

Real Estate and Construction Employees' Challenges and Needs of English Communication for Phuket's Growing Tourism Industry

Netchanok Chanatong, Phuket Rajabhat University, Thailand

The Barcelona Conference on Arts, Media & Culture 2025
Official Conference Proceedings

Abstract

Phuket's real estate and construction sectors have played a vital through tourism and foreign investment. As international stakeholders continue to influence the Phuket's development, English communication has become a critical skill for professionals in these industries. However, limited English proficiency has hindered effective workplace communication and career progression among local employees. Therefore, the purposes of this study were to investigate the challenges faced by real estate and construction employees in using English communication in the workplace and to identify their needs for English skill development. The study employed a qualitative approach, analyzing real estate and construction industry documents such as local business news, business journals, job advertisements, training manuals, and project reports from 100 top-performing real estate and construction companies in Phuket selected from Department of Business Development data warehouse in 2024 (Department of Business Development, 2024). Data were examined using thematic analysis. The results revealed that major communication challenges included limited vocabulary, unfamiliar accents, and low speaking confidence. The most needed improvements were in listening, speaking, and real estate and construction terminology. The findings of this study can serve as a guideline for designing English training programs tailored to the real estate and construction employees. Training should emphasize adaptive learning approaches that address specific job functions and language needs. Such initiatives could enhance the global competitiveness of Phuket's employees and contribute to more inclusive economic development in tourism regions.

Keywords: real estate and construction, English communication, need analysis, adaptive learning, ESP, Phuket

iafor

The International Academic Forum
www.iafor.org

Introduction

The rapid growth of Phuket's real estate and construction industries, driven by foreign investment and tourism, has surged the need for proficient English communication among professionals. In real estate and construction, employees must engage with foreign buyers, international contractors, and corporations. Among these domains, the real estate and construction industries rely heavily on English proficiency to facilitate smooth and effective communication between real estate agents and international investors (Astruc, 2022; Jitaksorn et al., 2024; Sermsook et al., 2021). Apparently, the Phuket property market has boomed in recent years. As once said by Ho Kwon Ping, founder and executive chairman of Banyan Group "I find that property markets worldwide, including China, Bangkok, the US and Europe, are at best in a doldrum, and at worst crashing down after a decade of growth. But Phuket is a remarkable exception" (Katharangsiporn, 2024). In the first half of 2024, approximately 60% of the buyers at The Standard Residences, Phuket Bang Tao are foreigners, acquiring units for both investment purposes and personal use (Carlisle, 2024). Given Phuket's position as a destination of global tourism and real estate, English language competency is a key for businesses catering to foreign customers (Prachanant, 2012).

However, many Thai workers in these fields face challenges, particularly in listening, speaking, and contract comprehension, which hinders their ability to engage effectively with international clients, both Asians and Westerns (Jongwanich, 2014; Phumpho & Nomnian, 2019). This deficiency has led to increased reliance on foreign staff, limiting local career progression and reducing international competitiveness (Duangdee, 2023). To address these challenges, the study advocates for adaptive learning approaches, which tailor the curriculum to individual needs, learning styles, and specific requirements (Beldagli & Adiguzel, 2010). This method is particularly relevant for real estate and construction employees, who must master technical terms related to property transactions, construction materials, and legal terminology (Richardson, 2003).

A crucial aspect of adaptive learning is the needs analysis, which plays a foundational role in the learning process. Before designing any curriculum, it is essential to first identify their specific needs. This ensures that the course content is aligned with both their specific requirements and individual learning goals. A thorough needs analysis not only helps in customizing the course content but also enhances engagement. This ultimately bridges the language proficiency gap and improving workplace communication (Dewi & Qamariah, 2023; Höver & Steiner, 2009). As employees in real estate and construction improve their English proficiency, it may open up new opportunities for increased income in a city with high economic competition in tourism. Therefore, it is essential to examine the specific challenges that real estate and construction employees face when using English communication in the workplace. In particular, identifying their English communication improvement needs is crucial for enhancing their professional performance.

Research Objectives

This study addresses the following objectives:

1. To examine the challenges encountered by real estate and construction employees in using English communication in the workplace
2. To identify the needs for improving real estate and construction employees' English communication skills

Literature Review

Numerous studies have explored English communication challenges within Thailand's tourism industries, especially in areas such as hotels, restaurants, and tour agencies where interactions with international tourists are frequent (Alenezi et al., 2023; Bousri, 2018). Those studies highlight issues such as limited vocabulary, and lack of business English writing such as letters and e-mails.

Phuket, being one of Thailand's most prominent international tourist destinations, has received particular attention in this regard. As the island's economy is heavily dependent on tourism, English has become a vital tool for professional communication, particularly in service industries (Durongkaverroj, 2013; Marzuki, 2012). However, despite the growing economic importance of the real estate and construction industries in Phuket—which have been significantly dominated by foreign demand—very few empirical studies have examined English communication challenges and the need for English communication improvement in these specific sectors.

While several international studies have examined the challenges and needs of English communication among real estate and construction workers, such research remains limited in the Thai context (Park, 2024; Teixeira et al., 2006). For instance, Trajkovski and Loosemore (2006) explored the challenges and the needs of English language among migrant construction workers in Australia. Their findings highlighted how low English proficiency can lead to significant communication breakdowns, particularly in safety training. In Thailand, previous studies have examined English communication needs in hospitality and service industries contexts; however, the real estate and construction workforce remains overlooked (Chiablaem, 2020; Tarrayo et al., 2025).

According to Cornwall and Srilapung (2013), Rajprasit and Hemchua (2015), and Prakaiborisuth (2023), have acknowledged the growing demand for communicative English among tourism enterprises such as flight attendants, airport officers, hotel staff, and shop owners. The studies indicate that although these employees generally perform a good command of English—due to job requirements that demand strong English proficiency—they still occasionally struggle with specialized English used in various contexts, such as legal, political, or social issues. Based on these findings, little attention has been given to the language needs of employees who work in real estate and construction. This lack of focus is surprisingly given the international nature of real estate and construction businesses in Phuket and the growing need for employees who can communicate fluently and accurately in English.

In many cases, deficiency of English skills has led companies to rely on foreign staff to handle international clients (Saksiriruthai, 2015). It limited local career growth and reinforced labor market dependency on expatriates. Similarly, a study by Kolbe (2023) conducted on Phi Phi Island, Phuket, revealed the increasing employment of foreign workers, which has led to a decline in job opportunities for local Thai residents, as foreign employees are perceived to better meet service expectations and communicate more effectively in English.

To address this research gap, it is crucial to conduct a comprehensive needs analysis among employees in the real estate and construction industries. Needs analysis refers to the process of systematically identifying learners' current abilities, workplace language requirements, and specific training objectives (Dewi et al., 2016). It is also considered the key component

of the adaptive learning approach, as mentioned by Woodrow (2006) that it is the first step towards preparation of language course by laying the foundation for customizing instruction to fit individual learners' profiles. This process helps ensure that language training programs are designed to actual communicative demands rather than relying on generic or broad curricula (Mansor et al., 2024).

In this context, needs analysis functions as a foundation for curriculum design, facilitating instructors and course developers to identify what types of English skills—such as technical vocabulary, contract negotiation, sale and marketing—are most urgently required by employees. Studies have shown that when course content aligns with learners' job roles and goals, training becomes significantly more effective and engaging (Alenezi et al., 2023; Otilia, 2015). Additionally, a well-conducted needs analysis helps learners feel that their context is acknowledged, thereby increasing motivation and retention (Rajprasit & Hemchua, 2015).

In summary, although many studies have addressed English language challenges in Thailand's tourism fields, little attention has been given to the real estate and construction industries, particularly in Phuket. There is an urgent need to investigate the specific communication challenges encountered by employees in these industries, as well as their needs for English communication development. This study aims to fill this gap by examining both the difficulties encountered in using English in the workplace and the specific needs for English communication improvement among employees in Phuket's real estate and construction sectors.

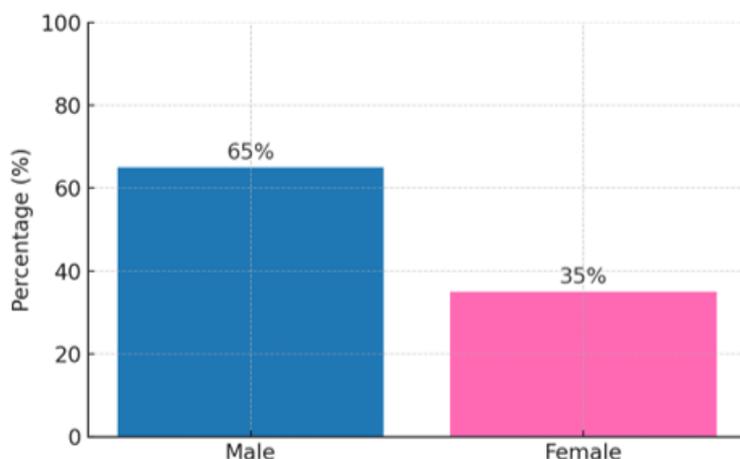
Methodology

Populations and Sample

This study employed a qualitative research design. The participants were 100 employees from 20 selected real estate and construction companies in Phuket. These companies were purposively selected from a total of 449 firms in the area based on the top 20 highest revenue in 2024 and frequent engagement with international clients (Department of Business Development, 2024). Phuket was chosen as the research site due to its significant growth in the real estate and construction sectors, largely driven by tourism, with a strong demand for condominiums and vacation villas.

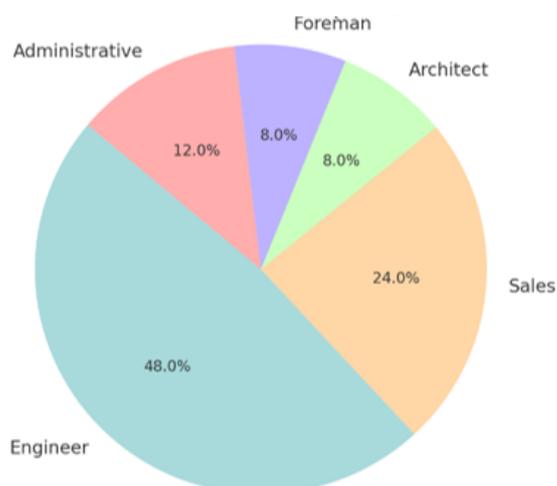
The participants consisted of both male and female employees, with 65% being male and 35% female with 3-20 years of working experiences. The following figures provide a demographic profile of the participants. Figure 1 presents a number of participants by genders.

Figure 1
A Number of Participants According to Genders



According to Figure 1, there were 65 males and 35 females participating in this research project, which indicates that the real estate and construction sectors are typically male-dominated fields. They held various positions such as engineer, sale agent, and architect etc. Figure 2 shows a number of the participants according to their job positions.

Figure 2
A Number of Participants According to Job Positions



According to Figure 2, nearly half of the respondents (48%) were engineers—including site engineers and project managers—representing the largest occupational group in this study. This indicates a significant representation from the construction industry. Following this, sales positions—including sales executives and agents—accounted for 24% of participants, suggesting their active engagement in client communication and negotiation in real estate sectors.

Interestingly, administrative roles such as document controllers and office assistants made up 12% of the group, showing their supportive function in project operations. Foremen, who are essential on-site supervisors, comprised 8%, equal to the portion of architects (8%), who play a crucial role in project design and planning.

Their English proficiency levels ranging from A2 to B1 according to the Common European Framework of Reference for Languages (CEFR) scale. All participants were selected based on their direct involvement in English communication in the workplace. Prior consent to participate in the study was obtained via email and telephone. Data collection was conducted using an open-ended structured questionnaire. The data were analyzed using manual thematic analysis based on the six-phrase framework proposed by Braun and Clarke (2006).

Research Tools

An open-ended questionnaire was administered via Google Form to the participants between March and April 2025. It was designed to explore the challenges of using English in the workplace and the participants' needs for improvement in English communication. The questionnaire comprised three parts.

The first part aimed to collect demographic information, including participants' work experience, level of English proficiency, gender, age, job position, and personal contact details (e-mail address and phone number).

The second part consisted of four open-ended questions intended to identify:

1. Situations in which English is used in the workplace
2. Challenges in using English communication
3. Needs for improving communication skills in English
4. Needs for English language knowledge

(The items in this section were adapted from Nomnian [2014])

The third part comprised an open-ended question that allowed participants to provide additional information regarding their specific training needs in English communication.

1) Validity Check

The open-ended questionnaire was reviewed by three Thai EFL lecturers to check validity in the form of Items Objective Congruence Index (Tantawan & Prachaya, 2018) to ensure its content validity and alignment with the research objectives. The evaluation was based on content clarity, construction, and relevance to the target context. Comments and suggestions were used to revise and improve the construction of the open-ended items before the pilot stage.

2) Piloting

The revised open-ended questionnaire was piloted with 30 employees working in the real estate and construction sectors in Phuket province. The participants were selected using purposive sampling based on two criteria: 1.) currently employed in real estate or construction companies in Phuket, and 2.) having English proficiency levels ranging from A2 to B1 according to the CEFR framework. All participants were not included in the main study. The questionnaires were administered via printed copies distributed in person, while an online version (Google Form) was also made available for participants who could not be reached directly. The pilot result was analyzed for the reliability of the questionnaire using the Cronbach's alpha and the questionnaire was checked for any ambiguities.

Data Collection

An open-ended questionnaire aimed 1.) to examine the challenges encountered by real estate and construction employees in using English communication in the workplace and 2.) to

identify the needs for improving real estate and construction employees' English communication skills. The open-ended questionnaire was administered to 100 real estate and construction employees in Phuket from March to April 2025 via Google Form.

Data Analysis

The data obtained from the open-ended questionnaire were analyzed using manual thematic analysis, following Braun and Clarke's (2006) six-phase framework. This method was chosen to identify, analyze, and report patterns (themes) within qualitative data derived from participants' written responses. It aimed to find common patterns across a data set. The real estate and construction employees' views on the challenges they encountered while using English communication in workplace and the needs of English communication improvement were classified into themes (Macaro, 2005).

Results

The analysis of the open-ended questionnaire responses yielded four major themes: (1) situations when English communication is used in the workplace, (2) challenges and problems in using English communication at work, (3) needs for improving English communication skills, and (4) needs for specific English knowledge. These themes reflect the English communication demands, obstacles, and training priorities among employees in the Phuket area's construction and real estate sectors.

1) Situations When English Communication is Used in the Workplace

Respondents reported using English most frequently in interactions with customers and during general communication tasks. The three most frequently cited themes include communicating with clients and owners, basic English for daily routines, and team meetings. This highlights the practical and operational nature of English usage, primarily focused on interpersonal communication.

The respondents' opinions were categorized into 3 themes as follows:

Communicating With Clients and Owners

Respondent 1: "I need to communicate with technical staff and foreign clients and owners."

Respondent 2: "I use English to explain job details, report work progress, present solutions to problems, and handing over houses to clients."

Respondent 3: "When contact with clients and owners."

Basic English for Daily Routines

Respondent 4: "General greeting with colleagues and clients such as Hello, Nice to meet you."

Respondent 5: "I use English as a daily basis since most of my colleagues are foreigners."

Team Meetings

Respondent 6 “Coordinate bidding, meetings, and construction process.”

Respondent 7 “When I have meetings with foreign team members, I have to communicate in English.”

2) Challenges and Problems in Using English Communication at Work

The study identified most recurrent problems that inhibit effective English use. These are: limited vocabulary, difficulty in understanding unfamiliar accents, and low speaking confidence. These challenges suggest that while English may be routinely used, it is not always used with confidence or accuracy.

The three themes were emerged from the respondents as follows:

Limited Vocabulary

Respondent 1: “I don’t know some vocabulary and how to pronounce some words and phrases. Sometimes I pronounce it wrong resulting in misunderstandings in communication, especially with foreign clients or during phone conversations.”

Respondent 2: “I have limited vocabulary and phrases.”

Respondent 3: “I cannot remember vocabulary and I don’t know how to construct the sentence.”

Unfamiliar Accents

Respondent 4: “I have a problem in listening some kinds of accents that I’m not familiar with.”

Respondent 5: “English is not my cup of tea and I don’t understand some accents so I avoid communicating with foreigners. However, when I have to communicate with, I often use AI application.”

Low Speaking Confidence

Respondent 6: “I cannot use English with confidence. I feel insecure when speaking English.”

Respondent 7: “I’m afraid to speak English because I have limited knowledge of it.”

Respondent 8: “I’m not confident speaking English because I’m afraid.”

3) Needs for Improving English Communication Skills

In terms of areas for development, listening and speaking were the most frequently mentioned skills, with both cited by 73 respondents. These were followed by real estate and

construction terminology (46 mentions), reading skills (38), writing (37), and grammar (33). This indicates a pressing need for training that enhances both receptive and productive communication skills, especially in English communication.

Figure 3

A Number of Mentions of Needs for Improving English Communication Skills

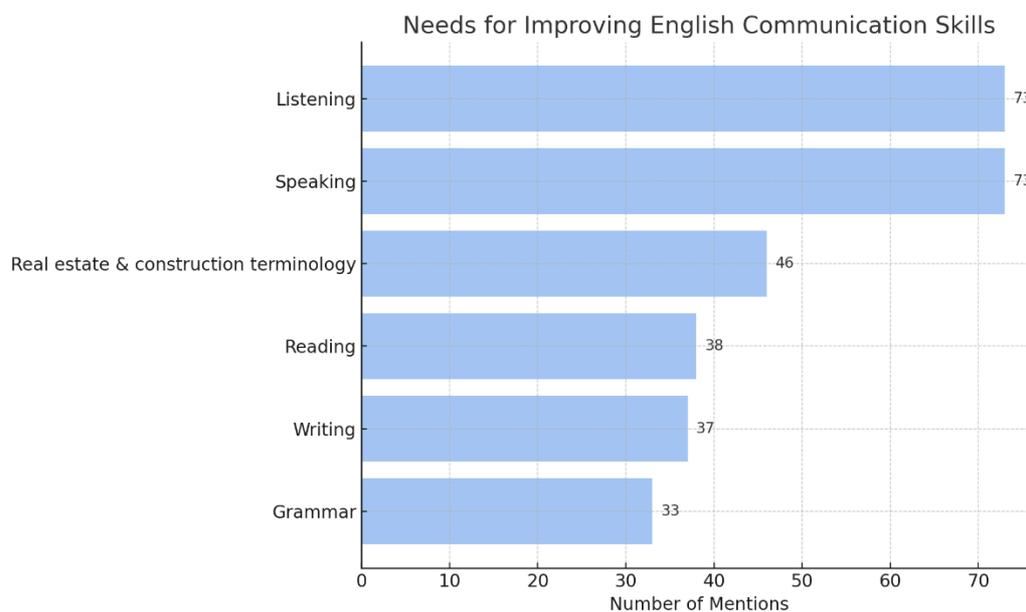


Figure 3 illustrates the participants' prioritized needs for improving English communication skills, clearly showing that listening and speaking are the most demanded areas, each receiving 73 mentions. These two skills are particularly vital for professionals working in engineering and sales, which were the top position categories among respondents. These roles frequently require verbal interaction with foreign clients, contractors, and stakeholders in Phuket area.

Followed by, real estate and construction terminology was mentioned 46 times. This indicates that general English proficiency is not sufficient for these industries; they require specific vocabulary to effectively communicate technical details, regulations, and specifications. This is particularly relevant to engineers, architects, and foremen, who must frequently discuss technical issues in English, especially when dealing with international clients or companies.

Although reading and writing were not as highly cited, their significance should not be neglected. In workplace contexts, the ability to read manuals, technical documents, and contracts and write reports, emails, and bill of quantities (BoQ) remains essential. Still, grammar was viewed as the lowest priority among the employees. However, it is a foundational skill that supports all language functions and English comprehension.

4) Needs for Specific English Knowledge

When asked to specify the types of English knowledge most relevant to their jobs, respondents identified real estate and construction terminology as the top priority. This was followed by communication skills, and basic English for daily routine.

These are the areas of English knowledge that most respondents would like to improve:

Real Estate and Construction Terminology

Respondent 1: “Vocabulary used on construction sites.”

Respondent 2: “English for Real estate and Construction.”

Respondent 3: “Vocabulary that is used in Marketing and Sales.”

Communication Skills

Respondent 5: “Listening and speaking skills.”

Respondent 6: “Conversation and communication.”

Respondent 7: “English for communication.”

Basic English for Daily Routine

Respondent 4: “General communication vocabulary such as greetings, confirmations, and simple instructions are necessary for smooth communication.”

Discussion

This study reveals needs for English communication among adult employees in the real estate and construction sectors. Many respondents expressed that they frequently use English in practical settings such as client communication, basic English for daily routine, and coordinating meetings with foreign colleagues. Supporting this, a large-scale study conducted in Hong Kong found that professionals working in construction and real estate used English extensively—especially those in higher positions. They relied on English for reading and writing business documents, participating in formal meetings, and coordinating with foreign partners. The more senior the professional, the more frequent and essential English use became in their daily work (Evans & Green, 2006).

Despite these frequent interactions, several participants reported low confidence in their ability to use English effectively, particularly in listening and speaking. Such responses suggest that the learners’ anxiety and difficulty with listening comprehension and pronunciation. Several respondents mentioned struggles with unfamiliar accents or mispronouncing words, leading to miscommunication. For these adult learners, supplementary tools such as pronunciation or conversation audio or mobile AI application could help foster autonomy and confidence outside classroom settings. These findings align with Horwitz et al. (1986) assertion that foreign language anxiety can significantly hinder learners’ willingness to participate and their perceived self-efficacy. The participants’ lack of confidence, especially in speaking and listening tasks, indicates a need for supportive, low-stress learning environments that foster gradual exposure and positive reinforcement.

Importantly, respondents also highlighted a need for terminology of real estate and construction, marketing, and sales—key functional domains in their daily tasks. These findings suggest that a one-size-fits-all curriculum would likely fall short of meeting the

functional language demands of diverse roles within the real estate and construction sectors. Likely, Saldivar and Fernandez (2024) demonstrated that adaptive learning strategies in English language teaching significantly improve learner engagement and performance. Their concept analysis found that adaptive learning enhances communication skills by delivering customized content that matches learners' needs, interests, and professional goals. This directly aligns with the demand for English training that includes specialized vocabulary and English communication for career.

To address these needs effectively, the integration of adaptive learning technologies should be considered. Adaptive learning refers to instructional systems that tailor content delivery based on individual learner data, such as proficiency levels, job functions, and usage patterns (Walkington, 2013). In the context of this study, such technologies can provide personalized vocabulary modules—for example, technical terms for site engineers, client interaction phrases for sales agents, and legal terminology for project managers.

Conclusion

This study investigates the English communication challenges and needs of employees in English communication improvement in Phuket's real estate and construction companies. The findings illustrate three major insights: first, the challenges while using English communication include limited vocabulary, unfamiliar accents, and low confidence when speaking. Second, the needs in English communication skill improvement refer to specific areas that employees wish to enhance, such as speaking fluency and listening accuracy. Third, the needs of English knowledge relate to specific vocabulary and expressions used in real estate and construction contexts. These issues reflect the complexity of language use in high leverage work environments that require constant interaction with international clients, project partners, and foreign teams.

Participants in this study were mostly male and holding technical positions. Many expressed low confidences in English use despite frequent exposure, pointing to the importance of not only language instruction but also learning environments. As many of them serve as the frontline communicators in high-stakes scenarios such as construction planning, property sales, and legal negotiations, the ability to use precise language is essential.

To support this, workplace language training initiatives should be actively promoted and supported by both the private sector and local education providers. Institutions such as vocational training centers, non-formal education departments, and industry associations can act as key contributors in making language learning more accessible and responsive to the high demands of the post-COVID era. Moreover, it is essential to provide regular updates on industry-specific English vocabulary and communication practices. This can be done through self-online learning platforms or formal training sessions organized by real estate and construction associations. Such initiatives will enhance the industry's capacity to compete on an international scale, particularly in provinces where tourism and foreign investment play a dominant economic role.

References

- Alenezi, M., Wardat, S., & Akour, M. (2023). The need of integrating digital education in higher education: Challenges and opportunities. *Sustainability*, 15(6), 4782. <https://doi.org/10.3390/su15064782>
- Astruc, S. J. (2022). Deterioration of heritage shophouses turned into hostels in Phuket Old Town, Thailand, during the COVID-19 pandemic. *Tourism and Heritage Studies*, 405–415.
- Beldagli, B., & Adiguzel, T. (2010). Illustrating an ideal adaptive e-learning: A conceptual framework. *Procedia - Social and Behavioral Sciences*, 2(2), 5755–5761. <https://doi.org/10.1016/j.sbspro.2010.03.883>
- Bousri, N. (2018). The development of English conversation training course for front office staff: A case study of Baiyok Hotel, Bangkok, Thailand. *Social Sciences*, 7(1), 22–35. <https://doi.org/10.16966/ssci.715>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Carlisle, P. (2024, November 5). A closer look at Phuket’s real estate boom. *Thailand Construction and Engineering News*. <https://thailand-construction.com/a-closer-look-at-phukets-real-estate-boom/>
- Chiablaem, P. (2020). A needs analysis of Thai massage employees’ (Thai massage therapists, receptionists, and managers) English communication skills in the city of Pattaya, Chonburi. *REFlections*, 27(2), 274–292.
- Cornwall, T., & Srilapung, V. (2013). Senior flight attendants’ English communication needs: A case study of Thai Airways International. *US-China Foreign Language*, 11(4), 286–291.
- Department of Business Development. (2024). *Business object search*. Department of Business Development, Ministry of Commerce, Thailand. <https://datawarehouse.dbd.go.th/searchBusinessObject?type=business>
- Dewi, N. M., & Qamariah, Z. (2023). The function and role of needs analysis in English learning curriculum. *Jurnal Ilmiah Multidisiplin*, 2(02), 134–140.
- Dewi, R. S., Kultsum, U., & Armadi, A. (2016). Using communicative games in improving students’ speaking skills. *English Language Teaching*, 10(1), 63–71. <https://doi.org/10.5539/elt.v10n1p63>
- Duangdee, V. (2023, September 6). ‘Russian-only’ businesses in Thailand’s Phuket spark backlash. *Al Jazeera*. <https://www.aljazeera.com/news/2023/9/6/russian-only-businesses-phuket>

- Durongkaverroj, W. (2013). *An economic impact of development project: Case of Phuket International Airport in Thailand* (MPRA Paper No. 53931). Munich Personal RePEc Archive. <https://mpra.ub.uni-muenchen.de/53931/>
- Evans, V., & Green, M. (2006). *Cognitive linguistics*. Edinburgh University Press. <https://doi.org/10.3366/edinburgh/9780748618327.001.0001>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Höver, K. M., & Steiner, C. (2009). Adaptive learning environments: A requirements analysis in business settings. *International Journal of Advanced Corporate Learning (IJAC)*, 2(3), 27–32. <https://doi.org/10.3991/ijac.v2i3.869>
- Jitaksorn, W., Kornmanakit, T., Ninsangkaha, I., Maneejan Thongsakul, M. T., Hasup, A., Maswongssa, B., & Anantamongkolkul, C. (2024). Regenerative tourism development: A preliminary study of circumstances in Phuket. *International Conference of Business and Social Sciences*, 362–372.
- Jongwanich, J. (2014). Is foreign property ownership a threat to national sovereignty? Evidence from Thailand. *The Journal of the Asia Pacific Economy*, 19(3), 409–422. <https://doi.org/10.1080/13547860.2014.908998>
- Katharangsiporn, K. (2024, May 13). A closer look at Phuket's boom. *Bangkok Post*. <https://www.bangkokpost.com/news/phuket>
- Kolbe, E. J. (2023). The right to work? For whom? Exploring international migration for tourism employment and its effects on local workers through phenomenology. *Journal of Human Rights*, 22(4), 563–579. <https://doi.org/10.1080/14754835.2023.2120857>
- Macaro, E. (2005). Codeswitching in the L2 classroom: A communication and learning strategy. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges, and contributions to the professions* (pp. 63–84). Springer. https://doi.org/10.1007/0-387-24565-0_5
- Marzuki, A. (2012). Local residents' perceptions towards economic impacts of tourism development in Phuket. *Tourism: An International Interdisciplinary Journal*, 60(2), 199–212.
- Nomnian, S. (2014). Thai entrepreneurs' needs of English language for raft service business. *Humanities, Arts and Social Sciences Studies*, 14(3), 101–128.
- Otilia, S. M. (2015). Needs analysis in English for specific purposes. *Annals of the Constantin Brâncuși University of Târgu Jiu, Economy*, 232–240.
- Park, C. Y. (2024). English proficiency requirement for improving global real estate business program. *Korea Real Estate Society*, 72, 211–226.

- Phumpho, R., & Nomnian, S. (2019). Challenges for Thai business people using English in ASEAN. *Kasetsart Journal of Social Sciences*, 40(3), 743–750.
- Prachanant, N. (2012). Needs analysis on English language use in tourism industry. *Procedia - Social and Behavioral Sciences*, 66, 117–125. <https://doi.org/10.1016/j.sbspro.2012.11.218>
- Prakaiborisuth, P. (2023). An exploration of salespersons' communication apprehension in English communication: A case of a private company in Thailand. *PASAA*, 65, 263–297. <https://digital.car.chula.ac.th/pasaa/vol65/iss1/10>
- Rajprasit, K., & Hemchua, S. (2015, December). The English language & communication in the international workplace: An examination of Thai computer engineering professionals. *Srinakharinwirot University*.
- Richardson, V. (2003). Constructivist pedagogy. *Teachers College Record*, 105(9), 1623–1640. <https://doi.org/10.1177/016146810310500907>
- Saksiriruthai, S. (2015). Impact of foreign worker migration on wage and labor market in Thailand. In *Handbook of Research on Human Capital Development in the Era of Globalization* (pp. 1–20). IGI Global. <https://doi.org/10.4018/978-1-4666-7328-1.ch001>
- Saldivar, J. M. N., & Fernandez, B. L. (2024). Concept analysis of adaptive learning strategy in English language teaching (ALS-ELT). *International Journal of Social Sciences and English Literature*, 8, 45–56. Eastern Centre of Science and Education.
- Sermsook, K., Nakplad, R., & Jantawong, L. (2021). Problems and needs analysis of English for tourism industry: A case of hotel staff in Phang Nga Province, Thailand. *Education Quarterly Reviews*, 4(3), 29–35.
- Tantawan, S., & Prachaya, T. (2018). Evaluating items using the Items Objective Congruence Index (IOC) for test validation. *Journal of Educational Measurement*, 25(3), 123–137.
- Tarrayo, V. N., Srimalee, P., & Bamroongkit, S. (2025). Accentism: Experiences of Thais as English LX users in workplaces. *International Journal of Applied Linguistics*.
- Teixeira, J. M. C., Minasowicz, A., Zavadskas, E. K., Ustinovichius, L., Migilinskas, D., Armiñana, E. P., Nowak, P. O., & Grabiec, M. (2006). Training needs in construction project management: A survey of 4 countries of the EU. *Journal of Civil Engineering and Management*, 12(3), 237–245. <https://doi.org/10.1080/13923730.2006.9636282>
- Trajkovski, S., & Loosemore, M. (2006). Safety implications of low-English proficiency among migrant construction site operatives. *International Journal of Project Management*, 24(5), 446–452. <https://doi.org/10.1016/j.ijproman.2006.04.004>

Walkington, C. A. (2013). Using adaptive learning technologies to personalize instruction to student interests: The impact of relevant contexts on performance and learning outcomes. *Journal of Educational Psychology*, *105*(4), 932–945. <https://doi.org/10.1037/a0031797>

Woodrow, L. J. (2006). *A model of adaptive language learning*. *The Modern Language Journal*, *90*(3), 297–319. <https://doi.org/10.1111/j.0026-7902.2006.00416.x>

Contact email: netchanok.s@pkru.ac.th