

In the context of removing long lead-ins, consider Table 2.2 below, which serves as an example derived from Guffey's work in 2008. This technique involves transforming an unessential introduction into a shorter, more concise sentence.

**Table 2.2:** Example of Eliminating Lengthy Lead-Ins for Conciseness (Guffey, 2008)

Long Lead-Ins	Concise
This is to advise you that you could explore cheaper flight tickets on our website.	You could explore cheaper flight tickets on our website.
I am composing this email because Professor Lavanya Kumar recommended that your enterprise is recruiting a trainee.	Professor Lavanya Kumar recommended that your enterprise is recruiting a trainee.

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## 2. Simplify sentences.

Table 2.3 below provides an illustration of how to eliminate redundancy, as demonstrated in Guffey's 2008 work. This involves revising words or expressions that needlessly repeat the same definition multiple times in a sentence or text.

**Table 2.3:** Redundancy Removal Examples from Guffey (2008)

Redundant	Concise
Big in size	Big
Refer back	Refer
New Beginning	Beginning

When employees communicate with both internal and external stakeholders without a solid grasp of effective email writing, it can result in ambiguous messages and misunderstandings. This, in turn, can have a negative impact on communication with foreign clients, partners, and organizations (Wannadilok, 2017).

## 2.6 Challenges Associated with Writing Emails in English

Emails have had an important impact in the workplace since the 1990s, they have also become a typical technique to distribute electronic messages and attachments through the device if the users have an internet connection. (Wannadilok, 2017 as cited from Kokemuller 2007). Email has a variety of benefits in business communications that the employees can use emails instead of letters to contact anyone around the world. Also, email can help to save time and deliver more information within one page. Nevertheless, the growth of email has made it difficult to communicate because there are no rules about the method of writing emails, and it can probably become miscommunication.

Friedman and Curral (2003) have highlighted that one of the most significant challenges in email communication lies in the tone employed by the senders. This becomes especially crucial when the individuals communicating have no prior acquaintance. To mitigate tone-related issues, Guffey et al. (2016) have recommended several strategies as follows:

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1. **Keep Emails Concise:** Avoid lengthy email messages and instead, opt for shorter paragraphs. This helps prevent ambiguity and simplifies the message, which is particularly suitable for English email writing.

2. **Use Titles and Bullets:** Incorporate headings and bullet points to enhance message clarity and readability.

Friedman and Curral (2003) have also identified several common pitfalls in email writing as follows:

1. **Lack of Subject Line:** Failing to include a subject in the email can make it challenging for recipients to discern its key information.

2. **Absence of Greetings and Closings:** Neglecting salutations and closing statements can make emails appear less professional and courteous.

3. **Spelling and Grammar Errors:** Incorrect or misspelled words can hinder understanding and credibility.

4. **Negative Tone:** The use of a negative or confrontational tone can lead to recipient dissatisfaction and strained relationships.

**Lack of Professional Identification:** When emails come from personal or anonymous email addresses, especially from potential future business partners, the absence of professional identification can be a drawback.

In summary, effective email communication requires attention to these factors to ensure clarity, professionalism, and positive interactions.

## 2.7 Approaches for Enhancing English Email Writing Skills

In his research, Bernoff (2017) asserted that American businesses suffer significant financial losses, estimated at around 400 billion dollars annually, due to inadequate email writing skills among their employees. His study, which involved 500 professionals in the marketing industry, revealed that employees often struggled with effectively communicating product and service details to customers. This lack of clarity created difficulties for customers in trusting these enterprises, potentially harming their reputations.

Similarly, in Thailand, Wannadikok (2017) identified shortcomings in email writing skills among employees in the financial sector. In his investigation of 75 employees

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within the Fraud and Customer Service Department, he observed that employees lacked a comprehensive understanding of how to compose effective emails. This deficiency led to miscommunications with both internal and external organizations. For instance, employees faced challenges related to sentence structure, grammar, vocabulary, and conveying concise messages.

To mitigate the negative consequences of poor email writing skills, such as reduced profitability, decreased productivity, and diminished work quality, it is imperative for employees to enhance their email writing skills. This improvement is crucial for building customer confidence and maintaining positive relationships. The methods for addressing and improving these skills in English primarily include self-directed learning and formal training programs.

### **2.7.1 Self-Learning**

Jackson (2006) claimed that self-learning is an educational approach that does not rely on direct guidance from teachers or professors to facilitate the learning process for individuals. In recent years, there has been a growing emphasis on encouraging learners, particularly those who are currently employed, to engage in more independent projects as a valuable supplement to traditional education. This shift aims to empower employees to pursue learning at their own pace and in their preferred locations. To support individuals in improving their email writing skills through self-directed learning, the following methods are employed.

#### **a) Textbooks**

Reading textbooks are considered as one of the most vital and effective techniques of learning anything. Hanski (2014) indicated that writing is a proficiency which can be learned by reading. In order to write properly, the learners have to learn a wide range of lexical, punctuation, rules of grammar, and writing strategies which are able to apply to the contexts. Hence, reading a variety of textbooks can lead learners to gain knowledge about email writing skills.

#### **b) Workplace example**

In a workplace, there are not only employees to execute their tasks, but they are able to learn new things from their co-workers' example. Spilka (1998) figured out the

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relationship between social circumstances and the writing process in the enterprise setting and explored that an employee who can compose effectively in the enterprise tends to persuade other employees to enhance their business writing skills. It means when there is an employee commences to write in English, another employee will gradually trail to follow each other.

### **c) Internet access**

With the rapid growth of internet usage, the method to learn and enhance proficiencies in writing email has migrated into electronic tools, whether laptop, tablet, or smartphone, which are comfortable for seeking any course materials related to the lessons of email writing skills. No matter where the users are, the users can access to learn and search for any lessons anything if there is an internet connection. Duin (2013) claimed that the Internet is regarded as a crucial source of self-learning. Likewise, Tawil (2013) also claimed that learning which is based on electronic tools can be effective in self-learning.

There are many websites which provide a large database of knowledge in order to enhance email writing skills, such as institute or university sites. Furthermore, YouTube, which is a video service provider, has many course materials in the area of enhancing email writing skills. When users search for online content on the YouTube platform, there are approximately thousands of results. Apart from email writing skills, there is other online content that the users can enhance and upskill, such as English business communication, report writing in English, etc.

### **2.7.2 Training**

Wannadilok (2017) indicated that training is regarded as a means to teach humans or animals in a particular skill. It is inclusive to develop in oneself, and others, also any skills or knowledge in association with the specific helpful competencies. Training has specific achievements which can enhance the capability, productivity, and performance of learners. However, in order to lead to the accomplishment of training, the following materials are used as a method to enhance email writing skills.

### a) Expert Lectures

A lecture is an educational discussion to the audience for learning new information or knowledge. A lecture which is relayed in a specific area is able to provide in-depth information to the audience (Jackson, 2006). Having the expert in the scope of email writing lecture, the employees who join the lecture session will be able to enhance and gain more knowledge about email writing skills. It includes the understanding of English business email writing in each context.

### b) Workshop Demonstrations

A workshop is a seminar or meeting that a group of persons have an intensive discussion and activity on a specific topic (Wannadilok, 2017). A workshop can be executed in the workplace by the training team of the Human Resource Department, and it sometimes can be managed at the auditorium which is out of the enterprise if the workplace is insufficient area. In terms of a demonstration, a narrator who has experience in a particular subject will relay the practical examples until the audience has a clearer and better understanding of that particular subject. Thus, having the writing workshop demonstrates will be regarded as additional knowledge that the employees will obtain more understanding of English business skills, especially, email writing.

Norman (2009) recommended the method to enhance the participants in the study by using the workshop demonstration that the guest should have attended in writing English emails because the workshop demonstration would consist of the method to create notions to compose and compose the emails with the suitable structure. Also, the workshop demonstration would give the ideas and increase comprehension of writing properly.

In conclusion, the method to deal with and enhance email writing skills in English can be divided into 2 parts, namely self-learning, and training. In terms of self-learning, textbooks are regarded as course material which is one of the important and effective ways for the learners to gain knowledge and apply the technique with each context, followed by the example of a situation in the workplace where it is not simply a task management, but the employees can acquire the lessons in terms of email writing in English in each situation while facing in the workplace in front of the device. Also, This material is reserved for educational use only, not allowed for commercial use.

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internet access facilitates the learners to acquire any lessons in relation to email writing skills and other lessons in English business if there is an internet connection. In terms of training, an expert lecture is a part of training which can relay a particular area in in-depth detail to the audience. The employees can improve and receive more knowledge about email writing skills if there is an expert in the scope of email writing to clarify them how to adapt it properly. It includes the workshop demonstration which is a seminar or meeting group for a specific subject. The audiences will receive more understanding of English business skills in relation to email writing. A narrator who has had experience in the specific subject will describe and give an example till the audience sees the overview and clears any concerns.

## 2.8 Relevant Research on English Email Writing Challenges in Various Industries

Numerous research studies have explored the challenges Thai employees face when writing emails in English across different industries, such as education, logistics, financial services, and manufacturing. These studies have shed light on common issues encountered and offer valuable insights into areas requiring improvement, namely grammar and lexical errors, informal language usage, punctuation and capitalization, vocabulary selection, use of formal language, and language transfer and overgeneralization.

1. **Grammar and Lexical Errors:** Several studies, including Nutpong (2013) and Kotisatheankul (2014), have identified frequent grammatical errors as a significant challenge among employees. These errors encompass issues like tense usage, subject-verb agreement, sentence structure, and vocabulary selection. Such errors can lead to misunderstandings and hinder effective communication.

2. **Informal Language Usage:** Nutpong (2013) also noted that Thai employees tend to use informal language in their email writing, which may not be suitable for business communication. This informal tone can affect professionalism and the perception of the sender.

3. **Punctuation and Capitalization:** Kotisatheankul (2014) found that employees often struggle with punctuation and capitalization rules, using lowercase letters where

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capitals are required. Additionally, improper abbreviations in business emails can lead to misunderstandings.

4. **Vocabulary Selection:** Decharotchanawirun (2015) highlighted the importance of vocabulary selection. Employees often face challenges in choosing suitable words and vocabulary for their emails, which can affect clarity and professionalism.

5. **Use of Formal Language:** Konuk (2021) observed that administrative staff and higher education students sometimes fail to use formal language, including salutations, closing statements, subject lines, and paragraph structures, in their emails. This lack of formality can impact the overall tone and professionalism of the communication.

6. **Language Transfer and Overgeneralization:** Nila (2017) found that students often make errors in vocabulary and grammar due to language transfer from their native language and overgeneralization of language rules. These challenges arise because students' local language grammar differs from English.

In conclusion, the research conducted across various industries consistently highlights common challenges in English email writing. These challenges encompass grammar and vocabulary errors, informal language usage, punctuation, capitalization, and the use of formal language elements. To address these issues and enhance English email writing skills, recommendations from these studies often include seeking assistance from private tutors, engaging in in-house training, and focusing on self-improvement. By addressing these challenges, employees can communicate more effectively and maintain professional standards in their email correspondence, regardless of the industry they work in.

## 2.9 Research Framework

This study will be guided by a framework that draws inspiration and adapts from the work of Chuendee (2015), who investigated the challenges faced by Thai employees in writing emails in English within an educational industry. Additionally, insights will be gleaned from the research conducted by Wannadilok (2017), which focused on English email writing difficulties among GSB employees in the Call Center and Fraud Department through a questionnaire-based study. The research will also employ data collection procedures to explore the issues surrounding English email

writing skills in the context of the Job Advertising industry. The framework is built upon the following sources.

1. **Survey Structure:** The survey will encompass a range of aspects in relation to problems in writing emails in English. Employees will be asked to assess their proficiency in understanding and composing emails effectively, pinpoint issues related to grammar and sentence structure, and identify challenges they encounter when selecting appropriate vocabulary for email communication. Furthermore, the questionnaire will include queries pertaining to the methods employees employ to address and enhance their English email writing skills.

2. **Additional Suggestions:** Recognizing that employees may possess valuable insights that extend beyond the structured survey questions, the research will provide a platform for participants to share additional suggestions and strategies on how to address these challenges and improve their English email writing abilities.

3. **Data Analysis:** Upon collecting and analyzing the survey responses, this study aims to provide up-to-date research findings on English email writing within the workplace, specifically for non-native English-speaking employees, with a particular emphasis on the experiences of Thai employees. These findings will offer valuable insights into the challenges encountered and strategies employed by employees in workplace communication.

4. **Practical Implications:** The outcomes of this research are expected to serve as a beneficial reference for enterprises seeking to enhance their employees' English email writing skills. By gaining a deeper understanding of employees' challenges and the methods they employ to tackle them, organizations can tailor their training programs effectively to improve English email communication within the workplace.

## Chapter Summary

This chapter explores the significance of email as an electronic tool for information dissemination and communication within corporate settings. Email serves as a means of sending and receiving messages via electronic devices equipped with internet connectivity and email applications. It is categorized into three main types: formal emails, semi-formal emails, and informal emails. Additionally, there are other

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types, such as promotional emails, transactional emails, plain-text emails, and e-newsletters, all commonly used in various business contexts.

1. **Strengths and Weaknesses of Email:** Email offers several advantages, including its speed, cost-effectiveness, and the ease with which messages can be replicated and disseminated to multiple recipients. It also serves as a repository for storing files indefinitely until users choose to delete them. However, email has its weaknesses, primarily concerning security, as scammers may attempt to hack accounts to gain access to vital information. It can also delay urgent feedback, as direct communication methods like phone calls may be faster. Additionally, email communication lacks nonverbal cues, leading to potential misunderstandings.

2. **Challenges in Email Writing:** Email writing presents several challenges, with one of the most significant being the tone used by the sender. The absence of prior acquaintance between senders and receivers can lead to a critical interpretation of email content. Another challenge relates to email's subject lines, salutations, closing statements, and the use of professional handles, which are often missing in English email writing.

3. **Enhancing Email Writing Skills:** To address these challenges and improve email writing skills in English, two primary approaches are considered: self-learning and training. Self-learning involves using textbooks as course materials, learning from workplace examples beyond task management, and accessing online resources related to English business communication, particularly email writing skills. Training includes expert lectures, which provide in-depth insights into specific areas, and workshop demonstrations—seminars or meetings that enhance understanding of English email writing skills through practical examples.

4. **Relevant Research Findings:** Various research studies have explored email writing skills in English across different industries, such as education, logistics, financial services, and manufacturing. These studies have consistently identified grammar and sentence structure as the most common challenges, followed by issues with vocabulary selection and inappropriate capitalization and abbreviations used in business communication. Additionally, findings have indicated a lack of formality, including the omission of formal language, salutations, and closing statements in emails.

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5. **Recommendations from Previous Research:** Previous research suggests solutions to address these challenges, including hiring personal tutors to provide guidance on proper English email composition, enrolling in courses at language centers, and implementing in-house training programs to enhance employees' English email writing skills and integrate them into the company culture.

In conclusion, this chapter has delved into the pivotal role of email as a versatile tool for communication and information dissemination within corporate settings. The categorization of emails into formal, semi-formal, and informal types, along with other specialized forms, highlights the diverse applications of this electronic medium. While email offers notable strengths such as speed, cost-effectiveness, and efficient message replication, it is not without its vulnerabilities, particularly in terms of security and potential for miscommunication. The challenges in email writing, from establishing tone to addressing formalities, have been identified, necessitating a concerted effort to enhance English email composition skills. The combination of self-learning through various resources and formal training, including expert lectures and workshops, emerges as a promising approach. Research findings underscore the persisting issues in grammar, vocabulary, and formality, offering valuable insights for improvement. Recommendations from previous studies advocate for personal tutors, language courses, and in-house training programs, emphasizing the significance of integrating proficient email writing skills into the fabric of corporate culture. By addressing these challenges and implementing these solutions, businesses can unlock the full potential of email as a powerful tool for effective communication in the modern professional landscape. In the following chapter, the research methodology will be addressed.

## CHAPTER 3

# RESEARCH METHODOLOGY

### Introduction

In this chapter, the research methodology employed in the current study is explored, with a particular emphasis on the adoption of a cross-sectional survey design approach. The chapter is structured as follows: It commences by introducing the research participants, followed by a thorough examination of the research instrument in use. Subsequently, it offers a clear overview of the implemented data collection procedures, leading to an exploration of the applied data analysis methods. Lastly, a dedicated section is included to conscientiously address the ethical principles and considerations that underlie the chosen research approach.

### 3.1 Research Approach

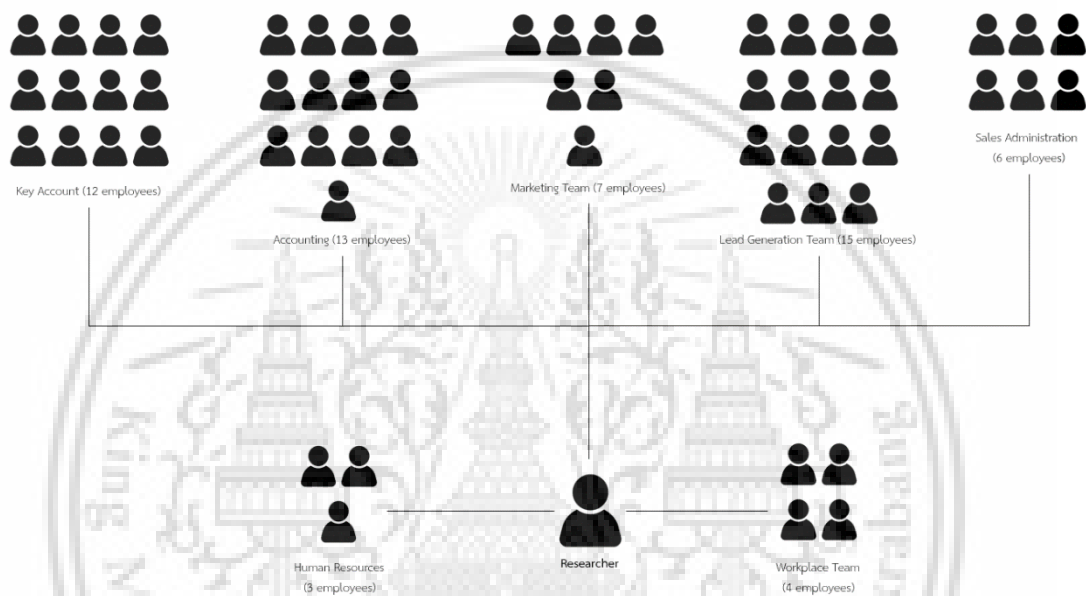
This study employed a cross-sectional survey design, a robust and widely utilized research methodology in the field of social sciences (Connelly, 2016). Cross-sectional surveys were highly regarded for their ability to collect data from a diverse group of participants at a specific point in time, making them particularly valuable for investigating a particular phenomenon or condition within a specified population and timeframe (Creswell & Creswell, 2017).

The selection of a cross-sectional survey design for this research is grounded in several compelling reasons. First, it provides a snapshot of the current state of email writing skills among Thai employees engaged in English email communication, allowing for an examination of real-world challenges and the strategies employed to address them (Levin, 2006). Second, the cross-sectional design aligns seamlessly with the efficiency required for this study. It eliminates the need for prolonged participant tracking, expediting the exploration of research questions within a reasonable timeframe while maintaining practicality and resource efficiency (Connelly, 2016). Third, the cost-effectiveness of this design in comparison to longitudinal studies, which often require extensive data collection periods, is of considerable significance.

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(Connelly, 2016). This cost-efficiency is pivotal for the successful execution of this research endeavor, considering the finite resources available. In essence, the adoption of a cross-sectional survey design in this study represents a well-founded approach that aligns with established research practices and effectively addresses the unique demands of investigating email writing skills and challenges faced by Thai employees using English as their medium of communication.



**Figure 3.1** Cross-Sectional Survey of Job Advertising Industry Employee Groups

As illustrated in Figure 3.1, the process of data collection using a cross-sectional survey design. It showcases a diverse group of participants at a single point in time, indicating the snapshot approach. The efficiency and cost-effectiveness of this design were emphasized, as they accelerated the exploration of research questions.

### 3.2 Research Participants

This study's target population under investigation comprised Thai employees within a single company in Thailand who regularly utilized English for email communication. This specific group was of interest as it provided valuable insights into the challenges associated with email writing and potential strategies for enhancement.

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To ensure a representative sample, the study opted for convenience sampling, acknowledging its practicality and tailored criteria (Omair, 2014). A total of 60 employees from diverse job functions and performance roles within the Job Advertising industry were selected and distributed across seven distinct departments: Key Account (12 employees), Accounting (13 employees), Sales Administration (6 employees), Workplace Team (4 employees), Human Resources (3 employees), Marketing Team (7 employees), and Lead Generation Team (15 employees). These departments were chosen based on their substantial reliance on English communication for various purposes, such as customer interactions and internal coordination. Exclusions were made for other departments primarily interacting with Thai customers in the local language. The sample size determination adhered to a stringent statistical approach with a 95% confidence level and a 5% margin of error, ensuring the adequacy of the sample size for drawing meaningful conclusions and generalizing the findings to the broader population (Singh & Masuku, 2014).

### 3.3 Research Instrument

In this study, a questionnaire was chosen as the primary research instrument due to its numerous advantages. The questionnaire was composed primarily of closed-ended questions, drawing inspiration from previous studies conducted by Chuendee (2015) and Wannadilok (2017). The key advantage of employing a questionnaire in this research lied in its efficiency in data collection. Whether administered on paper or online form, questionnaires offer a swift means of gathering information. This rapid data collection process, as highlighted by Gillham (2007), could often yield responses within a 24-hour or less, depending on the questionnaire's scale and distribution reach. This expeditious data collection method allowed for timely analysis and insights into the research subject. Furthermore, closed-ended questions, which were a prominent feature of the questionnaire, offer the advantage of quantifiable responses. This facilitated statistical analysis and enabled the researcher to derive structured and actionable conclusions from the collected data. The use of established sources like Chuendee (2015) and Wannadilok (2017) for question adaptation enhances the questionnaire's reliability and validity by drawing on established research constructs and methodologies. In essence, the questionnaire was a valuable tool for this study,

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allowing for the systematic collection of insights into email writing challenges among Thai employees engaging in English communication. Its structured format, inspired by prior research, ensures consistency in data collection while it was expeditious, which enabled the researcher to swiftly obtain a substantial volume of responses, contributing to the study's efficiency and timeliness.

### **3.3.1 Structure and content of the questionnaire**

The questionnaire comprised three distinct sections: demographic information, challenges encountered when Thai employees were writing English emails for communication with both internal and external organizations, and strategies employed to address these challenges and enhance employees' English email writing skills.

#### **Part 1: Demographic Information**

The initial segment was designed to gather general background information about the participants, including details such as age, gender, education levels, career position, work experience, experience related to English training as an extra course, and the frequency of using English in their workplace.

#### **Part 2: Challenges in Writing English Emails**

The second section aimed to identify Thai employees' difficulties when they were writing English emails to communicate with internal and external organizations. It employed closed-ended questions to prompt participants to indicate common issues encountered during English email composition. These issues may have included language-related challenges such as using grammar, selecting appropriate vocabulary for specific business contexts, composing effective email subjects, and appropriately concluding emails to conclude conversations or content.

#### **Part 3: Strategies for Improvement**

The third section explored how Thai employees address these challenges and improve their English email writing skills. Participants were asked to provide insights into areas requiring enhancement and the steps they took to address problems encountered in English email composition. A five-point Likert Scale was provided,

which allowed participants to express their level of agreement with the option ranging from “Strongly Agree” to “Strongly Disagree” as follows.

5	=	Strongly Agree
4	=	Agree
3	=	Neutral
2	=	Disagree
1	=	Strongly Disagree

#### **Part 4:** Difficulty in writing English emails in the workplace

The last section was an open-ended question in which Thai employees could provide opinions on the problems in writing emails in English and suggest a method to solve the problems in English writing emails in the workplace. The following questions were in the last part of the questionnaires, and participants could share their information by composing in the provided space.

1. What are your problems related to English email writing in the workplace?
2. How do you handle and solve the problems in English email writing in the workplace?

In terms of the research instrument's development process, after the researcher had finished the research proposal exam, the researcher would review relevant research literature to serve as a reference for modifying and refining the research instrument, especially the questionnaire. Subsequently, the research instrument would undergo validation using the Index of Item-Objective Congruence (IOC), involving input from three experts. The review process was estimated to take approximately 14-21 business days. Upon receiving feedback from the experts, necessary revisions were made to the research instrument in line with their recommendations. To further refine the instrument, the researcher trailed it with 1-2 employees to observe their reactions, including any signs of nervousness, confusion, or hesitancy while they were completing the questionnaire. Following this initial testing, the instrument would be modified and developed for a second round and submitted for validation by the IS advisor. If the second revision passed validation without any issues, the researcher would proceed with data collection.

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After the researcher had trailed the research instrument with 2 employees to observe the reaction, the employees exhibited seriousness while they were reading the questionnaire and providing accurate ratings. However, they also faced confusion with some unclear questions. Following this testing phase, the researcher collected employee feedback and used it to amend the research instrument based on their recommendations.

To maintain the positive qualities of the questionnaire in the research instrument, the questionnaire has been validated by three experts and achieved a high level of validity with 0.90 scores. The reliability was tested with 30 participants, and Cronbach's Alpha Coefficient level results were scored at 0.876, indicating high reliability.

However, some questionnaire items were amended and erased after three experts had completed the validation. The justification involved the score of IOC values, which were less than 0.5 in some cases, including the suggestion from the experts related to the clearness of questions, which were regarded as a major modification, and fragments of grammar structure, which were able to be considered as a minor modification.

Major modifications happened in some cases, such as the duplication of questions and variables entangled with the other items. Moreover, an IOC level was lower than 0.5 for some questionnaire items on the significant modification.

### **3.4 Data Collection Procedure**

This study was scheduled to be conducted within an enterprise operating in the Job Advertising industry located in Bangkok, Thailand. The execution of data collection would commence by following the approval of the research topic and the selection of appropriate research instruments. Prior to initiating data collection, the researcher would diligently seek permission from two crucial stakeholders: the School of Liberal Arts and the enterprise itself. This step was vital to ensure the smooth administration of data collection activities within the enterprise's premises. After approval had been granted from both entities, the researcher proceeded with the data collection phase.

Subsequently, the researcher established contact with potential research participants within the enterprise. This contact served as an invitation to individuals who met the criteria for participation in the study. The communication provided a

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comprehensive explanation of the research objectives, the role of the participants, and the expected benefits of their involvement. Additionally, it highlighted the importance of their contributions to the study's findings.

In summary, the study unfolded in a systematic manner, beginning with the approval of the research topic and instruments, followed by the acquisition of necessary permissions, and concluding with the engagement of prospective research participants within the chosen enterprise. This approach ensured a methodical and ethical execution of the study within the context of the Job Advertising industry in Bangkok, Thailand.

### 3.5 Questionnaire Administration

The questionnaire was distributed to 60 participants using an online survey tool, specifically Microsoft Forms, instead of traditional paper-based methods. This decision was in line with the organization's policy, which mandated remote work for employees. To ensure the questionnaire was clear and easily understood, it was available in English, with an additional Thai translation to address potential language barriers. Participants were responsible for completing the questionnaire within a specified timeframe of 21 days. They needed to formally submit their responses by clicking the "Submit" button upon completion. After the researcher had collected all the questionnaires, the researcher conducted a prompt and thorough data analysis.

### 3.6 Data Analysis Procedure

After the researcher had received the data from the participants, it was analyzed based on the data collection type. Microsoft Excel was employed to analyze the quantitative questionnaire data and present the results. This analysis encompassed frequencies, percentages, means, and standard deviations. The data analysis was structured as follows:

**Part 1:** The demographic information questionnaire was processed, and the results were summarized in terms of percentages and frequencies.

**Part 2:** A five-point Likert Scale was utilized to assess employee challenges in composing English emails for communication with internal and external organizations. Additionally, this section included methods for addressing these challenges and enhancing employees' English email writing skills.

To interpret the results of the mean scores, the following criteria were employed.

Mean Range	Level of agreement
4.50 – 5.00	Strongly Agree = 5
3.50 – 4.49	Agree = 4
2.50 – 3.49	Neutral = 3
1.50 – 2.49	Disagree = 2
1.00 – 1.49	Strongly Disagree = 1

**Part 3:** An open-ended question was used to gather the participants about their opinions related to the problems in writing emails in English and the method to solve the problems in writing emails in English in the workplace. The data were used to analyze and tally the quantitative results.

### 3.7 Ethical Considerations

Ethical considerations are of utmost importance throughout the entire research process in this study. The researcher initiated the ethical practice by submitting the research proposal and the research plan conclusion to the Human Resources Department. This step aims to obtain permission to conduct the research in the workplace before proceeding with data collection.

When permission was granted, the researcher provided detailed information to potential participants. This research included background information about the purpose of the research, which emphasized its significance in enhancing course materials related to Business English skills, particularly in the domain of email writing. Participants were made fully aware of their involvement and their rights as research participants. They had the option to discontinue or skip any questions that made them feel uncomfortable at any point during the study.

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When the researcher reported the research results, the specifics of the research participants and the location were disclosed to the public. The research location was identified as a prominent company operating in the "Job Advertising" industry in Bangkok, Thailand. It is worth noting that the researcher has taken measures to ensure the confidentiality of any information related to the research location and its participants.

## Chapter Summary

This chapter delves into the research methodology utilized in the study, which aims to investigate the challenges employees face when they are composing English emails for communication with both internal and external organizations. The participant pool consists of 60 employees spanning seven departments: 12 from the Key Account section within the Sales department, 13 from the accounting department, 6 from Sales Administration, 4 from the Workplace team, 3 from Human Resources, 7 from Marketing team, and 15 from Lead Generation team. Other departments were excluded from the research as they primarily supported and coordinated with Thai-speaking customers, responding in the local language even when customers communicated in English. The research instrument employed was quantitative, which focused on understanding employee difficulties in writing English emails for inter-organizational communication. This included exploring methods to address these challenges and enhance employees' English email writing skills. Data collection was conducted via an online survey using Microsoft Forms, with participants given a 21-day window to complete the questionnaire. Data analysis for the quantitative questionnaire data was facilitated using Microsoft Excel.

It was essential to highlight that prior to data collection for this research, obtaining permission from the Human Resource Department within the enterprise was a crucial step. This aligned with ethical considerations to ensure the confidentiality of research participants' details and the research location. Additionally, participants were informed of their rights as research participants. Ultimately, the findings necessary to address the research questions is presented in the subsequent chapter.

## CHAPTER 4

# RESULTS

### Introduction

This chapter provides the study outcomes acquired via the questionnaire filled out by Thai employees in the Job Advertising industry to align with the research questions. The outcomes of the study are divided into 4 aspects. The first aspect provides demographic information. The second aspect is the challenge of writing English emails. The third aspect is the strategies for improvement, and the final aspect is short opinions and recommendations from the participants. After 60 questionnaires had been returned to the researcher, Microsoft Excel was used as a calculated tool for analyzing the obtained data.

#### 4.1 Demographic Information

This part presents the demographic information of participants, which discloses gender, age, education level, job position, work experience, experience related to English training as an extra course, frequency of using English in their workplace, and intention to improve their English email writing skills.

**Table 4.1** Participants' Gender

Gender	Frequency	Percentage
Male	18	30%
Female	38	63%
Non-Binary	4	7%

Table 4.1 illustrates that the total number of participants was 60 employees, who were divided into three gender categories. The first category was 38 female employees, or 63%. The second category was 18 male employees, or 30%. The last category was 4 non-binary employees, accounting for 7%.

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**Table 4.2:** Participants' Age

Age	Frequency	Percentage
20-29	29	48%
30-39	21	35%
40-49	10	17%
50-59	-	-

Table 4.2 illustrates that 48% of participants were between 20-29 years old, followed by 21% who were between 30-39 years old, and 17% who were between 40-49 years old.

**Table 4.3** Participants' Educational Level

Educational Level	Frequency	Percentage
Vocational School / Higher Vocational Certificate	2	3%
Bachelor's Degree	55	92%
Master's Degree	3	5%
Others	-	-

Table 4.3 illustrates that the majority of participants (92%) obtained a bachelor's degree. This is followed by 5% of employees who received a master's degree. The last category consists of 5% of employees who obtained only a certificate from a Vocational School or Higher Vocational School.

**Table 4.4:** Participants' Job Position

Job Position	Frequency	Percentage
Officer	44	73%
Senior	9	15%
Supervisor	2	3%
Manager	5	8%

Table 4.4 illustrates that the majority of participants (73%) were in the position of Officers (44 employees). This is followed by 15% who were in the position of Senior (9 employees). This material is reserved for educational use only, not allowed for commercial use.

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employees), 8% of participants who were in the position of Manager (5 employees), and the last category, 3% of participants were in the position of Supervisor (2 employees).

**Table 4.5** Participants' Work Experience

Work Experience	Frequency	Percentage
Less than 1 year	-	-
1-5 years	29	48%
6-10 years	10	17%
More than 10 years	21	35%

Table 4.5 illustrates that 48% of participants had work experience between 1-5 years, followed by 35% with more than 10 years of experience, and 17% who had been working for 6-10 years. Thus, it can be interpreted that the majority of participants had work experience of approximately 1-5 years.

**Table 4.6** Experience in Pursuing English Studies at the University

Experience to pursue English studies at the university.	Frequency	Percentage
I majored in English	14	23%
I minored in English	45	75%
No, I didn't have English studies	1	2%

Table 4.6 illustrates that the majority of participants (75%) minored in English. In comparison, 23% of participants majored in English, and the last category (2%) had never pursued English studies at the university.

**Table 4.7:** Experience In Pursuing Additional English Studies

Experience in pursuing additional English studies.	Frequency	Percentage
Yes	37	62%
No	23	38%

Table 4.7 illustrates that 62% of participants experienced in pursuing additional English studies, while 38% of respondents never experienced in pursuing further English studies.

**Table 4.8** Period of Pursuing Additional English Studies

Period of pursuing additional English studies	Frequency	Percentage
1-6 months	9	24%
7-12 months	7	19%
More than 1 year	21	57%

Table 4.8 illustrates that the majority of participants pursued additional English studies for more than 1 year, comprising 57% of the respondents. Following this, 24% of respondents pursued further English studies for 1-6 months, while the last category consisted of 19% of participants who pursued additional English studies for 7-12 months.

**Table 4.9** Frequency of Using English in Their Workplace

Frequency of using English in their workplace	Frequency	Percentage
Every day	44	73%
3-4 times a week	8	13%
2 times a week	3	5%
Once a week	2	3%
Never	3	5%

Table 4.9 illustrates that the majority of participants always used English in their workplace every day, constituting 77% of the total. Following this, 13% of participants usually used English in their workplace around 3-4 times a week, while 5% of participants sometimes used English in their workplace around 2 times a week. Additionally, 2% of participants rarely used English in their workplace, approximately once a week. The last category consisted of 5% of participants who had never used English in their workplace.

**Table 4.10** Intention to Improve English Email Writing Skills

Intention to improve English email writing skills	Frequency	Percentage
Yes	50	83%
No	10	17%

Table 4.10 illustrates that two categories of participants desired to improve their skills in writing emails in English. The first category, comprising 83% of participants, expressed the intention to enhance their skills in writing English emails. In comparison, the second category, accounting for 17% of participants, indicated that they might still need to plan to improve their English email writing skills.

Overall, the data presents a comprehensive picture of the participant group's demographics, educational backgrounds, and attitudes toward English proficiency. These findings provide valuable insights for understanding the characteristics and motivations of the participants, as well as potential implications for future research or interventions aimed at skill development.

## 4.2 Challenges in Writing English Emails

This part examined employees' difficulties when they were writing emails in English for communication with internal and external organizations. A five-point Likert scale with options ranging from "Strongly Agree" to "Strongly Disagree" was used to express their level of agreement with the provided statement. The results are presented in the form of frequency, mean, and standard deviation (S.D.) as shown below:

5	=	Strongly Agree
4	=	Agree
3	=	Neutral
2	=	Disagree
1	=	Strongly Disagree

#### 4.2.1 Challenges Faced by Employees in Writing English Emails for Communication with Internal and External Organizations

This section is structured into three parts, each addressing the challenges employees encounter when they write emails in English to communicate with internal and external organizations. The first part discusses general issues, followed by a section on grammar structure problems, and conclusion with a segment on challenges related to vocabulary selection.

**Table 4.11** General Problems

Item	Description	Mean	S.D.	Level of agreement
1	I find it difficult to write English emails.	3.5	1.35	Agree
2	I find it difficult to write an email's subject.	3.18	1.19	Neutral
3	I find it difficult to write an appropriate salutation when writing emails in English.	2.23	1	Disagree
4	I find it difficult to write a conclusion when writing emails in English.	3.63	1.18	Agree
5	I am often uncertain about the appropriate level of formality when writing emails in English.	3.58	0.93	Agree
6	I am unsure about how to compose a brief message.	3.48	0.95	Neutral
7	I find it difficult to prioritize the key information when writing emails in English.	3.47	1.16	Neutral
8	I am unsure about how to construct a clear topic sentence that effectively communicates the purpose of writing emails in English.	3.18	1.02	Neutral
9	I find it difficult to effectively convey the main ideas to the readers within the body of an English business email.	3.53	1.11	Agree

As presented in Table 4.11, participants identified several challenges when they wrote emails in English. Writing a conclusion was reported as particularly difficult, with a mean score of 3.63 (S.D = 1.18). Uncertainty regarding the appropriate level of formality received a mean score of 3.58 (S.D = 0.93). Additionally, conveying main ideas effectively in the body of an English business email was perceived as challenging, with a mean score of 3.53 (S.D = 1.11), and writing English emails in general received a mean score of 3.50 (S.D = 1.35).

Participants also expressed uncertainty about writing brief messages, with a mean score of 3.48 (S.D = 0.95), and prioritized critical information, with a mean score of 3.47 (S.D = 1.16). Constructing clear topic sentences was another area of difficulty, with a mean score of 3.18 (S.D = 1.02), and the overall process of writing English emails with a mean score of 3.18 (S.D = 1.19).

However, participants indicated confidence in composing appropriate salutations (Item 3), with a mean score of 2.23 (S.D = 1.19), suggesting that this aspect of email writing was not perceived as challenging.

The findings presented in Table 4.11 shed light on the specific challenges encountered by participants when they were writing emails in English for communication purposes. These challenges encompass various aspects of email composition, ranging from structural elements to language proficiency.

One notable difficulty highlighted by participants is the task of crafting a conclusion for their emails. This aspect received the highest mean score of 3.63 (S.D = 1.18), indicating a significant level of perceived difficulty among respondents. Uncertainty surrounding the appropriate level of formality in email communication also emerged as a prominent challenge, with a mean score of 3.58 (S.D = 0.93).

Furthermore, participants expressed struggles in effectively conveying the main ideas within the body of their English business emails, which received a mean score of 3.53 (S.D = 1.11). This suggests that participants may face difficulties in structuring and articulating their messages cohesively.

The challenge of writing English emails in general, with a mean score of 3.50 (S.D = 1.35), underscores the comprehensive nature of the difficulties that the participants encounter. This encompasses not only specific aspects of email composition, but also broader challenges associated with language proficiency and communication skills.

Additionally, participants indicated uncertainty about writing brief messages and prioritizing critical information within their emails. These challenges highlight the importance of conciseness and clarity in email communication, which participants may find challenging to achieve in English.

Interestingly, participants exhibited a higher level of confidence in composing appropriate salutations, with a mean score of 2.23 (S.D = 1.19). This suggests that while certain aspects of email writing pose significant challenges, participants may have a clearer understanding of the conventions associated with greetings in English communication.

In summary, the findings suggest that participants encountered multifaceted challenges when they were writing emails in English, encompassing various aspects of composition and language proficiency. Addressing these challenges may require targeted interventions aimed at improving language skills, enhancing communication strategies, and providing guidance on effective email writing practices.

**Table 4.12** Problems in Grammar Structure

Item	Description	Mean	S.D.	Level of agreement
10	I find it difficult to use appropriate punctuation marks, such as commas (,), colons (:), semicolons (;), hyphens (-), question marks (?), quotation marks (" "), and periods (.), when writing emails in English.	3	1.2	Neutral
11	I find it difficult to use appropriate prepositions, such as "from," "in," "on," "at," and "about," when writing emails in English.	3.08	1.2	Neutral
12	I find it difficult to use correct grammar when writing emails in English.	3.63	1.2	Agree
13	I find it difficult to use correct tenses when writing emails in English.	3.5	1.1	Agree
14	I find it difficult to vary sentence structures when writing emails in English.	3.33	1.1	Neutral

As depicted in Table 4.12, participants encountered difficulty that pertained to using correct grammar in their English emails. This challenge was reflected in a mean score of 3.63 (S.D = 1.19). Similarly, concerning the correct usage of tenses in English email writing, received a mean score of 3.50 (S.D = 1.14). In contrast, focusing on varying sentence structure was rated at a neutral level of difficulty, with a mean score of 3.33 (S.D = 1.13). Likewise, participants perceived using appropriate punctuation as moderately challenging, with a mean score of 3.00 (S.D = 1.24).

**Table 4.13** Problems in Vocabulary Selection

Item	Description	Mean	S.D.	Level of agreement
15	I find it difficult to choose appropriate words.	3.57	1.00	Agree
16	I cannot spell the words correctly when composing emails in English Without a dictionary	2.72	1.01	Neutral
17	I find it difficult to incorporate unfamiliar vocabulary into English business emails.	3.68	1.20	Agree

As depicted in Table 4.13, the highest mean score was observed as a primary challenge about the difficulty of integrating unfamiliar vocabulary into English business email without access to a dictionary. This difficulty yielded a mean score of 3.68 (S.D = 1.20). Additionally, the result revealed participants' struggles in choosing appropriate words for English business emails, with a mean score of 3.57 (S.D = 1.00), and the last cause highlighted the difficulty in spelling words correctly, with a mean score of 2.72 (S.D = 1.01).

Summarizing the results, three categories emerged regarding the challenges employees faced in crafting English emails for communication with both internal and external stakeholders:

**1. General Problems:** This category encompassed four key issues: difficulty in composing conclusions, uncertainty regarding the appropriate level of formality, challenges in effectively conveying main ideas to readers, and overall difficulty in English email composition.

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**2. Problems in Grammar Structure:** Participants faced two primary difficulties: utilizing correct grammar and employing appropriate tenses in English email writing.

**3. Problems in Vocabulary Selection:** This category included two main challenges: integrating unfamiliar vocabulary into English emails without access to a dictionary and selecting suitable words for English email communication.

Understanding and addressing these categories of challenges can significantly enhance employees' proficiency and effectiveness in written communication, particularly in the context of English business emails.

### 4.3 Strategies for Improvement

This part examined how Thai employees address the problems and improve their skills in composing emails in English. A five-point Likert scale with options ranging from “Strongly Agree” to “Strongly Disagree” was used to express their level of agreement with the provided statement. The results are presented in the form of frequency, mean, and standard deviation (S.D.) as shown below:

5	=	Strongly Agree
4	=	Agree
3	=	Neutral
2	=	Disagree
1	=	Strongly Disagree

**Table 4.14** Method to deal with the problems and improve Thai employees' writing email skills in English

Item	Description	Mean	S.D.	Level of agreement
1	Reading the textbooks can enhance my skills in writing emails in English.	4.18	1.08	Agree
2	Engaging in workplace simulation can enhance my proficiency in writing emails in English.	4.07	1.04	Agree

**Table 4.14** Method to deal with the problems and improve Thai employees' writing email skills in English (Continued)

Item	Description	Mean	S.D.	Level of agreement
3	Internet research can enhance my proficiency in writing emails in English.	4.52	0.87	Strongly Agree
4	Organizations should provide regular training courses conducted by experts to instruct employees on proper English email writing techniques, ideally on a weekly basis.	4.35	0.86	Agree
5	Enrolling in an English course at a language center can significantly boost my proficiency in writing emails in English.	4.17	0.92	Agree
6	Studying with a one-on-one tutor can significantly boost my proficiency in writing emails in English.	4.47	0.98	Agree
7	Using English emails consistently in the workplace can significantly boost my proficiency in writing emails in English.	4.55	0.77	Strongly Agree

As shown in Table 4.14, the significance of consistently utilizing English emails in the workplace to boost participants' proficiency in writing emails in English was recorded as the highest mean score. This yielded a mean score of 4.55 (S.D = 0.77). Following this closely, the use of internet search as a tool for enhancing proficiency in writing English emails, with a mean score of 4.52 (S.D = 0.87).

Among other agreeable items, participants express that studying with a one-on-one tutor could effectively improve their English email writing skills, evidenced by a mean score of 4.47 (S.D = 0.98). Similarly, reading textbooks was perceived as beneficial, with a mean score of 4.18 (S.D = 1.08), followed by enrolling in an English course at a language center also garnered a high mean score of 4.17 (S.D = 0.92), and the last was to engage in workplace simulations was acknowledged as conducive to enhancing proficiency in writing English emails, with a mean score of 4.07 (S.D = 1.04).

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In summary, the outcomes suggest two main approaches for addressing and improving English email writing skills among participants. Firstly, consistent use of English emails in the workplace was identified as pivotal in continuously enhancing proficiency, as reflected in the high mean score of 4.55 (S.D = 0.77). Secondly, internet research emerged as a supplementary method, allowing participants to seek information and adapt to various email writing situations, with a mean score of 4.52 (S.D = 0.87).

#### 4.4 Difficulty in writing English emails in the workplace

The final section of the survey included an open-ended question prompting participants to share their opinions on the challenges encountered in writing emails in English and provide recommendations for improvement within the organization. Upon analyzing the feedback received from participants, three key areas of difficulty in English email writing emerged, along with corresponding methods to address these issues and enhance proficiency.

Firstly, participants expressed concern over crafting concise and clear email subjects, fearing that inadequate clarity might lead to confusion among recipients. To tackle this, they sought guidance from internet resources on effective email subject writing and occasionally sought validation from colleagues before sending emails to external contacts.

Secondly, participants would struggle with determining the appropriate level of formality when they were communicating with English-speaking customers, fearing dissatisfaction if their language was either too casual or too formal. To mitigate this, they relied on colleagues proficient in English communication to review their email structures and occasionally sought suggestions online to compose formal emails effectively.

Lastly, participants identified difficulties in using correct tenses while writing emails in English, often due to uncertainty about which tense to employ in different contexts. To address this challenge, they sought assistance from colleagues to review and correct their email structures before sending them out and also explored online grammar courses to enhance their English proficiency.

In summary, participants' responses highlighted three primary challenges in writing emails in English: crafting email subjects, selecting appropriate formality levels, and using correct tenses. Solutions primarily involved seeking validation from colleagues, utilizing internet resources for guidance, and engaging in grammar courses to enhance proficiency. These insights underscore the importance of collaborative learning and leveraging available resources to overcome language barriers in professional communication.

## Chapter Summary

This chapter presents the findings of a survey conducted among Thai employees to investigate challenges in writing emails in English and strategies to enhance their proficiency in English email communication with internal and external organizations. To provide an overview of the research outcomes, the chapter is divided into six sections:

At first, the majority of participants were females (63%), followed by males (39%) and non-binary individuals (7%). Additionally, the results revealed that the majority of participants fell within the age groups of 20-29, followed by 30-39 and 40-49.

Second, the research identified four primary general challenges encountered by Thai employees when they were writing emails in English. These included difficulties in summarizing content, uncertainty regarding the appropriate level of formality, challenges in conveying the main ideas effectively, and general issues with the email composition method. Nonetheless, participants demonstrated proficiency in composing suitable salutations, which meant they might have had a clearer understanding of the conventions related to greetings in English communication.

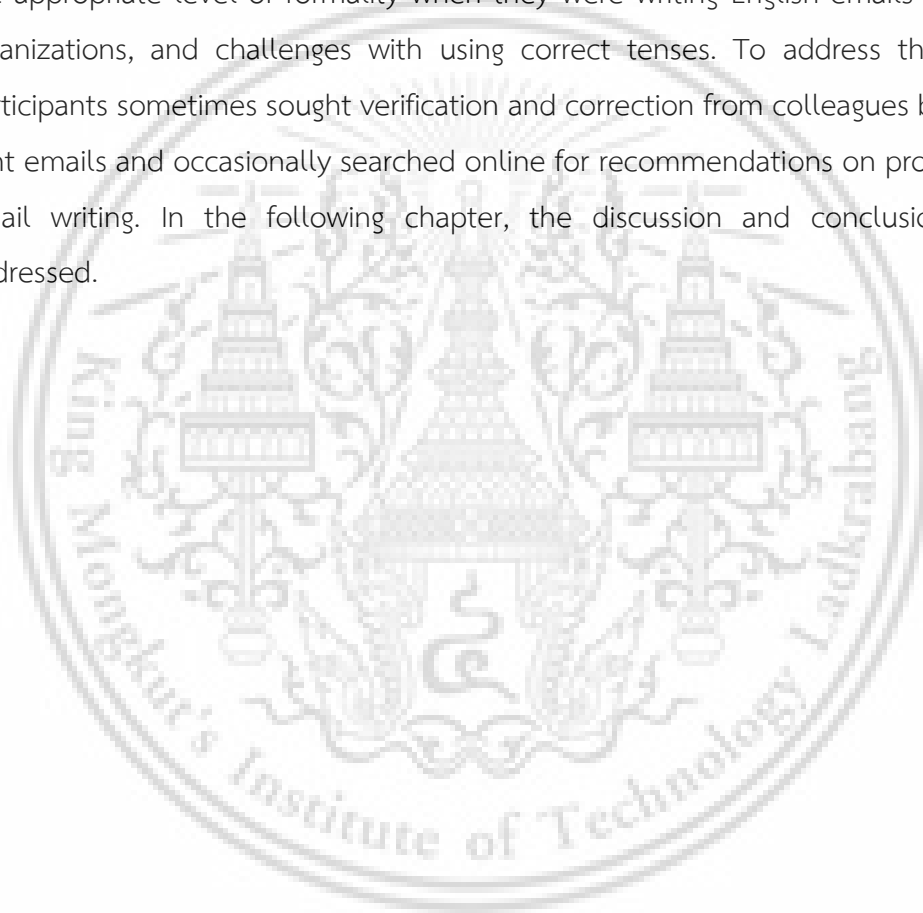
Third, the findings highlighted two main challenges related to grammar structure, namely difficulties in using correct grammar and challenges with using correct tenses in English emails.

Fourth, the findings highlighted two significant challenges in vocabulary selection, namely difficulties incorporating unfamiliar terms into English emails without a dictionary and challenges in selecting appropriate words for English email composition.

Fifth, the findings identified two primary methods proposed by Thai employees to address challenges and enhance their English email writing skills. Particularly,

frequent use of email in the workplace was seen as effective in improving proficiency, which meant that suggesting using English emails daily was able to optimize writing skills. Plus, utilizing the internet to research English email writing lessons was considered beneficial for improving in composing proficiency and seeking recommendations for specific email situations.

Finally, based on opinions and recommendations from Thai employees in open-ended questions, three primary challenges were identified for difficulty in writing English emails in the workplace, namely difficulties in forming email subjects, selecting the appropriate level of formality when they were writing English emails to external organizations, and challenges with using correct tenses. To address these issues, participants sometimes sought verification and correction from colleagues before they sent emails and occasionally searched online for recommendations on proper English email writing. In the following chapter, the discussion and conclusion will be addressed.



## CHAPTER 5

# DISCUSSION AND CONCLUSION

### Introduction

This chapter provides an overview of issues related to English email writing skills among Thai employees working in the Job Advertising industry in Bangkok, Thailand. It is structured into six sections. The first section offers a summary of the study, focusing on aspects such as the research purpose, participant details, the utilized instrument, and methods of data collection. The second section outlines the research findings, encompassing participant demographic data, identified challenges in English email writing, suggested improvement strategies, and encountered difficulties in writing English emails within the workplace. Following this, the third section delves into a discussion of the research study, addressing identified issues in English email writing and proposing methods for improvement. The fourth section highlights the implications of the study, particularly how the findings can benefit executive management teams and inform English language teaching practices. The fifth section clarifies the limitations of the study, acknowledging any constraints that may have affected the research outcomes. Lastly, the chapter concludes with recommendations for future researchers, suggesting potential areas for further exploration and expansion upon the study's findings.

### 5.1 Summary of the Study

This study aimed to investigate the problems in composing English emails and provide recommendations to enhance the process of composing English emails in the workplace among Thai employees in the job advertising industry. Hence, this part has concluded the purpose of the research and the research methodology as follows:

### 5.1.2 Objectives of the Study

1. To investigate the problems faced by Thai employees when writing emails in English.
2. To explore how Thai employees address these problems in English email writing.
3. To examine strategies employed by Thai employees to enhance their email writing skills in English.

### 5.1.3 Participants, Instruments, and Procedures

The study focused on Thai employees employed in the Job Advertising Industry. A sample of 60 employees representing various job functions and performance roles within the industry was selected. These employees were distributed across seven departments: Key Account (12 employees), Accounting (13 employees), Sales Administration (6 employees), Workplace Team (4 employees), Human Resources (3 employees), Marketing Team (7 employees), and Lead Generation Team (15 employees). These departments were chosen due to their significant reliance on English communication for various tasks, including customer interactions and internal coordination.

Regarding the research instrument, the questionnaire was developed and adapted from previous studies conducted by Chuendee (2015) and Wannadilok (2017). Its purpose was to examine challenges encountered in English email writing at work and strategies for improving these skills. Microsoft Form was utilized as an online tool for data collection instead of a traditional paper-based form. The questionnaire consisted of four parts structured as follows:

1. Demographic information was designed to gather the background data of participants, including their age, gender, level of education, career position, working experience, involvement in English training as an extra course, and frequency of using English at work.

2. Challenges in writing English emails were designed to identify the difficulties of Thai employees when they were writing English emails to communicate with internal and external organizations. The difficulties included common issues encountered by Thai employees while they were writing emails in English and language-related

challenges, such as using grammatical correctness, choosing appropriate vocabulary for specific business contexts, writing effective email subjects, and concluding conversations or contents appropriately.

3. Strategies for improvement were designed to examine the opinions of Thai employees to address the challenges and improve their skills in writing English emails. They were requested to provide insight into areas of improvement and steps that would be able to handle the problems faced in English email composition.

4. Difficulty in writing English emails in the workplace was created as an open-ended question that required the participants to write opinions regarding the problems in writing emails in English and recommendations to deal with the problems and improve their writing emails in English at work.

In terms of reporting the results after the data collection has been completed, Microsoft Excel was used to calculate and analyze the data.

## 5.2 Summary of the Research Findings

After collecting and analyzing the data from Microsoft Excel, the findings of the study can be summarized as follows:

### 5.2.1 Demographic Information

The findings demonstrated that most Thai employees in the Job Advertising Industry were female (63%), followed by males (30%), and non-binary (7%). A majority of them were aged between 20-29 (48%), followed by 30-39 (35%) and 40-49 years old (17%), respectively.

In terms of educational level, 92% of Thai employees obtained a bachelor's degree, while 5% of Thai employees received a master's degree and graduated from Vocational School or Higher Vocational School.

Also, according to the investigation of Thai employees' job positions, the findings showed that most of them were officers (73%), followed by senior (15%), manager (8%), and supervisor (3%), respectively.

However, as the researcher examined the participants associated with the experience of pursuing English studies at the university, the findings illustrated that a

majority of Thai employees minored in English (75%), followed by Thai employees who majored in English (23%), and non-experience related to English studies (2%). Likewise, the findings displayed that a majority of Thai employees pursued additional English studies for more than a year (57%), followed by Thai employees who had incentive courses (24%), and the last group was Thai employees who only pursued additional English studies for 7-12 months (19%).

In terms of frequency of using English in the workplace, the findings demonstrated that a majority of Thai employees used English at work every day (77%), followed by Thai employees who usually used English in their workplace around 3-4 times a week (13%), and the last group was Thai employees who occasionally used English in their workplace around 2 times a week (5%). On the other hand, as the researcher studied, a few Thai employees infrequently used English in their workplace (2%), and a few Thai employees have yet to use English at work (5%).

With the intention to enhance skills in writing English emails, the findings revealed that a majority of Thai employees had a strategy to improve their skills in writing English emails (83%), while a few Thai employees might not have had a plan to improve their skills in writing English emails (17%).

### **5.2.2 Challenges in Writing English Emails**

This study examined Thai employees' challenges in writing English emails for communication with internal and external organizations. The findings can be divided into three sections: general problems, grammar structure issues, and vocabulary selection issues.

As for general problems, the investigation revealed four primary general problems that Thai employees encountered when they were writing English emails. Firstly, many Thai employees struggled to compose a conclusion. Secondly, they were uncertain about the appropriate level of formality to use. Thirdly, they had difficulty conveying essential concepts clearly. Lastly, they generally found writing English emails challenging.

In terms of problems in grammar structure, the findings highlighted two main issues. Thai employees had difficulty using correct grammar and struggled with using the correct tense when they were writing emails in English. These two issues were identified as the most significant challenges in grammar structure.

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Regarding problems in vocabulary selection, the investigation revealed two primary challenges. Thai employees found it difficult to incorporate unfamiliar words into their business emails without the aid of a dictionary. Additionally, they struggled with choosing appropriate words for their emails. These vocabulary issues were identified as significant obstacles in writing effective English emails.

In summary, the study identified key areas where Thai employees faced difficulties in writing English emails, including general writing issues, grammatical challenges, and vocabulary selection problems. These findings underscore the need for targeted support and training to enhance English email writing skills in the workplace.

### **5.2.3 Strategies for Improvement**

The investigation into improvement strategies revealed that the majority of Thai employees sought to enhance their English email writing skills by consistently using English in their workplace communications. This regular practice was seen as a key method for improving their proficiency. Additionally, many Thai employees recommended conducting internet research to find resources and tips for writing better emails in English.

Beyond these primary strategies, five other methods were identified for enhancing English email writing proficiency. Firstly, studying with a private teacher was a common approach. Secondly, participating in weekly training sessions provided by their employer was another effective strategy. Thirdly, reading textbooks on English email writing helped employees improve their skills. Fourthly, enrolling in an English course at a language center offered structured learning opportunities. Lastly, taking part in workplace simulations allowed employees to practice writing emails in realistic scenarios.

Overall, these strategies reflect a comprehensive approach to improving English email writing skills, combining regular practice, self-directed learning, and structured training opportunities.

### **5.2.4 Difficulty in writing English emails in the workplace**

Based on the questionnaire responses, Thai employees identified three main difficulties in composing English emails at work. Firstly, they reported trouble with

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writing the email's subject line, fearing that an unclear subject would lead to a poorly introduced email. This aligns with findings from Chuendee (2015), which highlight the importance of clear and concise subject lines for effective email communication. Secondly, Thai employees expressed difficulty in selecting the appropriate level of formality for their emails, and they were concerned that overly simplistic language might dissatisfy their customers. This is consistent with Wannadilok (2017), who emphasized the challenges of maintaining appropriate formality in professional communication. Lastly, employees found it challenging to use the correct tense, indicating uncertainty about which tense to use in different contexts. This echoes the issues identified in previous studies regarding the complexities of tense usage in English writing.

To address these challenges, Thai employees suggested two main strategies. First, they recommended using the internet as a primary resource for researching proper email writing techniques and accessing grammar materials to improve their English composition skills during their free time. This approach is supported by Chuendee (2015), who found that online resources can be valuable tools for self-improvement in language skills. Second, Thai employees advised to seek help from co-workers when they were facing difficulties in drafting emails. They would ask colleagues to review and correct sentence structures or language usage before sending the email. This collaborative approach is also backed by Wannadilok (2017), who noted the benefits of peer support and feedback in enhancing writing proficiency.

In summary, Thai employees' insights underscore the need for clear subject lines, appropriate formality, and correct tense usage in professional emails. Their recommendations of using internet resources and seeking peer assistance provide practical solutions for improving English email writing skills in the workplace. These strategies not only address the identified challenges but also promote continuous learning and collaboration among Thai employees.

### **5.3 Discussion of the Study**

This part presents the discussion of the findings which relate to the research framework and the relevant literature as follows:

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### 5.3.1 Email is still a serious concern among Thai employees in the Job Advertising industry

After the researcher had surveyed 60 employees from various job functions within the Job Advertising industry, the problems encountered by Thai employees in writing emails in English can be categorized into three main areas with specific sub-causes: general problems, grammar structure issues, and vocabulary selection issues.

1. **General Problems:** The investigation into general problems revealed four primary causes. Firstly, Thai employees struggled with writing conclusions in English emails, which was identified as the primary challenge. Secondly, they were uncertain about the appropriate level of formality. Thirdly, they found it difficult to convey essential concepts effectively within the body of an English business email. Lastly, they experienced general difficulty in writing emails in English. These findings align with Wannadilok's (2017) research, which identified similar issues among employees in the Fraud and Customer Service Department, particularly in delivering messages and drafting emails effectively. Additionally, Konuk's (2021) study on higher education administrative staff and students found that formal language usage was often insufficient, impacting the tone and professionalism of emails.

2. **Problems in Grammar Structure:** The survey identified two main causes of difficulties in grammar structure. The first was the use of correct grammar, and the second was the proper use of tenses. Nutpoing's (2013) research with General Affairs staff at Bangkok International School reported similar struggles with grammar usage, including tenses and sentence structures. Similarly, Kotisatheankul (2014) found that employees at Thai Mitsui & Co. (Thailand) Ltd had poor grammar skills, such as tenses, subject-verb agreements, and sentence structures, leading to misunderstandings and inefficient communication.

3. **Problems in Vocabulary Selection:** The investigation into vocabulary selection problems identified two primary causes. Employees had difficulty incorporating unfamiliar vocabulary into English business emails without a dictionary, and they struggled to select suitable words. Decharotchanawirun's (2015) study on Thai Classic Chairs Company employees highlighted similar issues, with employees frequently struggling to use proper words and vocabulary. Nila's (2017) research on students composing English business letters also reported frequent errors in

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vocabulary selection, attributed to language transfer from the native language and overgeneralization of language principles.

In summary, the survey of Thai employees in the Job Advertising industry revealed significant challenges in writing English emails, consistent with findings from previous research. These challenges include general problems with structure and formality, grammar issues, particularly with tenses, and difficulties in vocabulary selection. Addressing these issues requires targeted strategies, such as improving grammar and vocabulary skills and enhancing the overall understanding of formal email composition.

### **5.3.2 Insights from Thai employees at work could provide useful strategies for improving English email writing**

According to the investigation into methods for addressing issues and enhancing English email writing skills among Thai employees in the Job Advertising industry, there are two major strategies were highlighted. Firstly, the frequent use of English emails within the enterprise was identified as a primary way to improve proficiency. Secondly, using online resources to enhance email writing skills was emphasized. This aligns with Thai employee suggestions to use the internet as a standard source for guidelines on proper English email writing and grammar course documentation. Duin et al. (2013) emphasized the importance of the internet as a vital source of self-learning, noting that electronic tools can effectively facilitate self-directed learning. Various websites, including institutional sites, YouTube, and other platforms, offer extensive databases of knowledge and online courses that can aid in skill enhancement.

Additionally, Thai employees suggested several minor methods to address and improve English email writing skills. First, studying with a one-on-one teacher was recommended for personalized instruction. Second, regular training courses that were provided by the enterprise and managed by experts could offer valuable insights. Jackson (2016) highlighted that subject-matter experts could deliver detailed and relevant training. Wannadilok's (2017) study on email composition issues at GSB also supported the idea that expert-led training can provide reliable guidance. Third, reading textbooks was suggested as a way to improve writing skills. Hanski (2014) indicated that reading a variety of textbooks helps learners acquire relevant knowledge, including diverse vocabulary, grammar rules, punctuation, and writing

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strategies tailored to specific contexts. Fourth, taking an English course at a language center could further enhance email writing abilities. Lastly, engaging in office simulations was recommended to increase competency in writing English emails.

In addition to these methods, Thai employees indicated that seeking peer support was a valuable approach. They often asked co-workers to review and revise email content before sending it to recipients. When clarification was needed regarding sentence structure or appropriate word usage, they sought advice from colleagues to ensure accuracy.

Overall, the findings suggest that a combination of frequent practice, online research, expert training, textbook reading, formal courses, and peer support can effectively address and enhance English email writing skills in the Job Advertising industry.

## 5.4 Implications of the Study

The findings of this study have demonstrated our comprehension of the challenge that Thai employees in the Job Advertising industry faced when they wrote emails in English. The results are able to propose helpful implications for those concerned in terms of processing and translating research results into practice. The implication of this study has been discussed and presented in two sections: The first section is the implication for the enterprise's management team, and the second section is the implication for English language teaching.

### 5.4.1 Implications for the Enterprise's Management Team

The findings of this study disclosed that a majority of Thai employees need the enterprise to provide regular training courses, which experts conduct to instruct employees on proper English email writing techniques every week. Wannadilok (2017) highlighted that having experts in the relevant scope will enable employees to gain more knowledge and improve their skills in writing emails in English. Also, it includes the comprehension of writing English business in various contexts. In addition, having the workshop about writing English is considered as additional knowledge for increasing the understanding of English business skills, especially email writing. Moreover, Norman

(2009) suggested that having the workshop to demonstrate the method to improve writing emails in English is able to assist in giving ideas, increasing an understanding of writing suitably and creating ideas to write emails with the proper structure. Nonetheless, to perform training courses and workshops effectively, the enterprise's management team may evaluate the needs of employees by surveying a total of employees who desire to attend the activity on a specific topic in writing English emails to receive the exact result. The survey may be able to be made in Microsoft Outlook as a short poll to obtain immediate feedback before the management team conducts the event. If the workplace does not have sufficient area, the enterprise's management team will be able to consider managing at the auditorium, which is out of the enterprise for more convenience. To explore the guidelines for performing the training course in writing emails in English, the findings of this study are able to assist the enterprise's management team in recruiting experts to serve the right training course.

#### **5.4.2 Implications for English Language Teaching**

The findings of this study disclosed that Thai employees' need to enhance their writing emails in English was at a high level. The study also displayed that the needs of Thai employees were not only general English, but it was also the technique of English for Specific Purposes to be professional for their effectiveness in writing emails in English with internal and external organizations. Regarding the results associated with the need for enhancement of writing English emails, a majority of Thai employees stated that they researched the documentation involved in the lessons in writing English emails from the internet to improve their proficiency. Apart from searching the lessons on the internet, they indicated that reading the textbooks was able to aid them in enhancing their skills in writing English emails. Moreover, some employees determined to enroll in the English course at the language center to boost their skills in writing English emails and studying with a one-on-one tutor. Hence, the findings of this study are an advantage for an English language teacher who will be in charge of training courses in composing English emails to design a training syllabus and curriculum. Nevertheless, regarding the development of course materials associated with writing English emails, an English language teacher may assess the employees' English-level skills for their general English and discipline-specific English to obtain the exact results. The results of the assessment will aid the teacher in creating well-suited

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material and gaining the support information that they desire to enhance further. Also, an English language teacher might develop self-study materials for the employees who can study in their place.

In addition, the findings of this study are helpful for a course developer to enhance course material to teach discipline-specific English or English for Business Purposes, which is able to emphasize the specific area for each purpose.

## 5.5 Limitations of the Study

According to the investigation, this study can be divided into 3 major limitations.

Firstly, the findings of this study had a limitation in the scope of data collection, which was based on the employees' experience with English communication for each purpose. Data from other stakeholders, such as foreign colleagues and the executive team, were not collected. They might be good at English communication because they use English as a second language, and they might not lack using English to communicate with internal and external organizations. Hence, the findings of this study would have been more understandable if the data from foreign colleagues and the executive team had been collected to make the comparison and see the difference between using English as a second language and English as a foreign language to communicate with each other for composing emails in English.

Secondly, the data of this study were obtained from the questionnaire, which required Thai employees to rate the score from "Strongly Agree" to "Strongly Disagree" and compose the recommendations in the provided space if they had. Due to ethical considerations, the study did not collect the data by observing the employees while they emailed in English in front of the laptop. Additionally, Thai employees' English writing abilities were not evaluated by any English writing test to affirm their issues in writing emails in English. With this justification, the data of this study is based on Thai employees' perceptions and their memories, which might have affected the validity of data collection to a certain extent in terms of research methodology.

Lastly, the data of this study were collected from one of the Job Advertising industry in Bangkok, Thailand. Thus, the findings are probably not able to be

generalized for other Job industries because the different structures have different conditions in each organization.

## 5.6 Recommendation for Further Studies

According to the findings and conclusion of the study, the following recommendations have been detailed for further research to be more reliable.

1. The participants did not represent the whole population of employees who worked in the Job Advertising Industry in Bangkok, Thailand. As a result, employees in another enterprise may have different perspectives on English email writing approaches.

2. Further studies should increase the number of participants to enhance the generalizability and reliability of the research results.

3. Further studies should assess the participants' abilities by providing English tests in association with English email writing for more investigation and decision on the exact level of participant's writing skills.

4. Further studies should probably survey Thailand's enterprises and overseas enterprises that have branches in Thailand to make a comparison about the ability of English email writing.

## Conclusion

This research has comprehensively investigated Thai employees' challenges in the Job Advertising Industry when writing English emails to internal and external organizations. This is inclusive to the strategies to utilize in dealing with the problems in English email writing and the strategies to utilize in enhancing English email writing skills.

A total of 60 employees from diverse job functions within the Job Advertising industry were selected to be a part of the investigation in association with the challenge that Thai employees faced when writing emails in English. Those employees

were selected based on their substantial experience in English communication for each purpose.

In terms of the research instrument, the questionnaire was considered as a tool for gathering data from the participants, and it was developed from the former research to investigate the problems in writing emails in English in the enterprise, as well as how to handle these challenges and enhance English email writing. The questionnaire was organized into 4 segments. The first segment was the demographic information. The second segment was challenges in English email writing. The third segment was strategies for improvement, and the final segment was an open-ended question that asked employees to share their opinions about the problems in writing emails in English, as well as recommendations to deal with the problems and improve in composing emails in English in the enterprise.

To summarize the overview of the findings, it can contain 5 parts as follows:

At first, the findings displayed that a majority of employees had difficulty in writing a summary, followed by concern about the suitable level of formality, the difficulty in conveying the main idea within the body of an English business email, and the difficulty in writing emails in English. In terms of problems in grammar structures, the findings demonstrated that they had difficulty in using correct grammar and tenses in writing emails in English. Besides, the findings illustrated that they had difficulty in incorporating unfamiliar words into English business emails if there was no dictionary and difficulty in selecting suitable words to write emails in English. Furthermore, according to the comments written by the employees about the difficulty in writing English emails at work, the findings stated that there were 3 issues in writing English emails in the workplace. For example, they had difficulty in writing the email's subject, followed by difficulty in selecting the level of formality and the difficulty in using correct tenses in writing emails in English.

Second, the findings showed that using emails in English consistently at work was able to increase employees' proficiency in writing English emails, followed by using the internet to research the lessons that were able to enhance their capability in writing English emails. Apart from the use of consistent emails in English and the internet to search the related lessons, the findings as minor methods displayed that studying with a personal tutor or a language center was able to add the skills in writing

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emails in English, followed by regular training courses provided by the enterprise to navigate the technique of writing emails in English in a weekly basis and reading the textbooks to enhance the skills in composing English emails. Moreover, after requesting employees to comment on their additional suggestions, they indicated that they sometimes asked their colleagues to validate and amend the contents before emailing them to the recipients. Another suggestion would be advised by their colleagues on the suitable methods of writing English emails if they needed clarification about sentence structure or word appropriation.

Third, regarding the implication of the study, the findings of this study are advantageous in leading the executive team to employ the right experts to advocate for the right training course in writing English emails. Also, it is beneficial for a course developer to improve course materials to serve discipline-specific English or English for Business Purposes.

Fourth, in terms of limitations of the study, the findings of this study might have been more comprehensive if the survey had been used to collect the data with foreign co-workers and the executive team for comparing to see the difference between using English as a second language and English as a foreign language to communicate with external and internal organization for writing English emails. Another point involved the data of this study, which might have needed to be more accurate because the survey did not collect the data by observing the employees while they were emailing in English, and there was nothing about the assessment of English writing skills for employees to test their proficiency. Therefore, to receive more precise results, the investigation should have provided the test and done the observation while they were emailing in front of the laptop.

Finally, the recommendation for further studies might have been the extension of the number of participants who would respond to the survey to increase the reliability of the research results, followed by evaluating the participants' skills by arranging an English email writing test for further examining and determining the exact level of participant's writing skills, and surveying between local and overseas companies in Thailand to compare the ability to write emails in English.

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## Appendix A

### Questionnaire

#### “Examining Challenges Encountered by Job Advertising Industry Employees in Writing English Business Emails”

The questionnaire is developed to investigate the problems of employees in email writing skills in English to communicate with internal and external organizations. The information which contributes will only be used for the purpose of this research and will also be kept confidential.

**Part I:** Demographic Information of participant

**Instruction:** Kindly fill in the blanks and mark “X” in the box of each question.

**1. Gender**

Male                       Female                       Non-Binary

**2. Age**

20-29                       30-39                       40-49                       50-59

**3. Educational Level**

Vocational School / Higher Vocational Certificate                       Bachelor’s Degree

Master’s Degree                       Other (Kindly specify):

**4. Job Position**

Officer                       Senior

Supervisor                       Manager

**5. Work Experience**

- Less than 1 year                       1- 5 years
- 6-10 years                                 More than 10 years

**6. Have you pursued English studies at the university?**

- Yes, I majored in English.
- No, I minored in English.
- No

**7. Have you ever pursued additional English studies? (If no, kindly proceed to the 9th question)**

- Yes     No

**8. How long have you been engaged in additional English studies?**

- 1-6 months                       7-12 months                       More than 1 year

**9. How often do you use English in your job?**

- Everyday                                       3-4 times a week                       Once a week

**10. Are you interested in improving your English email writing skills?**

- Yes     No

**Part II:** The problems of employees in writing English email skills to communicate with internal and external organizations.

**Instruction:** Kindly carefully read each statement and rate the level of agreement by marking “X” in the box for the answer that you think that it is most appropriate.

- 5 = Strongly Agree  
 4 = Agree  
 3 = Neutral  
 2 = Disagree  
 1 = Strongly Disagree

Item	Description	Rate of scale ranges				
		(5)	(4)	(3)	(2)	(1)
<b>General Problems</b>						
1	I find it difficult to write English emails.					
2	I find it difficult to write an email's subject.					
3	I find it difficult to write an appropriate salutation when writing emails in English.					
4	I find it difficult to write a conclusion when writing emails in English.					
5	I am often uncertain about the appropriate level of formality when writing emails in English.					
6	I am unsure about how to compose a brief message					
7	I find it difficult to prioritize the key information when writing emails in English.					

8	I am unsure about how to construct a clear topic sentence that effectively communicates the purpose of writing emails in English.					
9	I find it difficult to effectively convey the main ideas to the readers within the body of an English business email.					
<b>Problems in Grammar Structure</b>						
10	I find it difficult to use appropriate punctuation marks, such as commas (,), colons (:), semicolons (;), hyphens (-), question marks (?), quotation marks (“ ”), and periods (.), when writing emails in English.					
11	I find it difficult to use appropriate prepositions, such as “from”, “in”, “on”, “at”, and “about” when writing emails in English.					
12	I find it difficult to use correct grammar when writing emails in English.					
13	I find it difficult to use correct tenses when writing emails in English.					
14	I find it difficult to vary sentence structures when writing emails in English.					
<b>Problems in Vocabulary Selection</b>						
15	I find it difficult to choose appropriate words.					

16	I cannot spell the words correctly when composing email in English					
17	Without a dictionary, I find it difficult to incorporate unfamiliar vocabulary into English business emails.					

**Part III:** Method to deal with the problems and improve Thai employees' writing email skills in English

**Instruction:** Kindly carefully read each statement and rate the level of agreement by marking "X" in the box for the answer which thinks that it is most appropriate.

- 5 = Strongly Agree  
 4 = Agree  
 3 = Neutral  
 2 = Disagree  
 1 = Strongly Disagree

Item	Description	Rate of scale ranges				
		(5)	(4)	(3)	(2)	(1)
Method to deal with the problems and improve Thai employees' writing email skills in English						
1	Reading the textbooks can enhance my skills in writing emails in English.					
2	Engaging in workplace simulation can enhance my proficiency in writing emails in English.					
3	Internet research can enhance my proficiency in writing emails in English.					

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4	Organizations should provide regular training courses conducted by experts to instruct employees on proper English email writing techniques, ideally on a weekly basis.					
5	Enrolling in an English course at a language center can significantly boost my proficiency in writing emails in English.					
6	Studying with a one-on-one tutor can significantly boost my proficiency in writing emails in English.					
7	Using English emails consistently in the workplace can significantly boost my proficiency in writing emails in English.					

**Part IV:** The difficulty in writing English emails in the workplace.

**Instruction:** Kindly express your opinion as below space: (If applicable)

1. What are your problems related to English email writing in the workplace?

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2. How do you handle and solve the problems in English email writing in the workplace?

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## Appendix B

### แบบสอบถาม

#### “การศึกษาปัญหาการเขียนอีเมลธุรกิจภาษาอังกฤษของพนักงานใน อุตสาหกรรมโฆษณาจัดหางาน”

แบบสอบถามนี้จัดทำขึ้นเพื่อตรวจสอบปัญหาในด้านทักษะการเขียนอีเมลเป็นภาษาอังกฤษของพนักงานเพื่อการสื่อสารทั้งภายในและภายนอกองค์กร ข้อมูลที่มีการเก็บรวบรวมจะนำมาใช้เพื่อวัตถุประสงค์ของการวิจัยนี้เท่านั้น และจะถูกเก็บไว้เป็นความลับ

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ข้อปฏิบัติ โปรดทำเครื่องหมาย X ลงในช่องว่างในแต่ละคำถาม

##### 1. เพศ

ชาย  หญิง  ไม่ระบุ

##### 2. อายุ

20-29  30-39  40-49  50-59

##### 3. ระดับการศึกษาสูงสุด

ปวช. / ปวส. ปริญญาตรี  
ปริญญาโท  อื่น ๆ (โปรดระบุ):

##### 4. ตำแหน่งงานปัจจุบัน

พนักงานทั่วไป  อาวุโส  หัวหน้า  
 ผู้จัดการ  อื่น ๆ (โปรดระบุ):

##### 5. ประสบการณ์การทำงาน

น้อยกว่า 1 ปี  1- 5 ปี  
 6-10 ปี  มากกว่า 10 ปี

6. ช่วงที่ศึกษาในมหาวิทยาลัย คุณได้เรียนภาษาอังกฤษหรือไม่

- เรียน ฉันเรียนสาขาวิชาเอกภาษาอังกฤษ
- เรียน ฉันเรียนสาขาวิชาอื่น
- ไม่ได้เรียน

7. คุณเคยเรียนพิเศษภาษาอังกฤษมาก่อนหรือไม่ (หากไม่เคยเรียน โปรดข้ามไปที่ข้อ 9)

- เคย  ไม่เคย

8. คุณเรียนพิเศษภาษาอังกฤษมานานแค่ไหน

- 1-6 เดือน  7-12 เดือน  มากกว่า 1 ปี

9. คุณใช้ภาษาอังกฤษในการทำงานบ่อยแค่ไหน

- ทุกวัน  3-4 ครั้งต่อสัปดาห์  2 ครั้งต่อสัปดาห์
- สัปดาห์ละครั้ง  ไม่ได้ใช้เลย

10. คุณต้องการพัฒนาทักษะการเขียนอีเมลเป็นภาษาอังกฤษหรือไม่

- ต้องการ  ไม่ต้องการ

ตอนที่ 2 ปัญหาในด้านทักษะการเขียนอีเมลเป็นภาษาอังกฤษของพนักงานเพื่อการสื่อสารทั้งภายในและภายนอกองค์กร

ข้อปฏิบัติ โปรดอ่านข้อความแต่ละข้ออย่างละเอียด และทำเครื่องหมาย “X” เพื่อระบุระดับความคิดเห็นที่ตรงกับความคิดเห็นของท่านมากที่สุด 1 ระดับ ในแต่ละข้อความ

- |   |   |                      |
|---|---|----------------------|
| 5 | = | เห็นด้วยมากที่สุด    |
| 4 | = | เห็นด้วย             |
| 3 | = | ปานกลาง              |
| 2 | = | เห็นด้วย             |
| 1 | = | ไม่เห็นด้วยมากที่สุด |

ข้อ	ข้อความ	ระดับความคิดเห็น				
		(5)	(4)	(3)	(2)	(1)
<b>ปัญหาทั่วไป</b>						
1	ฉันพบว่าการเขียนอีเมลภาษาอังกฤษเป็นสิ่งที่ยาก					
2	ฉันพบว่าการเขียนหัวเรื่องของอีเมลเป็นภาษาอังกฤษสิ่งที่ยาก					
3	ฉันพบว่าการเขียนคำทักทายที่เหมาะสมเป็นสิ่งที่ยากเมื่อฉันเขียนอีเมลเป็นภาษาอังกฤษ					
4	ฉันพบว่าการสรุปความเพื่อเขียนอีเมลเป็นภาษาอังกฤษเป็นสิ่งที่ยาก					
5	ฉันมักจะไม่แน่ใจเกี่ยวกับระดับความเป็นทางการของภาษาที่เหมาะสมเมื่อฉันเขียนอีเมลเป็นภาษาอังกฤษ					
6	ฉันมักไม่แน่ใจเกี่ยวกับวิธีการเขียนอีเมลภาษาอังกฤษด้วยข้อความที่กระชับและเข้าใจง่าย					
7	ฉันพบว่าการจัดลำดับความสำคัญของข้อมูลเป็นสิ่งที่ยากเมื่อฉันเขียนอีเมลเป็นภาษาอังกฤษ					
8	ฉันไม่แน่ใจเกี่ยวกับวิธีการสร้างประโยคหัวข้อที่ชัดเจนเพื่อสื่อสารวัตถุประสงค์ของการเขียนอีเมลเป็นภาษาอังกฤษได้อย่างมีประสิทธิภาพ					
9	ฉันพบว่าการใช้เนื้อหาจากอีเมลภาษาอังกฤษเชิงธุรกิจเพื่อขยายความในการเขียนอีเมลภาษาอังกฤษเพื่อส่งต่อเป็นเรื่องยาก					
<b>ปัญหาทางด้านโครงสร้างไวยากรณ์</b>						
10	ฉันพบว่าการใช้เครื่องหมายวรรคตอนที่เหมาะสมเป็นสิ่งที่ยาก เมื่อฉันเขียนอีเมลเป็นภาษาอังกฤษ เช่น เครื่องหมาย					

	จุลภาค (,) โคลอน (:), อัฒภาค (;) เครื่องหมายขีดกลาง (-) เครื่องหมายคำถาม (?) เครื่องหมายคำพูด (“”) และจุด (.)					
11	ฉันพบว่าการใช้คำบุพบทที่เหมาะสมเป็นสิ่งที่ยาก เมื่อฉันเขียนอีเมลเป็นภาษาอังกฤษ เช่น “from”, “in”, “on”, “at” และ “about”					
12	ฉันพบว่าการใช้ไวยากรณ์ที่ถูกต้องเป็นสิ่งที่ยาก เมื่อฉันเขียนอีเมลเป็นภาษาอังกฤษ					
13	ฉันพบว่าการใช้ Tense ที่ถูกต้องในการเขียนอีเมลเป็นภาษาอังกฤษเป็นเรื่องยาก					
14	ฉันพบว่าการปรับเปลี่ยนโครงสร้างประโยคเป็นสิ่งที่ยาก เมื่อฉันเขียนอีเมลเป็นภาษาอังกฤษ					
<b>ปัญหาเกี่ยวกับการเลือกใช้คำศัพท์</b>						
15	ฉันพบว่าเลือกใช้คำศัพท์ที่เหมาะสมเป็นสิ่งที่ยาก เมื่อฉันเขียนอีเมลเป็นภาษาอังกฤษ					
16	ฉันไม่สามารถสะกดคำศัพท์ได้อย่างถูกต้อง เมื่อฉันเขียนอีเมลเป็นภาษาอังกฤษ					
17	ฉันพบว่าการใช้คำศัพท์ที่ไม่คุ้นเคยเพื่อเขียนอีเมลภาษาอังกฤษเชิงธุรกิจโดยไม่ใช้พจนานุกรมเป็นเรื่องยาก					

**ตอนที่ 3** วิธีการรับมือกับปัญหาและพัฒนาทักษะการเขียนอีเมลเป็นภาษาอังกฤษ

**ข้อปฏิบัติ** โปรดอ่านข้อความแต่ละข้ออย่างละเอียด และทำเครื่องหมาย “X” เพื่อระบุระดับความคิดเห็นที่ตรงกับความคิดเห็นของท่านมากที่สุด 1 ระดับ ในแต่ละข้อความ

- 5 = เห็นด้วยมากที่สุด  
 4 = เห็นด้วย  
 3 = ปานกลาง  
 2 = ไม่เห็นด้วย  
 1 = ไม่เห็นด้วยมากที่สุด

ข้อ	ข้อความ	ระดับความคิดเห็น				
		(5)	(4)	(3)	(2)	(1)
<b>วิธีการรับมือกับปัญหาและพัฒนาทักษะการเขียนอีเมลเป็นภาษาอังกฤษ</b>						
1	การอ่านหนังสือภาษาอังกฤษสามารถเพิ่มทักษะในการเขียนอีเมลเป็นภาษาอังกฤษได้					
2	การมีส่วนร่วมในการจำลองสถานการณ์ในสถานที่ทำงาน เช่น การได้รับโจทย์เกี่ยวกับการเขียนอีเมลเชิงธุรกิจเกี่ยวกับการนำเสนอสินค้าของบริษัท ซึ่งกำหนดโดยหัวหน้างานภายในแผนก ทำให้ช่วยเพิ่มความสามารถในการเขียนอีเมลเป็นภาษาอังกฤษได้อย่างมีประสิทธิภาพ					
3	การค้นหาข้อมูลทางอินเทอร์เน็ตสามารถเพิ่มทักษะในการเขียนอีเมลเป็นภาษาอังกฤษได้					
4	การเข้าร่วมฝึกอบรมอย่างสม่ำเสมอทำให้มีเทคนิคการเขียนอีเมลภาษาอังกฤษที่มีประสิทธิภาพมากขึ้น					
5	การลงทะเบียนเรียนภาษาอังกฤษที่ศูนย์ภาษาสามารถช่วยเพิ่มความสามารถในการเขียนอีเมลเป็นภาษาอังกฤษได้อย่างมาก					
6	การเรียนรู้แบบตัวต่อตัวสามารถช่วยเพิ่มความสามารถในการเขียนอีเมลเป็นภาษาอังกฤษได้อย่างมาก					
7	การใช้อีเมลภาษาอังกฤษในที่ทำงานเป็นประจำสามารถช่วยเพิ่มความสามารถในการเขียนอีเมลเป็นภาษาอังกฤษได้อย่างมาก					

ตอนที่ 4 ปัญหาเกี่ยวกับการเขียนอีเมลเป็นภาษาอังกฤษในสถานที่ทำงาน

ข้อปฏิบัติ โปรดอ่านข้อความแต่ละข้ออย่างละเอียด และแสดงความคิดเห็นของท่านลงในช่องว่าง (ถ้ามี)

1. ปัญหาที่ท่านเจอในการเขียนอีเมลเป็นภาษาอังกฤษ มีอะไรบ้าง

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2. จากปัญหาดังกล่าว ท่านมีวิธีการในการจัดการปัญหาดังกล่าวอย่างไรบ้าง

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## AUTHOR'S BIOGRAPHY

Mr. Narawich Suwannee obtained a Bachelor's degree in English Major of the faculty of Humanities and Social Science, at Suan Sunandha Rajabhat University. He is currently a postgraduate student in the Master's degree in Applied Linguistics – English for Professional Purposes at the School of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang.

Mr. Narawich Suwannee commenced his first career in the Telecommunication industry when he was studying at Suan Sunandha Rajabhat University for two years in the position of Customer Service Representative, and relocated to the Real Estate industry as a second career in the position of Admin Assistant for one year and four months after graduating with the Bachelor's degree. After that, he moved to the Property Management industry as a third career after receiving a new opportunity in the position of Facilities Admin for one year and two months, then relocated to the E-Commerce industry as a fourth career in the position of Non-Merchandise Procurement for one year. After he had determined to leave the E-commerce industry, he was offered by one of Job Advertising industry in Bangkok, Thailand the position of Sales Operation Excellence. He worked with this organization for two years until the Management Team promoted him to the position of Trust & Safety Analyst, a part of Technology Strategy & Operation. His primary responsibilities are to collaborate between Thailand and APAC teams to validate the job advertisement, investigate and protect fraud or scam accounts, and respond to any concerns related to cyber security and typical enterprise service.

Mr. Narawich's current scope of research interest is English Business Purposes, which is related to the proficiencies in improving the method of composing emails and reports. It includes making the English presentation, negotiation etc.