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Innovation for Developing English Communication Skills of Personnel at Buriram Airport

Akkarapon Nuemaihom¹ , Naviya Chutopama¹ , Thitaporn Putklang^{1*} , Tatiya Tanuanram² 

¹ English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Buriram 31000, Thailand

² Business English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Buriram 31000, Thailand

ABSTRACT

Airport personnel must possess proficient English language skills to function effectively and cater to international travelers adequately. The personnel at Buriram Airport have distinct challenges that necessitate tailored English communication solutions. The research objectives were (1) to study the problems and needs of English communication skills of Buriram Airport personnel, (2) to develop English communication innovation that meet their needs, and (3) to assess their satisfaction with the English communication innovation. The population of this research was composed of personnel at Buriram Airport. The sample group, obtained via purposive sampling, comprises 28 individuals from Buriram Airport. The instruments were (1) questionnaires, (2) focus group discussion, (3) English communication innovation, (4) innovation evaluation form, and (5) satisfaction questionnaires. Quantitative data were analyzed using descriptive statistics, and content analysis was employed for qualitative data analysis. The results found that the sample group exhibited the most problems with speaking skills (3.43), followed by writing skills (3.38). They needed to develop speaking skills the most (4.87), followed by listening skills (4.59). Most of the sample group required both general and specific contents pertinent to airport services. The Buriram Airport personnel needed 13 topics in the English language communication E-book. The shop owners needed nine topics. The van and taxi drivers needed 10 topics. The sample group prioritized English communication innovation media, favoring E-books (4.62), followed by audio files (4.34). They demonstrated the utmost satisfaction with

*CORRESPONDING AUTHOR:

Thitaporn Putklang, English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Buriram 31000, Thailand;
Email: thitaporn.pk@bru.ac.th

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the English communication innovation created by the researchers.

Keywords: Innovation; Communication Skill; E-Book; Audio File; Buriram Airport

1. Introduction

Enhancing the English communication abilities of personnel at Buriram Airport through suitable innovation would elevate foreign language proficiency, enabling staff to effectively interact with the growing number of international visitors arriving via various airlines. In 2020, statistics from the Ministry of Tourism and Sports indicated that Buriram Province hosted 951,939 Thai tourists and 8,524 foreign tourists, a decline from 2019, when there were 2.25 million Thai tourists and 77,874 foreign tourists. The proficiency of Buriram Airport personnel in English communication would enhance tourism and attract foreign visitors to Buriram Province consistently, thereby generating revenue for the local community, the province, and the nation overall.

Buriram Airport staff and private entities renting and operating various businesses at the airport, such as van rental services, public vans, daily rental cars, taxis, and shop owners, have varying levels of English proficiency. Some can communicate with foreigners, while others cannot. Regarding this, they need instructional materials or innovation to improve English communication with foreigners. The previous research on the English skills issues faced by the learners revealed that Thai students frequently encounter considerable difficulties in acquiring spoken English proficiency, although extensive formal education^[1]. This challenge is mostly ascribed to restricted opportunities for practical application and real-world experience^[2]. Insufficient speaking abilities constitute a significant obstacle for Thai learners, diminishing their confidence and restricting their capacity to engage in international settings^[3].

This study is a research and development (R&D) initiative involving stakeholder participation, aimed at providing essential information regarding the necessity of innovation for enhancing the English communication skills of personnel at Buriram Airport, including airport staff, shop owners, and van and taxi drivers. In the contemporary interconnected world, competency in English is crucial for efficient communication in business, academia, and research^[4]. The current research seeks to create a suitable innovation for enhancing

the English communication skills of personnel at Buriram Airport. Innovation entails the introduction of novel concepts or innovation that have not been previously utilized, as well as the enhancement and modification of old ones to achieve more modernity, efficiency, and effectiveness. It additionally conserves time and effort^[5]. Innovation development encompasses the advancement of educational media through several methods, including the creation of computer-assisted instruction classes, self-learning kits, and learning activity kits, among others^[6]. In developing innovations, it can also be applied to curriculum design, which has six steps: (1) Assess learners' needs, deemed the most critical step, (2) explicitly define the curriculum objectives aligned with learners' needs, (3) choose and formulate a curriculum that addresses those needs, (4) create the curriculum, (5) execute the curriculum, and (6) assess the curriculum^[7]. Needs analysis is essential in the creation of speaking materials and acts as a significant resource for educators to design content that corresponds with specific criteria and instructional objectives^[8]. Needs analysis is the process of designing a curriculum tailored to the needs of learners. The process involves data collection, data analysis, and the subsequent development of curriculum content and design. Analyzing the individual linguistic needs of learners is the initial phase in designing the curriculum, instructional methods and materials, as well as in choosing samples and formulating questionnaires^[9]. Moreover, needs analysis is essential for English for Specific Purposes (ESP) to determine the relevant materials or language utilized in the teaching-learning process and to develop an effective curriculum^[10]. English serves as a global lingua franca utilized for communication worldwide. English serves as the predominant medium for content presentation in the fields of science and information technology. Consequently, people should be trained to possess proficiency in English for several communicative goals, including commerce, investment, and tourism. English is in the greatest demand throughout the manufacturing, transportation, and tourism industries. In general tourism, English functions as the lingua franca for successful communication and mutual understanding, making it an internationally recognized language accepted

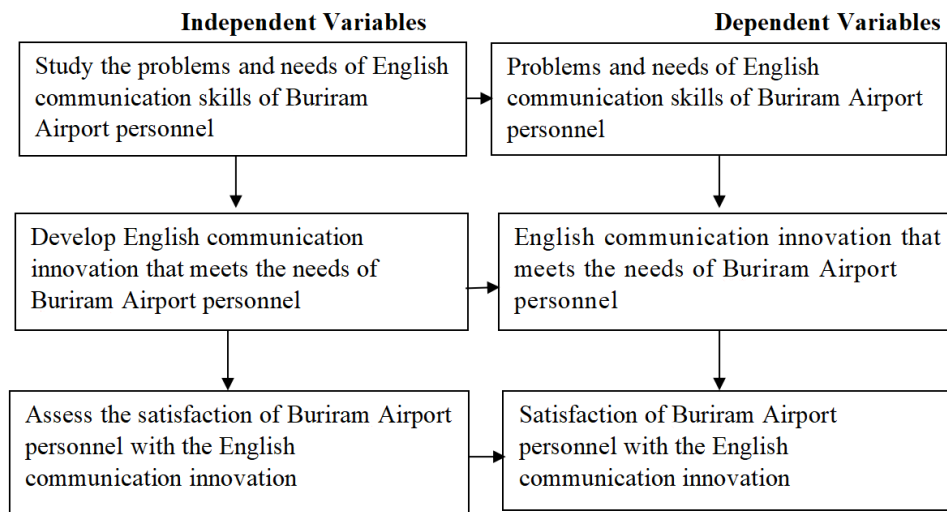
worldwide. Consequently, it is imperative to cultivate workers with proficiency and expertise in language utilization for communication^[11–13]. English communication and effective speaking are not merely supplementary skills but vital assets in the contemporary global workforce. Employees possessing proficient English skills distinguish themselves, progress more rapidly, and enhance their contributions to their organizations. Moreover, proficient speaking skills are essential for the contemporary workforce, since those with strong English communication abilities possess greater employment opportunities. Furthermore, verbal communication skills are crucial for success in various settings, including workplaces and professional contexts. Consequently, targeted communication is essential for university students in their respective majors, and English for Specific Purposes (ESP) courses can be tailored to facilitate the communicative tasks necessary for their academic or professional environments^[14–16].

The purposes of this study are to examine the problems and needs of English communication skills of Buriram

Airport personnel, to create an English communication innovation that addresses their needs, and to evaluate their satisfaction with the invention. The research findings will clarify the issues and needs for English communication skills and innovations among personnel at Buriram Airport, thereby enabling the development of appropriate innovations to improve English communication proficiency and personnel capabilities. The research results will benefit aviation industry professionals. Furthermore, the English communication innovation created by the researchers, in the form of an E-book and audio file, will be employed by professionals at various airports for autonomous learning to improve their English communication abilities.

2. Conceptual Framework

This research delineates the framework established by the research team through the examination of pertinent literature and research papers as follows:



3. Methodology

This study is a research and development initiative employing a mixed-method approach that integrates both quantitative and qualitative research, with the methodology outlined as follows:

3.1. Population and Sample

The research population comprised personnel at Buriram Airport, divided into two primary groups: (1) Buriram

Airport staff from five divisions: general administration, flight operations and facilities, engineering and maintenance, safety, and security; and (2) private entities that lease space to conduct various enterprises at Buriram Airport, including retail proprietors and transportation operators such as van and taxi drivers. They, exhibiting diverse degrees of English competence, required instructional materials or innovative approaches to enhance English communication with foreigners at the airport. The purposively selected sample group from the representative community to complete the ques-

tionnaire comprised 28 personnel from Buriram Airport, 5 store proprietors, and 17 van and taxi drivers, totaling 50 individuals. For the focus group discussion, a sample group from seven representative groups of respondents, with two individuals per group, totaling 14 individuals, was purposively selected. **Purposive sampling** is a non-probability sampling technique in which researchers select participants who possess specific characteristics pertinent to the study's objectives. This method ensures the inclusion of information-rich cases that can yield profound insights into the research problem. The selection criteria are predicated on aspects such as alignment with research aims, representativeness of participants relative to the broader population, and the assurance of their informed consent, confidentiality, and voluntary involvement in the study^[17].

3.2. Research Instruments

Instruments used for data collection are (1) questionnaire, (2) Focus group discussion form, (3) innovation for English communication, (4) innovation assessment form, and (5) satisfaction questionnaire. The researchers employed a questionnaire to assess the problems and needs

of the English language and innovations among Buriram Airport personnel. The survey was segmented into six sections: Part 1: The respondents' demographic information; Part 2: Perspectives on the of problems and needs English language proficiency among Buriram Airport personnel; Part 3: Views on the curriculum for English language training for Buriram Airport personnel; Part 4: Insights into the necessary topics/content for English language training for Buriram Airport personnel; Part 5: Opinions about the needs for English communication innovations for Buriram Airport personnel; Part 6: Additional opinions and recommendations. Regarding the questionnaire designed to evaluate satisfaction with the innovation for enhancing English communication skills among Buriram Airport personnel, it was segmented into two parts: Part 1: A closed-ended inquiry with three aspects to be evaluated: (1) Format; (2) Content; and (3) English audio files. Part 2: Further recommendations.

3.3. Steps of Instruments Development

The following steps of developing the research instruments were shown in **Figure 1**:

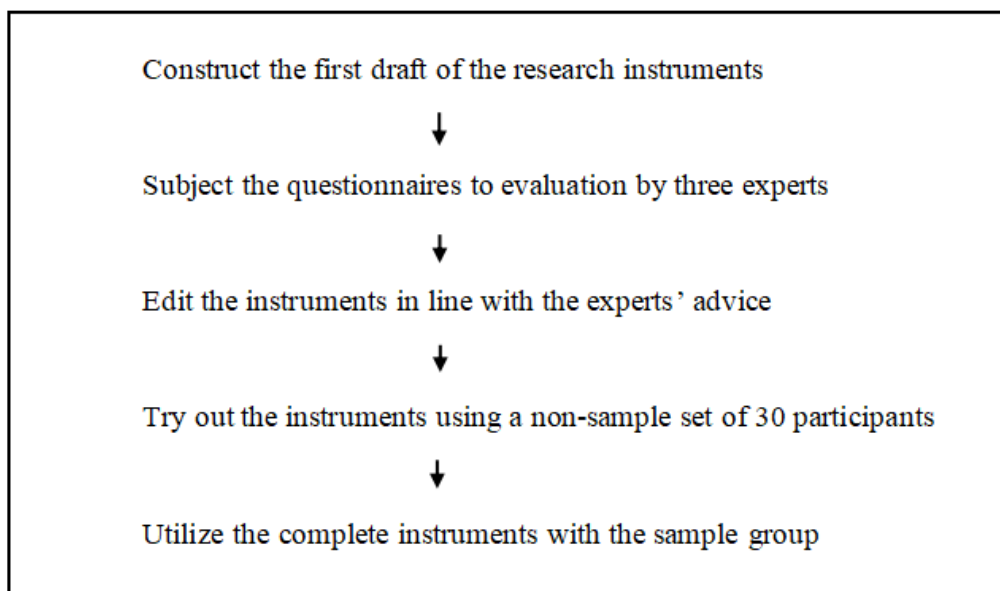


Figure 1. Steps of developing the research instruments.

It was noted that the research instruments were evaluated using the Index of Item-Objective Congruence (IOC) to allow the panels to assess the validity of the content and

objectives of the instruments. Their validity was assessed by three experts in the English language domain. The index of item-objective congruence (IOC) for the research tools

ranged from 0.67 to 1.00. The pilot study of this research achieved a Cronbach's Alpha score of 0.82. This is regarded as exemplary regarding the internal consistency among items. Consequently, the research tools demonstrated a significant degree of reliability.

The following are the steps of creating the innovation aimed at enhancing the English communication skills of the personnel at Buriram Airport:

Step 1: The research team examined and integrated all data, utilizing it as a framework for devising innovation to enhance the English communication abilities of people at Buriram Airport.

Step 2: The innovation comprised E-booklet and English audio files.

Step 3: The developed innovation was submitted to three experts for evaluation of content appropriateness, linguistic accuracy, and content validity. The Item–Objective Congruence (IOC) index was subsequently computed, yielding an IOC score ranging from 0.67 to 1.00.

Step 4: Convened an innovation criticism meeting with three specialists: an English expert, a representative from Buriram Airport, and a foreign national.

Step 5: The innovation derived from Steps 3 and 4 were evaluated and tested on a population analogous to the sample group to ascertain their dependability, resulting in a reliability coefficient of 0.82.

Step 6: The results from Step 5 were analyzed, enhanced, and subsequently applied with the target group through the organization of an intensive session for personnel at Buriram Airport.

For analyzing the obtained data, the quantitative data from the questionnaire were analyzed through descriptive statistics, employing frequency distribution tables expressed as percentages, means, and standard deviations, while evaluating opinions and further ideas from open-ended questions via content analysis. For the qualitative data derived from the focus group discussion, a content analysis was conducted.

3.4. Data Analysis

The researchers examined the data in the study using the following steps:

1. Quantitative data from the questionnaire were examined through descriptive statistics, employing frequency dis-

tribution tables expressed as percentages, means, and standard deviations, while evaluating opinions and further ideas from open-ended questions via content analysis. The quantitative data were analyzed using SPSS (Statistical Package for the Social Sciences). This program is regarded as one of the most significant and influential statistical tools for quantitative data analysis in a variety of research disciplines.

2. A content analysis of qualitative data derived from a focus group discussion was conducted. The content analysis is a potent instrument for the analysis of qualitative data, providing a structured, reliable, and flexible method to the identification of patterns and themes. Its approach is systematic, which enhances the validity of research findings and offers profound contextual insights. It guarantees the credibility and consistency of qualitative research.
3. Analyze data obtained from the criticism and evaluation of innovation by experts. Part 1 employed descriptive statistics, specifically the mean and standard deviation, while Part 2 utilized content analysis. The experts utilized a 5-point Likert scale for the assessment of innovation^[18] as follows:
 - 4.51–5.00 means the highest level of opinion.
 - 3.51–4.50 means a high level of opinion.
 - 2.51–3.50 means a moderate level of opinion.
 - 1.51–2.50 means a low level of opinion.
 - 1.00–1.50 means the lowest level of opinion.
4. Examination of data acquired from assessing satisfaction with innovation aimed at enhancing English communication skills of personnel at Buriram Airport. The research team evaluated content validity by picking questions and applying the same criteria used for analyzing the questionnaire. The analysis compares the mean with the evaluation criteria established by Srisa-ard^[19] as follows:
 - 4.51–5.00 means the most satisfied.
 - 3.51–4.50 means very satisfied.
 - 2.51–3.50 means moderately satisfied.
 - 1.51–2.50 means slightly satisfied.
 - 1.00–1.50 means the least satisfied.

4. Results

This part presents the results obtained from the analysis of the research instruments employed in this study. The

results are categorized into distinct sections according to the three research objectives: to analyze the problems and needs of English communication skills among Buriram Airport personnel, to develop an English communication innovation that meets these needs, and to assess their satisfaction with the innovation.

Objective 1: To analyze the problems and needs of English communication skills among Buriram Airport personnel

1.1 The sample group that responded to the questionnaire exhibited the most problems with speaking skills (3.43), followed by writing skills (3.38). They needed to practice and develop speaking skills the most (4.87), followed by listening skills (4.59). The sample group from the focus group discussion had problems in all four skills but needed to develop speaking and listening skills more than the other

skills.

1.2 Most of the sample group required both general content and specific content that was pertinent to airport services. They considered these topics and content were essential for the training of English skills for airport personnel (4.67). Moreover, the sample group from the focus group had opinions consistent with the sample group that responded to the questionnaire.

1.3 Regarding the needs for topics/content in the innovation (E-book) for English communication, the sample group was categorized into three groups: (1) Buriram Airport staff, (2) shop owners, (3) van and taxi drivers as the following:

1.3.1 The Buriram Airport staff needed 13 out of 18 topics in the English language communication E-book as shown in **Table 1**.

Table 1. Buriram Airport staff's needs for the topics and content in the innovation (E-book) for English communication.

Topics and Content in the Innovation (E-Book) for English Communication	
1.	Introduction to Buriram Airport
2.	Asking and Giving Information at the Airport
3.	Security at the Airport
4.	Explaining Rules and Regulations at the Airport
5.	Explaining Dangerous and Prohibited Objects
6.	Security Screening Checkpoints at the Airport
7.	Responding to Complaints at the Airport
8.	Asking and Giving Assistance
9.	Asking and Giving Directions
10.	Asking about the Time
11.	Telling Currencies and Exchange Rates
12.	Giving Information about Custom
13.	Introducing Tourist Attractions in Buriram Province

The table indicates that the Buriram Airport staff needed 13 topics and content for English communication in the innovation (E-book) pertinent to their roles and services at the airport. Moreover, the focus group sample also expressed the necessity for the topics in English communication E-books that correspond with the replies from the questionnaire respondents.

Below are samples of the designed exercises with situational dialogues:

Unit 1: Introduction to Buriram Airport

A: What is the local name of this airport?

B: Satuek Airport.

A: Why is it called "Satuek"?

B: That's because this airport is situated in Satuek District.

A: I see. How many runways are there?

B: There are two runways.

A: What is that new building?

B: Ah! This is a newly constructed terminal, and its usage will be officially inaugurated in the near future.

A: What is the annual passenger capacity?

B: The airport has a capacity of around 1.7 million passengers annually.

1.3.2 The shop owners needed nine out of 13 topics in the English language communication E-book as shown in **Table 2**.

Table 2. The shop owners' needs for the topics and content in the innovation (E-book) for English communication.

Topics and Content in the Innovation (E-Book) for English Communication	
1.	Greeting and Welcoming
2.	Thanking and Saying Goodbye Security at the Airport
3.	Polite Refusal
4.	Asking Customers to Repeat
5.	Telling Currency Unit and Exchange Rate
6.	Giving Change
7.	Asking and Telling Directions
8.	Asking about Time
9.	Asking and Giving Information at the Airport

The table reveals that store owners needed nine topics and content in the invention (E-book) for English communication, specifically related to listening and speaking with foreigners in everyday interactions and business. The focus group participants also expressed a preference for topics and content similar to those obtained from the questionnaire.

The following are extracts from the created exercises with situational dialogues:

Unit 1: Greeting and Welcoming

A: Hi! Could you please show me the menu?

B: Here you are.

A: May I have a chicken sandwich?

B: Excuse me, just a moment. Is there anything else?

A: I'd like a coffee and a bottle of water.

B: Please wait for a second.

A: Do you have any Thai desserts?

B: I'm sorry, I don't have.

A: Okay, then.

B: Thank you! Have a safe trip back to Bangkok.

A: Thanks!

1.3.3 The van and taxi drivers needed 10 out of 15 topics in the English language communication E-book as shown in **Table 3**.

Table 3. The van and taxi drivers' needs for the topics and content in the innovation (E-book) for English communication.

Topics and Content in the Innovation (E-Book) for English Communication	
1.	Greeting and Welcoming
2.	Thanking and Saying Goodbye
3.	Apologizing
4.	Politely Refusing
5.	Asking Someone to Repeat
6.	Asking and Giving Directions
7.	Asking about the Time
8.	Asking for and Telling the Taxi and Van Fare
9.	Negotiating the Price and Giving Change
10.	Asking about Hotels

The table reveals that van and taxi driver needed 10 topics and contents in the invention (E-book) for English communication, specifically related to transportation and lodging. The focus group participants expressed the necessity for the topics in English communication E-books that align with the responses from the questionnaire.

The following are examples of the exercises that were devised with situational dialogues:

Unit 9: Asking for and Telling the Taxi and Van Fare

A: Excuse me, but how do I get from the airport to Buriram city?

B: You can take a taxi or a van.

A: What is the cost?

B: Eighty baht for taking a van.

A: What about a taxi fare?

B: You will have to pay a flat rate fare of about 600 baht.

A: I see. How far is it from here to the city.

B: About 30 kilometers.
A: How long will it take?
B: Approximately 30 to 40 minutes.
A: Thank you. I will take a van, then.

Objective 2: To develop an English communication innovation that meets these needs

2.1 The sample group prioritized innovative media for English communication, selecting E-books (4.62), followed by audio files (4.34), which shared the same score as TikTok (3.98), respectively. The focus group sample expressed a necessity for novel English communication mediums, such

as E-books and audio files, to improve English listening and speaking abilities.

2.2. For the evaluation of innovation, the research team organized an innovation critique meeting with three experts: an English expert, a representative of Buriram Airport personnel, and a foreigner. The evaluation form consisted of two parts: Part 1 was a closed-ended question, and Part 2 was additional suggestions. Part 1 comprised three evaluative aspects, totaling 14 items: (1) Format (4 items), (2) Content (6 items), and (3) English audio files (4 items). The results of the evaluation in Part 1 can be summarized in **Table 4** as follows:

Table 4. Results of the evaluation of English communication innovation (E-books and audio files) for personnel of Buriram Airport.

Evaluation Items	Number of Experts (3)	Evaluation Level	\bar{x}	S.D
Format				
1. The E-book has a beautiful and readable format.	3	Highest	5.00	0.00
2. The text is of a suitable size and easy to read.	3	Highest	4.75	0.50
3. The illustrations are varied and effectively communicate meanings that align with the dialogues.	3	Highest	5.00	0.00
4. The content is well organized and easy to find information.	3	Highest	5.00	0.00
Total		Highest	4.94	0.10
Content				
1. The content is consistent with the needs and occupations of Buriram Airport personnel.	3	Highest	5.00	0.00
2. The content is suitably challenging for the knowledge and skill level of Buriram Airport personnel.	3	Highest	4.75	0.50
3. The content in each chapter (unit) is of appropriate length.	3	Highest	4.75	0.50
4. The content is varied across different contexts and aligns with the roles and responsibilities of Buriram Airport personnel.	3	Highest	5.00	0.00
5. Language is utilized correctly in both vocabulary and structure.	3	Highest	5.00	0.00
6. Thai translation is correct and conveys meaning.	3	Highest	5.00	0.00
Total		Highest	4.92	0.17
English audio file				
1. The English reading is correct and clear.	3	Highest	5.00	0.00
2. The reading has an appropriate and appropriate speed.	3	Highest	5.00	0.00
3. The English accent is easy to understand.	3	Highest	4.75	0.50
4. The English audio files are readily downloadable, efficient, and swift.	3	Highest	4.75	0.50
Total		Highest	4.86	0.25
Total of all three aspects		Highest	4.90	0.17

From **Table 4**, it reveals that the experts assessed English communication improvements for Buriram Airport personnel as the most effective (4.90). Upon evaluating each component, it was determined that the format achieved the highest average score (4.94), followed by the contents (4.92), and the English audio file (4.86), respectively.

Objective 3: To assess their satisfaction with the innovation

The Buriram Airport staff exhibited the highest degree of satisfaction with the English communication innovation (4.76). When considering each aspect, they were most satisfied with the content (4.84), followed by the format (4.73) and the English audio file (4.72), respectively. The shop owners possessed the highest level of satisfaction with the English communication innovation (4.79). When considering each aspect, they were most satisfied with the content

with an average of 4.83, followed by the format at 4.81, and the English audio file at 4.76. The van and taxi drivers had the highest degree of satisfaction with the English communication innovation (4.82). Moreover, they expressed the most satisfaction with the format (4.83), followed by the content which had the same score as the English audio file (4.81).

Regarding the procedures for using the E-book and listening to English conversation via the audio file (see **Fig-**

ures 2 and 3)^[20], the subsequent stages together with the illustrations outline its utilization:

1. Learner can directly access the URL with the QR code, the dialogues are divided into segments, with each segment accompanied by distinct English audio for each unit.
2. Learners can listen to the conversation by scanning on the QR code.



Figure 2. Scanning the QR code and access the URL to listen to the dialogues from E-book.

Source: Nuemaihom, et al.^[20].

3. Learner will be provided with a link to the audio file of the conversation. Following this, they should select “Play” to listen to the conversation.

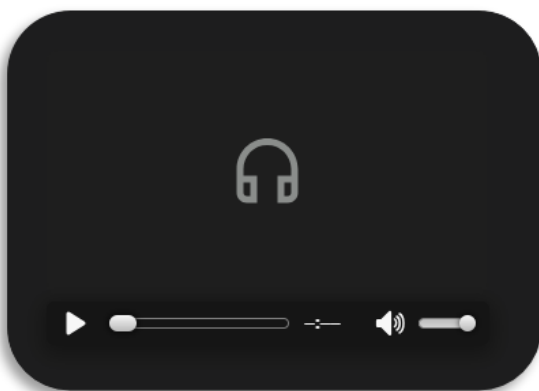


Figure 3. Accessing the link to the audio file of the conversation from E-book.

Source: Nuemaihom, et al.^[20].

5. Discussion

The research results obtained can be discussed according to three research objectives: to analyze the problems

and needs of English communication skills among Buriram Airport personnel, to develop an English communication innovation that meets their needs, and to evaluate their satisfaction with the innovation.

1. The following discussion was conducted in accordance with the first research objective. The sample group faced significant challenges with speaking abilities and demonstrated a heightened motivation to practice and improve both speaking and listening skills. The sample group emphasized the improvement of speaking and listening skills, as these talents offered better opportunities for communication with international travelers at Buriram Airport. This research finding corroborates past studies; for example, the sample group demonstrated a preference for speaking and listening skills over reading and writing capabilities^[21]. The Kiriwong community emphasized the development of English listening and speaking abilities, with a preference rate of 86.8 percent^[22]. The objective for students in the English club program is to engage actively in English communication. Their motivation to learn English in this program is to enhance

their speaking skills, which supports their formal education as university students, influences their academic achievement, and prepares them to meet future career requirements. The majority of students believe that the materials required for their education pertain to professional life, academic objectives as engineering students, and social engagement^[10].

The majority of the sample group sought both general knowledge and specific content relevant to airport services for Buriram airport staff, van and taxi drivers, and shop owners because such content is crucial for improving the participants' English ability. Furthermore, they aimed to improve and hone their listening and speaking abilities related to topics and content relevant to their roles and responsibilities at Buriram Airport. This research aligns with the findings of Yothimat^[21], who recognized the importance of English vocabulary and dialogues relevant to trading professions for souvenir shop operators to improve their English proficiency, and with Saengsai^[23], who investigated the necessity of learning English for specific purposes, highlighting the importance of language functions, as different professions inherently utilize distinct language according to their functions (language function preference). Moreover, Wright^[24] contended that linguistic functions differ according to various registers. Tinrat^[25] noted that the sample group sought to investigate both general vocabulary and conversations, as well as those related to services and aviation, in conjunction with an English course designed for the specific requirements of Buriram Airport personnel.

2. The subsequent debate was carried out in alignment with the second study objective. The sample group favored E-book as the most creative English communication medium (4.62), followed by audio files (4.34), while booklet and TikTok received equal ratings (3.98). This study suggests that in the digital age, reading books through electronic media is the most economical and convenient choice, while listening to English through audio files is more beneficial and effective than traditional records or CDs. The results in this section correspond with Nueamaihom^[26], who found that the sample group favored booklet and audio CDs for English learning innovations, and with Tinrat^[25], who noted that the sam-

ple group sought manuals, videos, and English courses designed for specific objectives for Buriram Airport employees. It also aligns with the findings of Kathirvel and Hashim^[27] who claimed that in 21st-century learning and teaching, educators have developed several ICT ways to enhance speaking abilities among ESL learners. One strategy is utilizing audio-visual elements to improve speaking skills. An audio-visual medium is a technology-driven approach that has yielded numerous beneficial outcomes for ESL learners. The study of Mekuriaw Genanew Asratie et al.^[28] revealed that learners who utilized educational speaking technology have improved their speaking performance relative to those who engaged in traditional learning methods. Students that utilized instructional speaking technology exhibited fluency, coherence, and accuracy in their speech, demonstrated an extensive lexical repertoire, employed diverse grammatical structures, and showed superior pronunciation skills. Furthermore, the students had favorable opinions regarding the utilization of instructional speaking technology resources. Agus Darma Yoga Pratama and Putu Vania Maharani Suastra^[29] examined the influence of Kahoot, a game-based learning platform, on student participation in English language instruction at Warmadewa University. The investigation indicated that Kahoot markedly enhanced students' motivation, engagement, and overall learning quality by offering immediate feedback and cultivating a competitive yet enjoyable educational atmosphere.

3. The subsequent discussion was conducted in accordance with the third objective of the study. The sample group exhibited the highest degree of satisfaction with the English communication innovation. Furthermore, the sample group consisting of Buriram Airport staff exhibited the highest degree of satisfaction with the English communication innovation, achieving a mean score of 4.76. Upon evaluating each criterion, the sample group expressed the highest satisfaction with the content (4.84), followed by the format (4.73), and the English audio file (4.72), respectively. The sample group consisting of business owners exhibited the highest satisfaction level regarding the English communication innovation, with a mean score of 4.79. Upon evaluating each criterion, the sample group exhibited the most satisfaction with

the content, averaging 4.83, followed by the format at an average of 4.81, and the English audio file with an average of 4.76. The cohort comprising van and taxi drivers exhibited the highest degree of satisfaction with the English communication innovation, with a mean score of 4.82. Upon evaluating each aspect, the sample group exhibited the most satisfaction with the format, achieving an average score of 4.83, followed closely by both the content and the English audio file, which had a mean value of 4.81. This research demonstrates that the innovation of E-book and audio file were created in response to the needs of the sample group. Needs analysis is a fundamental process involving data collection, data analysis, and the development and design of a curriculum tailored to the learner group. Needs analysis constitutes the initial phase in the development of manuals, courses, and diverse media^[9, 30, 31]. The sample group's satisfaction with the innovation was at its peak, likely due to its modern design, which enabled them to learn English anytime and wherever. The findings of this research align with and corroborate several investigations, as the following: The study by Phanerakram^[32] developed an English training partner tailored to the requirements of screening officers at an airport in northeastern Thailand, revealing a high satisfaction mean of 4.54. Additionally, Tinrat^[25] conducted a needs analysis and designed a specific-purpose English course for officers at Buriram Airport. The research findings indicated that the sample group expressed the most satisfaction with the handbook design (4.84), followed by the English video (4.73) and the English content (4.72), respectively. Yothimat^[21] discovered that the sample group of tourism professionals in Prasat Muang Tam, Prakhon Chai District, Buriram Province, exhibited a high level of satisfaction with the English communication innovation, achieving an overall rating of 4.17%. Upon evaluating each criterion, the sample group exhibited comparable satisfaction levels across three dimensions: the English audio CD (4.38%), the format (4.13%), and the content (4.11%). The study conducted by Nuemaihom^[26] revealed that the sample group exhibited a high level of satisfaction with the English communication innovation for tourism personnel at Prasat Phanom Rung, Chaloem Phra Kiat District, Buriram Province, with an average score of 4.49. Upon ex-

amining individual aspects, the highest satisfaction was recorded for the content (average 4.52), followed by the format (average 4.48) and the English audio CD (average 4.47).

6. Conclusion

The findings obtained in line with the research objectives indicated that the sample group encountered difficulties in all four skills, with a particular need to enhance speaking and listening abilities more than the others. They required both general content and specific content relevant to airport services. They articulated the requirement for topics in the English language communication E-book that pertain to their roles, duties, and services at Buriram Airport. The sample group emphasized innovative media for English communication, preferring E-books and audio files to improve listening and speaking proficiency. The enhancements in English communication for Buriram Airport personnel were the most beneficial. Furthermore, the personnel of Buriram Airport demonstrated the utmost satisfaction with the English communication innovation developed by the researchers.

In terms of the recommendations, it was suggested that interested individuals may utilize the innovation presented in the form of E-book and audio file from this research for self-directed learning to enhance their English communication skills. For the future research, it should focus on the development of English communication innovation tailored for various occupational groups, including hotel personnel, public relations officers, small and medium-sized enterprise (SME) entrepreneurs, and homestay operators. Additionally, there should be advancements in English communication innovation across diverse platforms, such as Real, TikTok, and other online media.

Authors Contributions

Conceptualization, A.N.; methodology, A.N.; software, N.C.; validation, N.C.; formal analysis, N.C.; investigation, T.P.; resources, T.P.; data curation, T.P.; writing—original draft preparation, T.T.; writing—review and editing, T.T.; visualization, A.N.; supervision, A.N.; project administration, A.N. All authors have reviewed and consented to the published version of the manuscript.

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Institutional Review Board Statement

The present study did not necessitate ethical approval from the authors' institutions, as it does not involve human or animal subjects.

Informed Consent Statement

Not applicable.

Data Availability Statement

The article published in this journal is available on the Buriram Rajabhat University website in Thailand at <https://hs.bru.ac.th/> and www.bru.ac.th.

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Conflict of Interest

The authors declare that there is no conflict of interest in this work.

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