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The English Speaking Skills of Myanmar's Community at Pratunam Market in Bangkok, Thailand

Kyaw Htay,[1] Veerakarn Kanokkamalade,[2] Narongchai Pintrymool[3]

[1]Graduate Student, Master of Arts in English (Inter Progra), [2,3] Thesis Supervisory Committee, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Thailand

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A B S T R A C T

The objectives of this research were 1) to describe the English speaking skills of Myanmar's community at Pratunam Market in Bangkok, Thailand, and 2) to find out the satisfaction on communicative activities and English speaking skills of Myanmar community at Pratunam Market in Bangkok, Thailand. The research methodology used a mixed-method approach with a descriptive design. Data was collected through structured questionnaires and semi-structured interviews. The population consisted of 50 Myanmar workers and vendors at Pratunam Market who regularly use English in their daily tasks. The research tools included a questionnaire with three parts: demographic information, English speaking skills, and satisfaction with communicative activities. Quantitative data was analyzed using descriptive statistics including frequency, percentage, mean, and standard deviation. Qualitative data was analyzed through thematic analysis. The research results were found as follows:

Myanmar workers at Pratunam Market demonstrated moderate to good English speaking skills with an overall mean score of 3.60. The highest scores were for enjoying speaking (M=3.94) and being active in using English (M=3.82). However, challenges were found in using appropriate vocabulary (M=3.38) and fluency (M=3.44). Regarding satisfaction with communicative activities, the overall mean score was 4.07, which is high. The highest satisfaction was for improving English speaking skills (M=4.32) and helping them speak English (M=4.26). The qualitative findings from interviews revealed that Myanmar workers use English daily in their work and recognize its importance for business. They face challenges with vocabulary, confidence, and fluency but appreciate the opportunities for practice provided by communicative activities. They expressed interest in more structured training and pronunciation support. This study concludes that Myanmar's community at Pratunam Market has moderate to good English speaking skills and is highly satisfied with communicative activities. Additional support is needed for vocabulary development, fluency, and confidence building.

Introduction

In the globalized world of the 21st century, English has become an essential tool for communication, business, and international cooperation. As the primary language of international commerce, tourism, and technology, English proficiency opens doors to economic opportunities and social mobility. For immigrant workers in Thailand, particularly those from neighboring countries like Myanmar, English skills are increasingly important for employment in the service and retail sectors. Thailand is a major tourist destination,

[1] Corresponding author.

E-mail address: goldenminkyaw@gmail.com

attracting millions of international visitors annually. Bangkok, the capital city, is a hub for shopping, with famous markets like Pratunam Market drawing tourists from around the world. These tourists come from diverse countries and often communicate in English. For Myanmar workers and vendors at Pratunam Market, the ability to speak English is crucial for effective communication with customers, successful business transactions, and better employment opportunities.

Pratunam Market is one of Bangkok's largest and most famous shopping districts, known for its wholesale clothing, accessories, and textiles. The market attracts both local Thai customers and international tourists from countries such as China, Japan, Korea, Europe, and the United States. Myanmar workers at the market perform various roles, including sales assistants, vendors, shop helpers, and service staff. They interact with international customers daily, making English a necessary skill for their work. However, many Myanmar workers face challenges in English speaking due to limited formal education in English, lack of opportunities for practice, and low confidence. These challenges affect their job performance and career advancement. According to Min and Aung (2021), many Myanmar migrant workers in Thailand have limited English proficiency, which restricts their employment opportunities and earning potential. This situation highlights the urgent need to understand and improve the English speaking skills of Myanmar workers.

Research has consistently demonstrated that communicative activities are effective for developing English speaking skills. Communicative Language Teaching (CLT) emphasizes interaction and real communication as the primary goals of language learning. Activities such as role-play, information gap, jigsaw, and spot the difference encourage learners to use language meaningfully and develop their speaking abilities (Angwattanakul, 1994; Harmer, 2002). Many studies in Thailand have found that communicative activities help students improve their English speaking abilities (Jupamaktha, 1996; Phuphanpet, 2004; Domesrifa, 2008; Klanit, 2010). These activities are effective because they provide learners with opportunities to practice speaking in authentic contexts, build confidence, and develop fluency.

Studies have also investigated English language learning among migrant workers in Thailand. Suwannaphan (2019) found that communicative activities helped migrant workers improve their English communication skills in workplace settings. Wongsuriya (2003) showed that using real-life situations in English instruction enhanced the speaking and listening competence of vocational students. In the context of market workers, Noom-Ura (2008) found that communicative activities promoted positive attitudes toward learning English among low-proficiency learners. However, despite this body of research, limited studies have focused specifically on the English speaking skills of Myanmar workers in Thai markets. No study has investigated the English speaking skills of Myanmar's community at Pratunam Market or their satisfaction with communicative activities. This gap in the literature highlights the need for research that examines the English speaking abilities of this population and identifies effective approaches for language development.

This study focuses on Myanmar's community at Pratunam Market, Bangkok, Thailand. The community consists of Myanmar workers and vendors who have migrated to Thailand for employment. These workers come from various regions of Myanmar, have different levels of education, and have been living and working in Thailand for varying lengths of time. Many of them use English daily in their work, interacting with international tourists and customers. Their experience of learning and using English in the workplace provides valuable insights into the challenges and opportunities for language development. The market environment functions as a natural context for language learning, where workers learn English through authentic communication. Understanding their English speaking skills and their satisfaction with communicative activities is crucial for developing training programs that meet their needs.

This research paper presents an investigation of the English speaking skills of Myanmar's community at Pratunam Market and their satisfaction with communicative activities. The paper aims to provide new knowledge and practical solutions that can benefit the academic community, employers, educators, and policymakers. By examining both worker perspectives and employer experiences, the study offers a comprehensive understanding of the current state of English communication at the market and identifies actionable recommendations for improvement.

Research Objectives

In relation to the problem statement above, the main objectives of the research are to find out:

To describe the English speaking skills of Myanmar's community at Pratunam Market in Bangkok, Thailand.

To find out the satisfaction on communicative activities and English speaking skills of Myanmar community at Pratunam Market in Bangkok, Thailand.

Literature Review

Communicative Language Teaching

Communicative Language Teaching (CLT) has become a dominant approach in English language teaching. According to Angwattanakul (1994), CLT is a teaching approach that encourages learners to use language in appropriate situations and social interactions. The main goal of CLT is to develop learners' communicative competence, enabling them to use language effectively for communication in real-life situations. Allwright (1978) and Nunan (1991) emphasized that CLT focuses on using language for communication rather than just studying linguistic structures and grammar rules.

The principles of CLT include the following: learners should be aware of the objectives of each lesson, communication involves strings of sentences and ideas, important elements include information gap, choice of performances, and feedback, learners need practice in doing something or learning by doing, and teachers

should not criticize unimportant mistakes during communicative activities (Morrow, 1981). Davies and Pearse (2000) stated that teachers should establish English as the main classroom language, use interesting topics and stimulating activities, and encourage learners in their efforts to communicate their ideas.

Communicative Activities

Communicative activities are activities that encourage and require learners to speak and listen to others. Harmer (2002) stated that communicative activities are aimed at developing students' ability to use language to interact with people in real situations. These activities have real purposes: to find information, break down barriers, talk about oneself and others, and learn about cultures.

There are several types of communicative activities. Information gap activities involve a transfer of information from one person to another. Students work in pairs and one student has part of the information and conveys it to the other (Richards, 2006; Thornbury, 2008). Jigsaw activities are based on the information gap concept, where each group has some information that helps to complete the activity (Harmer, 1985). Opinion gap activities involve identifying and combining personal preferences, feelings, or attitudes in response to a situation (Pattison, 1989). Role-play requires learners to take on a particular role and imagine themselves in that situation (Underhill, 2000). Spot the difference activities involve comparing two similar pictures to find differences (Richards, 2006).

English Speaking Ability

Speaking is a productive skill that seems to be the most important of all four language skills because it can distinctly show the correctness and errors that a language learner makes (Harmer, 2002). According to Bygate (1987), interactive skills involve making decisions about communication while maintaining desired relations with others. Cohen (1994) insisted that speakers should have fluency in the language and use vocabulary and structure in suitable situations.

Components of speaking include fluency, appropriateness, and accuracy. Weir (1993) wrote that fluency is smoothness of execution, appropriateness includes degree of politeness and suitability of language used, and accuracy focuses on intelligibility and grammar. Communicative competence includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale & Swain, 1980; Hymes, 1978; Murcia, 1991).

Problems with Speaking Abilities

Ur (1996) pointed out four problems with speaking abilities. Inhibition occurs when learners are worried about making mistakes, afraid of criticism, or shy to speak. Nothing to say happens when learners have no motivation to express themselves. Low or uneven participation occurs when some learners dominate while others speak very little. Mother-tongue use happens when learners share the same first language and use it because it is easier.

These problems are common among Myanmar workers at Pratunam Market. Many workers are inhibited because they are afraid of making mistakes in front of customers or colleagues. They may have nothing to say due to limited vocabulary and lack of confidence. Participation in group activities may be uneven, with more confident workers speaking more. Mother-tongue use is common when workers communicate with each other in Burmese.

Related Studies on Communicative Activities

Many studies in Thailand have investigated the effects of communicative activities on English speaking ability. Jupamaktha (1996) conducted research comparing students taught through communicative activities through information transfer and those taught through textbook activities. The study found that the experimental group had significantly higher achievement in English listening than the control group. Rasri (1996) studied listening and speaking ability for tourism using communicative activities based on Keith Johnson's principles. The study found that students taught through this approach had higher English listening-speaking ability than those taught through the teacher's manual method.

Sirikongkasakul (1996) studied the effect of communication strategy instruction on English oral communicative proficiency. The study found that students who received this instruction had significantly higher English speaking abilities than those taught through ordinary teaching. Phumsaidorn (1997) studied the development of English communication through the information gap principle. The study found that students taught through the information gap principle achieved higher English proficiency.

Kanlapapuek (1999) studied the development of English speaking skills through pair work activities. The study found that pair work activities significantly improved students' English speaking behaviors. Phuphanpet (2004) investigated the development of speaking ability using communicative activities including spot the differences, information gap activities, role play, mapped dialogues, and jigsaw activities. The study found a significant difference in learners' speaking ability at the .01 level.

Ponglangka (2007) studied whether Matthayomsuksa 5 students developed their communicative English speaking ability through role play. The findings indicated a significant difference at the .01 level. Domesrifa (2008) investigated whether students could improve their communicative English speaking ability through communicative activities including information gap, mapped dialogue, jigsaw activities, spot the difference, and role play. The results revealed a significant difference at the .01 level.

Klanit (2010) investigated whether students improved their English speaking proficiency through communicative activities: information gap and role play. The findings demonstrated a significant improvement at the .05 level. Promshoit (2010) evaluated the development of listening and speaking abilities through pair work and information gap activity. The study revealed a significant difference at the .01 level. Wongsuriya (2003) improved English speaking and listening communicative competence through real-life

situations. The study found a significant difference at the .01 level and students had excellent attitudes toward learning English.

Conceptual Framework

This study is a research-based investigation. The researcher has developed a conceptual framework to guide the study clearly and systematically. This framework is based on the concept of communicative language teaching and communicative activities, together with theories of speaking ability.

The framework helps to explain the main ideas, relationships, and directions of the research. It shows how the key concepts are connected and supports the development of research questions and objectives. The framework consists of three main components:

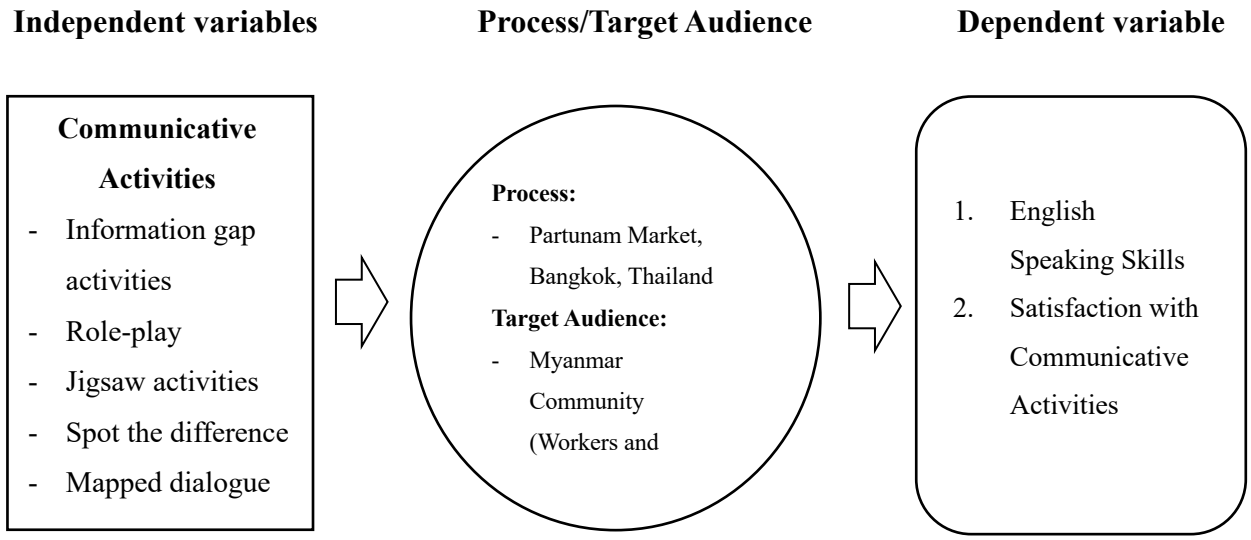


Fig. 1: Conceptual Framework

Research Methodology

This mixed-method descriptive study was conducted at Pratunam Market, Bangkok, Thailand, with 50 Myanmar workers and vendors and 10 store managers or business owners. The participants were selected through convenience sampling based on inclusion criteria: Myanmar nationality, engagement in communicative activities involving English, and at least one year of work experience at the market. Data collection was conducted from November 2025 to March 2026.

Two research tools were utilized. First, a structured questionnaire was developed consisting of three parts: demographic information (gender, age, education, occupation), English speaking skills (10 items using a five-point Likert scale), and satisfaction with communicative activities (10 items using a five-point Likert scale). The questionnaire was adapted from Saezhong (2005). Second, a semi-structured interview guide was prepared for in-depth interviews with key informants, covering topics such as satisfaction, challenges, and suggestions for improvement.

The questionnaire demonstrated strong validity with Item Objective Congruence (IOC) values greater than 0.67 for all items. A pilot study was conducted with 10 Myanmar workers who were not participants in the main study to check the practicality and clarity of the questionnaire. Quantitative data were analyzed using descriptive statistics including frequency, percentage, mean, and standard deviation with SPSS. Qualitative data from interviews were transcribed verbatim and analyzed thematically using Braun and Clarke's (2006) thematic analysis framework. The integrated findings offer a comprehensive understanding of English speaking skills and satisfaction with communicative activities among Myanmar workers at Pratunam Market.

Research Results

Objective 1: English Speaking Skills of Myanmar's Community

The results showed that Myanmar workers at Pratunam Market have moderate to good English speaking skills. Table 1 presents the findings from the questionnaire.

Table 1: English Speaking Skills of Myanmar's Community

No.	Item	Mean	SD	Level
1	Learner is active to use English while drilling	3.82	0.95	High
2	Learner enjoys speaking	3.94	0.89	High
3	Learner is self-confident to make conversation between their friends	3.56	1.02	High
4	Learner provides idea in market	3.68	0.97	High
5	Learner asks some questions about the task	3.72	0.94	High
6	Learner tried to edit himself/herself during using language	3.48	1.08	High
7	Learner uses complete sentences while using language	3.54	1.05	High
8	The speed of learners seems to be slightly affected by language problems	3.44	1.12	High
9	Learner uses appropriate vocabularies and idioms to make a conversation	3.38	1.15	Moderate
10	Learner pronounces a clear pronunciation	3.42	1.10	High
	Overall Average	**3.60**	**1.03**	**High**

As shown in Table 1, the overall average mean score for English speaking skills was 3.60, which falls in the "High" level. This indicates that Myanmar workers generally have good English speaking skills.

The highest mean score was for item 2, "Learner enjoys speaking" (M=3.94, SD=0.89), suggesting that Myanmar workers enjoy using English in their daily work at the market. This was followed by item 1, "Learner is active to use English while drilling" (M=3.82, SD=0.95), and item 5, "Learner asks some questions about the task" (M=3.72, SD=0.94).

The item with the lowest mean score was item 9, "Learner uses appropriate vocabularies and idioms to make a conversation" (M=3.38, SD=1.15), which was rated at a "Moderate" level. This suggests that

Myanmar workers face challenges in using appropriate vocabulary and idioms when speaking English. Item 8, "The speed of learners seems to be slightly affected by language problems" (M=3.44, SD=1.12), also received a relatively low score, indicating that some participants experience difficulties with speaking fluency.

Table 2: Summary of English Speaking Skills

Category	Mean	SD	Level
Active Participation	3.82	0.95	High
Enjoyment	3.94	0.89	High
Confidence	3.56	1.02	High
Idea Provision	3.68	0.97	High
Questioning	3.72	0.94	High
Self-Correction	3.48	1.08	High
Sentence Completion	3.54	1.05	High
Fluency	3.44	1.12	High
Vocabulary & Idioms	3.38	1.15	Moderate
Pronunciation	3.42	1.10	High
Overall	**3.60**	**1.03**	**High**

Objective 2: Satisfaction on Communicative Activities and English Speaking Skills

The results showed that Myanmar workers have high satisfaction with communicative activities. Table 3 presents the findings from the questionnaire.

Table 3: Satisfaction on Communicative Activities and English Speaking Skills

No.	Item	Mean	SD	Level
1	Communicative activities are very interesting for me	4.12	0.87	High
2	Communicative activities help me to speak English	4.26	0.79	Very High
3	Communicative activities help me develop my English pronunciation	3.98	0.92	High
4	Communicative activities help me improve my English speaking skills	4.32	0.74	Very High
5	Communicative activities help me improve my grammar and vocabulary	3.86	0.98	High
6	Communicative activities help me have fun in the market	4.18	0.82	High
7	I have more confidence to speaking English after I practice communicative activities in market	3.94	0.94	High
8	I have more chance to participate in market activities	4.08	0.88	High

9	Communicative activities help me to think more analytically in English	3.92	0.90	High
10	Communicative activities help me to speak English more fluently and correctly	4.02	0.86	High
	Overall Average	**4.07**	**0.87**	**High**

As shown in Table 3, the overall average mean score for satisfaction was 4.07, which falls in the "High" level. This indicates that Myanmar workers are generally satisfied with communicative activities and recognize their benefits for English speaking development.

The highest mean score was for item 4, "Communicative activities help me improve my English speaking skills" (M=4.32, SD=0.74), which was rated at a "Very High" level. This was followed by item 2, "Communicative activities help me to speak English" (M=4.26, SD=0.79), which was also rated at a "Very High" level.

The item with the lowest mean score was item 5, "Communicative activities help me improve my grammar and vocabulary" (M=3.86, SD=0.98), which was rated at a "High" level but received the lowest score among all items. This suggests that while participants recognize the value of communicative activities, they may feel that these activities are less effective for grammar and vocabulary development compared to other aspects of English learning.

Table 4: Summary of Satisfaction Scores

Category	Mean	SD	Level
Interest	4.12	0.87	High
Speaking Ability	4.26	0.79	Very High
Pronunciation	3.98	0.92	High
Overall Speaking Skills	4.32	0.74	Very High
Grammar & Vocabulary	3.86	0.98	High
Fun & Enjoyment	4.18	0.82	High
Confidence	3.94	0.94	High
Participation	4.08	0.88	High
Analytical Thinking	3.92	0.90	High
Fluency & Correctness	4.02	0.86	High
Overall	**4.07**	**0.87**	**High**

Qualitative Findings from Interviews

The semi-structured interview results revealed that Myanmar workers use English daily in their work and recognize its importance for business. They face challenges with vocabulary, confidence, and fluency but

appreciate the opportunities for practice provided by communicative activities. They expressed interest in more structured training and pronunciation support.

Theme 1: Daily English Communication Practices

Most participants reported using English daily in their work. A 35-year-old female store owner stated:

"I use English every day. Many Chinese, Korean, and European tourists come to my shop. I need to tell prices, describe products, and answer questions in English. Without English, I cannot do business here."

A 28-year-old male general worker added: "I work as a helper in a clothing shop. When customers ask about sizes, colors, or prices, I need to understand them. I try to speak English even if I make mistakes. My boss encourages us to practice."

Theme 2: Challenges in English Speaking

Despite the need for English, many participants identified challenges they face. A 32-year-old male shop owner explained: "My biggest problem is vocabulary. When customers ask about specific things like fabric materials or fashion details, I don't know the words. I need to use simple words or show the product. Sometimes customers get confused."

A 26-year-old female worker shared: "I am shy to speak English. When customers talk fast, I get nervous. I understand the words slowly. I need them to repeat many times. Some customers get impatient. This makes me feel bad."

Theme 3: Benefits of Communicative Activities

Many participants expressed positive views about communicative activities in the market. A 45-year-old male business owner stated: "I encourage my workers to speak with customers. Sometimes I organize role-play activities during slow times. We practice how to handle different situations. This helps them feel more prepared. They become more confident and speak better."

A 29-year-old female worker added: "When I practice with other workers, I learn new words and phrases. We help each other. The activities are fun and we are not afraid to make mistakes. This is better than studying alone."

Theme 4: Suggestions for Improvement

Participants offered suggestions for improving English speaking skills. A 38-year-old female store owner recommended: "I think we need more structured training. Many workers learn English informally from customers. This is good but we need basic training on common phrases and vocabulary for our business. Maybe workshops or classes after work hours."

A 27-year-old male worker suggested: "I would like to learn more about pronunciation. Sometimes customers cannot understand me because I speak with a strong accent. If I can pronounce words clearly, I think I can serve customers better."

Discussion

This research found that Myanmar workers at Pratunam Market have moderate to good English speaking skills (M=3.60). This finding is consistent with Jupamaktha (1996) and Rasri (1996), who found that communicative activities effectively develop English speaking abilities. The strengths identified in active participation (M=3.82) and enjoyment of speaking (M=3.94) align with Kanlapapuek (1999) and Phuphanpet (2004), who found that communicative activities encourage participation and create a positive learning environment. The challenges identified in vocabulary (M=3.38), fluency (M=3.44), and confidence (M=3.56) are consistent with Ur (1996) and Brown (1994). Limited vocabulary and fluency problems are common among second language learners (Cohen, 1994; Thornbury, 2008).

Regarding satisfaction, this research found high satisfaction levels (M=4.07), consistent with Wongsuriya (2003) and Noom-Ura (2008). The very high satisfaction with improving overall speaking skills (M=4.32) and speaking English (M=4.26) supports numerous studies that found positive effects of communicative activities on speaking ability (Phuphanpet, 2004; Domesrifa, 2008; Klanit, 2010). The high satisfaction with enjoyment (M=4.18) aligns with Pojit (2004) and Ketthongkum (2005). The relatively lower satisfaction with grammar and vocabulary improvement (M=3.86) is consistent with criticism that communicative activities prioritize meaning over form (Fotos & Ellis, 1991; Swan, 2005).

The qualitative findings provide rich insights that complement the quantitative results. The daily use of English in work contexts supports the importance of authentic practice for language development (Hedge, 2000). The challenges identified in interviews confirm the quantitative findings and previous research (Brown, 1994; Ur, 1996). The benefits of communicative activities expressed in interviews align with Harmer (2002) and Davies and Pearse (2000). The desire for more structured training and pronunciation support is consistent with research recommending a combination of communicative practice and explicit instruction (Celce-Murcia & Goodwin, 1991; Thornbury, 2008).

The satisfaction levels observed in this study are similar to previous research. Ketthongkum (2005) found positive attitudes toward English supplementary materials (M=3.82). Noom-Ura (2008) found positive attitudes toward learning English (M=3.87-4.04). This study found slightly higher satisfaction (M=4.07), possibly because participants were adults with authentic and immediate needs to use English in their daily work. This suggests that meaningful context and authentic communication can enhance learner satisfaction.

Knowledge from Research

The body of knowledge resulting from this research can be synthesized as follows:

English Speaking Skills Profile of Myanmar Workers

This study identified a comprehensive profile of English speaking skills among Myanmar workers:

Category	Key Skills	Level
Active Participation	Using English during practice, asking questions	High
Communication Skills	Enjoyment of speaking, providing ideas	High
Linguistic Competence	Sentence completion, self-correction	High
Fluency	Speaking speed, minimal language interruption	High
Vocabulary & Idioms	Appropriate vocabulary and idiom usage	Moderate
Pronunciation	Clear pronunciation	High

Satisfaction Framework

The research established that satisfaction with communicative activities can be measured across four dimensions:

Dimension	Key Findings	Implications
Interest	High interest in activities	Activities are engaging and motivating
Speaking Development	Very high satisfaction	Activities effectively improve speaking
Confidence	High confidence improvement	Activities build confidence
Participation	High participation opportunities	Activities are inclusive and engaging

Conclusion

This study aimed to describe the English speaking skills of Myanmar's community at Pratunam Market in Bangkok, Thailand, and to find out their satisfaction with communicative activities. The research used a mixed-method approach with questionnaires and interviews to collect data from 50 Myanmar workers and 10 store managers.

The central conclusion is that Myanmar workers at Pratunam Market have moderate to good English speaking skills. Workers demonstrate strengths in active participation, enjoyment of speaking, questioning behavior, and providing ideas. However, they face challenges in vocabulary, fluency, confidence, and self-correction. These challenges are consistent with previous research on problems with speaking abilities (Ur, 1996; Brown, 1994).

The study also concludes that Myanmar workers are highly satisfied with communicative activities. They recognize the value of these activities for improving their overall speaking skills, helping them speak English, making work enjoyable, and increasing participation opportunities. However, they feel that

communicative activities are less effective for improving grammar and vocabulary, suggesting a need for a balanced approach that combines communicative activities with explicit instruction.

The qualitative findings revealed that Myanmar workers use English daily in their work and recognize its importance for business. They face challenges with vocabulary and confidence but appreciate the opportunities for practice provided by communicative activities. They expressed interest in more structured training and pronunciation support. The findings of this study contribute to the growing body of literature on English speaking skills in workplace contexts and provide practical recommendations for improving English communication among immigrant workers.

Suggestions

Based on the findings from Pratunam Market, the following recommendations are proposed:

For Market Owners and Employers

Encourage and support English learning among workers by creating a positive learning environment. Provide opportunities for practice, offer incentives for learning, and recognize workers' efforts. Organize in-house training programs or workshops that incorporate communicative activities. Combine structured training with informal practice for maximum benefit.

For English Teachers and Trainers

Consider the specific needs and contexts of learners when designing instruction. Focus on practical, business-related vocabulary and phrases relevant to the market context. Incorporate authentic materials from the market, such as product descriptions and customer dialogues. Include pronunciation instruction to help workers speak more clearly. Balance fluency-oriented activities with accuracy-focused exercises.

For Future Research

Conduct studies with larger and more diverse samples, encompassing multiple markets and regions. Undertake longitudinal research to track progress over extended periods. Investigate the relative effectiveness of different types of communicative activities. Explore practical, scalable solutions to support workers in managing persistent challenges. Conduct research on the role of technology in supporting English learning.

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