

## The Approaches for Enhancing English Communication Skills as Global Englishes for Secondary School Administrators

Witthawat Khaoprasert<sup>1\*</sup>

<sup>1,2</sup>Faculty of Education, Ramkhamhaeng University

\*Corresponding Author, e-mail: 6714470076@rmail.ru.ac.th

### Abstract

In the context of global education, English communication is a vital skill for school administrators to lead effectively in diverse academic environments. Recognizing English as a dynamic, pluralized system within the Global Englishes paradigm underscores the need to strengthen administrators' communicative skills beyond native-speaker norms. The purposes of the research were to study the priority needs index of English communication skills as Global Englishes for secondary school administrators. The research employed a quantitative approach: Analyzing the priority needs index of English communication skills as Global Englishes for secondary school administrators using quantitative research methods. A sample of 357 civil servant teachers was selected using a multi-stage random sampling method. The data were analyzed using descriptive statistics and the  $PNI_{\text{modified}}$ . Content analysis is used for data analysis. The findings revealed an overall  $PNI_{\text{modified}}$  value of 0.4272; the most crucial were Effective Communication for Success, Speaking, Intercultural Diversity Communication, and Being Good Interlocutors Communication.

**Keywords:** English Communication Skills, Global Englishes, Secondary School Administrators

## Introduction

Strengthening English communication competence and proficiency among Thai people has become an urgent national priority. This is due to the current situation in which the English language ability of Thai citizens remains at a level that requires significant improvement and continuous development (ThaiPublica, 2022) to support international trade, investment, global connectivity, and Thailand's participation in economic communities where English serves as the common language of communication (The Association of Southeast Asian Nations, 2025). The reform of English language teaching and learning has therefore become a key policy of the Ministry of Education, officially announced in the Policy on the Reform of English Language Teaching and Learning to Enhance English Communication Competence and Proficiency at the Basic Education Level (Document No.04289/211, dated February 14, 2025). This policy emphasizes the use of the Common European Framework of Reference for Languages (CEFR) as a guideline for defining learners' language proficiency levels. It also promotes the creation of learning environments that encourage students to use English actively and focuses on developing English teachers' capabilities in communicative language teaching approaches (Office of the Basic Education Commission; Thailand, 2025) In addition, the Secondary Educational Service Area Office Bangkok 2, a governmental agency responsible for providing basic education at the lower and upper secondary levels, has set a clear direction for the development of basic education.

An essential mechanism for driving desirable changes in today's disruptive world is the preparation of human resources capable of responding effectively to global transformation. This requires a fundamental reformation of the educational system, particularly at the school level, where academic leadership among school administrators plays a crucial role in driving educational change through academic administration—the core mission directly influences the quality of student learning (Chaemchoy, 2023). To move educational institutions toward success, school administrators must possess strong communication skills (Wongkumjun & Suwansumrit, 2023). School administrators are also key figures in fostering collaboration in English-language education management and communication, as English serves as the international lingua franca. As central agents of educational management and external relations, administrators who demonstrate competence in English communication can significantly enhance the effectiveness of educational outcomes (Wacharadhorntumrong et al., 2023)

English communication skills are therefore essential for school administrators, particularly those at the secondary level, who are responsible for improving educational quality and developing students' potential through English language competence and communication skills as tools for lifelong learning and self-development, the national education policy of Thailand stipulates that students completing secondary six should attain an English proficiency level sufficient for communication in general situations. Hence, secondary school administrators must possess a comprehensive understanding of international standards to ensure instructional quality

(Office of the Basic Education Commission, 2020) At the primary level, administrators are responsible for supervising and promoting English learning foundations and positive attitudes toward English, enabling students to build confidence and utilize language skills for further study, self-development, and future careers (Siliang & Manokham, 2021). Conversely, secondary school administrators require greater development in English communication skills, as their students represent the target group entering the labor market where English is widely used as a working language. Accordingly, secondary school administrators should implement the Common European Framework of Reference for Languages (CEFR) effectively and authentically (Thupatemee & Kunarak, 2022)

Furthermore, the Higher Education Standards Committee introduced the Policy on Raising English Language Standards in Higher Education Institutions, B.E. 2567 (2024), to enhance students' English proficiency and produce graduates equipped with academic, professional, and communicative skills applicable in real-world contexts (Higher Education Standards Committee, 2024). These parallel policies at both secondary and higher education levels reflect a unified effort to elevate English language standards across the educational system, from secondary to tertiary education, aligning with international benchmarks and ensuring English proficiency for professional and lifelong use. As organizational leaders who drive educational management toward efficiency, effectiveness, and national goals, school administrators-particularly those in secondary education-must possess English communication skills to promote understanding and collaboration within their institutions, across organizations, and with individuals of diverse linguistic and cultural backgrounds (Suksaeng et al., 2024). For these reasons, developing English communication skills among school administrators has become an urgent and essential task in ensuring educational excellence in the globalized era.

Toomaneejinda (2022) stated that English communication within the paradigm of Global Englishes plays a crucial role in fostering awareness of the dynamic and diverse nature of the English language. English has become a global lingua franca for communication, and raising awareness of linguistic inequalities and variations in English used by non-native speakers enables school administrators to recognize the opportunities inherent in linguistic diversity. Such awareness also helps them develop self-confidence and supports the use of English among speakers from different cultural backgrounds to achieve various communicative purposes. Being a non-native speaker or speaking differently from native speakers does not necessarily hinder communication in contexts where English serves as a lingua franca. Instead, it is one's attitudes, skills, and communicative competence that determine whether communication is smooth and successful.

In line with the policy directions and key priorities of the Office of the Basic Education Commission for the fiscal years 2025–2026, as discussed during the Directors' Conference of Educational Service Area Offices (Meeting No. 1/2025) held on November 7, 2024, in Surat Thani Province, the Ministry emphasized the development of school administrators as strategic leaders

capable of translating policies into practice. The policy also prioritizes improving teachers' English proficiency to meet international standards and strengthen the nation's competitiveness. School administrators, as organizational leaders, must likewise undergo professional development; otherwise, insufficient English proficiency could become a significant obstacle to policy implementation, international collaboration, and the genuine globalization of schools (Office of the Basic Education Commission, Thailand, 2024). Within this context, the Secondary Educational Service Area Office Bangkok 2 faces particularly challenging circumstances, as it oversees large secondary schools and those operating special programs such as the English Program (EP) and Mini English Program (MEP) in Bangkok. These schools frequently collaborate with international organizations, participate in global competitions, and admit students into specialized English-medium programs. Consequently, school administrators under the jurisdiction of the Secondary Educational Service Area Office, Bangkok 2, must possess higher levels of English communication skills than those in other regions to serve as role models for improving both teacher and student competencies in accordance with the concept of Global Englishes. However, a lack of confidence in English communication persists among many administrators, limiting efforts to drive schools toward international standards (Peerachaipawong, personal communication, September 5, 2025).

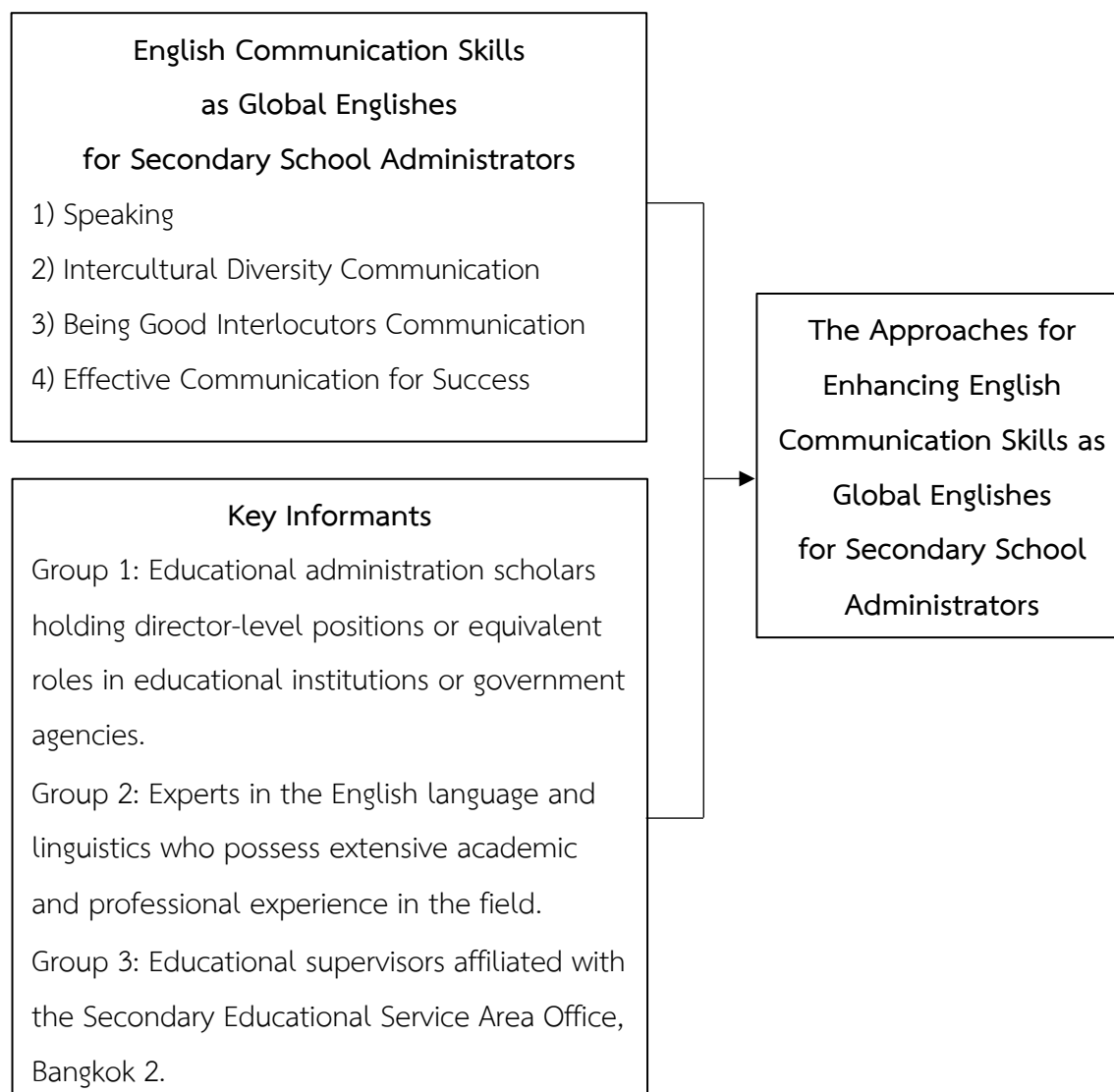
Therefore, studying the priority needs for developing English communication skills within the Global Englishes paradigm among secondary school administrators is of great significance in formulating development guidelines aligned with real contextual needs and supporting the advancement of Thai education toward global quality. A review of relevant research on English communication skills within the framework of Global Englishes, both domestically and internationally, reveals a lack of studies specifically addressing English communication skills for secondary school administrators. For this reason, the researcher aims to examine English communication skills as Global Englishes among secondary school administrators through the perspectives of teachers in schools under the Secondary Educational Service Area Office, Bangkok 2. Insights derived from teachers' reflections on administrators' practices and perceived needs will provide valuable information for administrators' self-improvement. Hence, this study seeks to identify approaches for developing English communication skills as Global Englishes for secondary school administrators, with the intention of applying the findings to promote and support quality education management in Thai secondary schools.

### **Research objectives**

1. To study the priority needs index of English communication skills as Global Englishes for secondary school administrators; and
2. To identify approaches for enhancing English communication skills as Global Englishes for Secondary School Administrators.

## Conceptual framework

This research aims to study English communication skills within the framework of Global Englishes, drawing upon the concepts proposed by Galloway (2013), Boonsuk et al. (2021), Pholying (2025), Sirijanchuen and Tangkiengsirisin (2025), Toomaneejinda (2022), Wacharadhorntrumrong et al. (2023), Chotikamongkol et al. (2024), and Jaidee (2023)



**Figure 1** Conceptual framework

## Methodology

This research employed a mixed-methods design, combining quantitative and qualitative approaches to yield comprehensive, in-depth findings. The study was conducted in two phases.

**Phase 1 Quantitative Research.** Study of the Priority Needs of English Communication Skills as Global Englishes for Secondary School Administrators.

### **Population and Sample**

The population of this study comprised 9,939 civil servant teachers working in secondary schools under the Office of the Secondary Educational Service Area Bangkok during the 2024 academic year, covering a total of 119 schools (Bureau of Personnel Administration System Development and Legal Affairs–OBEC, 2025, March 22). The sample consisted of 357 teachers, determined using the Cohen sample size table (Cohen et al., 2018) at the 0.05 level of statistical significance. The sampling process was conducted in four stages as follows:

Stage 1 – Cluster Random Sampling: The researcher randomly selected the Office of the Secondary Educational Service Area, resulting in the selection of the Secondary Educational Service Area Office, Bangkok 2.

Stage 2 – Stratified Random Sampling: The schools within the selected area were divided into six educational clusters.

Stage 3 – Simple Random Sampling: One educational cluster, Nawasirinakarindra Cluster, comprising nine schools, was randomly selected.

Stage 4 – Simple Random Sampling: Teachers were then randomly selected from each school within the Nawasirinakarindra Cluster, resulting in a total sample of 357 participants.

### **Research Instruments**

The research instrument used for data collection was a questionnaire on English communication skills within the framework of Global Englishes for secondary school administrators. The questionnaire was divided into two parts: 1) General information of the respondents, presented in a checklist format, and 2) The current and desired states of English communication skills as Global Englishes for Secondary School Administrators. This section employed a five-point Likert rating scale and covered four key dimensions.

#### **Instrument Validation**

Content Validity: The questionnaire was reviewed by five experts in educational administration and school leadership (at least at the Expert Teacher or Director level). They evaluated the content relevance, coverage, and linguistic clarity. The Index of Item-Objective Congruence (IOC) was calculated, and items with IOC values greater than 0.50 were retained, yielding 38 valid items.

Reliability: The questionnaire was revised according to the experts' recommendations and then pilot-tested with 30 civil servant teachers who were not part of the study sample. The reliability of the entire instrument was analyzed using Cronbach's Alpha Coefficient, yielding a value of 0.980, indicating excellent internal consistency.

#### **Data Analysis**

Descriptive Statistics: Data from the respondents were analyzed using mean and standard deviation to describe the current and desired levels of English communication skills.

Priority Needs Analysis: The Priority Needs Index ( $PNI_{\text{modified}}$ ) (Wongwanich, 2019) was used to identify the gap between the Degree of Success and the Importance of each skill component. The index was calculated using the following formula:

$$PNI_{\text{modified}} = \frac{I-D}{D}$$

I = the mean score of the Importance

D = the mean score of the Degree of Success

## Research results

**Phase 1** Results of the study on the Priority Needs Index of English Communication Skills as Global Englishes for Secondary School Administrators

The analysis of the priority needs of English communication skills within the framework of Global Englishes for secondary school administrators revealed an overall  $PNI_{\text{modified}}$  value of 0.4272, indicating a moderate level of development need. When considering each aspect separately, the results showed that the highest level of need was in Effective Communication for Success, followed by Speaking, Intercultural Diversity Communication, and Being Good Interlocutors Communication, respectively. The detailed results are presented in Table 1.

**Table 1** The Priority Needs of English Communication Skills as Global Englishes for Secondary School Administrators in overall

English Communication Skills as Global Englishes for Secondary School Administrators	Degree of Success (D)			Importance (I)			$PNI_{\text{modified}}$	Rank	
	$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level			
	1	Speaking	3.47	1.07	Medium	4.93			0.26
2	Intercultural Diversity Communication	3.57	1.05	High	4.61	0.69	Highest	0.4298	3
3	Being Good Interlocutors Communication	3.51	1.08	High	4.59	0.67	Highest	0.3382	4
4	Effective Communication for Success	3.37	1.08	Medium	4.69	0.61	Highest	0.4983	1
<b>Total</b>		<b>3.39</b>	<b>1.08</b>	<b>Medium</b>	<b>4.52</b>	<b>0.82</b>	<b>Highest</b>	<b>0.4272</b>	

## Discussion

### **Phase 1:** Findings on the Priority Needs Index of English Communication Skills as Global Englishes for Secondary School Administrators

The findings revealed that the overall Priority Needs Index (PNI<sub>modified</sub>) of English communication skills as Global Englishes for secondary school administrators was 0.4272. When considering each aspect, the skill with the highest priority need was Effective Communication for Success. This result indicated that secondary school administrators still lack English communication skills that genuinely respond to the rapid global transformation, reflecting the urgent need for development in this area compared to other components. It further implies that professional English use among administrators remains insufficient for establishing both domestic and international networks. Although Thai education aims for internationalization, administrators continue to face limitations in language proficiency, confidence, and the selection of appropriate communication strategies. These findings are consistent with those of Wacharadhorntumrong et al. (2023), who investigated the needs for English communication skill development among school administrators in Pattaya City. Their study found that administrators expressed a strong demand to improve English communication to support intercultural communication and international collaboration. Similarly, Saobuppha (2022) examined the conditions and development guidelines for English communication skills among teachers and administrators in English Program schools under the Secondary Educational Service Area Office of Phetchabun, and reported that both groups possessed only moderate levels of English communication skills. They emphasized the need to use real-life language to achieve more effective, successful communication.

The present study also aligns with Jenkins (2015), who asserted that successful communication does not depend on strict adherence to native-speaker norms, but rather on intelligibility, contextual appropriateness, and cooperation in multilingual societies. The ability of administrators to use English flexibly in diverse contexts can foster trust, collaboration, and the expansion of international educational networks. Furthermore, Bannor (2022) emphasized that effective leadership in the globalized era requires key communication competencies, such as open-mindedness, clarity, conciseness, emotional intelligence, and cultural sensitivity—the ability to understand linguistic and cultural differences while avoiding ethnocentrism and focusing on genuine understanding through active listening to build cross-cultural trust and cooperation. Likewise, Caybas and Orud (2022) highlighted that inspiring confidence is one of the most crucial communication skills, as teachers perceive it as important to school administrators. This finding supports the notion that effective communication by administrators—through motivational and confidence-building expressions—drives organizational harmony, morale, and overall success in collaborative educational environments.

## Recommendations

### Suggestions for Applying the Research Results

The findings revealed that Effective Communication for Success had the highest Priority Needs Index ( $PNI_{\text{modified}} = 0.4983$ ). Therefore, school administrators should prioritize the development of English communication skills that foster self-confidence, natural fluency, and consistency in practice. Emphasis should be placed on clear pronunciation and meaningful communication rather than grammatical perfection or native-like imitation. Reducing anxiety related to accent conformity and promoting authentic self-expression in English can strengthen administrators' communicative effectiveness and leadership presence in both local and international contexts.

The results indicated that Being Good Interlocutors Communication had the lowest Priority Needs Index ( $PNI_{\text{modified}} = 0.3382$ ). Although this area ranked lowest in terms of necessity, it remains essential for sustaining positive and cooperative communication in multilingual environments. School administrators should continue to enhance their ability to use English creatively to foster a supportive, empathetic, and inclusive atmosphere. This reflects that most administrators already demonstrate satisfactory interpersonal communication; however, further improvement can deepen mutual trust and strengthen organizational collaboration.

### Suggestions for future Research

1. Future research should implement the proposed approaches for enhancing English communication skills within the framework of Global Englishes for school administrators through a Research and Development (R&D) study entitled "Developing a Training Curriculum for English Communication Skills as of Global Englishes for Secondary School Administrators." Such research should focus on designing, developing, and validating a comprehensive training program, followed by pilot implementation and evaluation in real educational settings to ensure practical effectiveness.

2. Further studies should explore English communication skills with the Global Englishes framework among school administrators in other educational service areas to obtain more diverse and comprehensive data. A study on "Developing a Competency Framework for English Communication Skills as Global Englishes for School Administrators" is recommended. The findings could contribute to the formulation of a clear Competency Framework for administrators, supporting the systematic development of English communication skills in globalized educational contexts.

## References

- Bannor, F. O. (2022). Exploring the Skills of An Effective Communication of A Leader in the Cross-Culture Settings. *Global Scientific Journal*, 10(8).  
<https://www.researchgate.net/publication/388452272>
- Boonsuk, Y., Ambele, E. A., & McKinley, J. (2021). Developing awareness of Global Englishes: Moving away from ‘native standards’ for Thai university ELT. *System*, 99, 102511.  
<https://doi.org/https://doi.org/10.1016/j.system.2021.102511>
- Bureau of Personnel Administration System Development and Legal Affairs – OBEC. (2025, March 22). *Table showing the actual number of teachers by payroll account (J.18), classified by major subject, under the Secondary Educational Service Area Office, Bangkok Area 2 (1000100002) for academic year of 2024*. <https://shorturl.asia/XKfFt>
- Cao, H., Xiao, X., & Yao, C. (2024). Improving EFL learners’ self-confidence in English-speaking performance with World Englishes teaching: A tentative study from China. *English Today*, 40(4), 283-293. <https://doi.org/10.1017/S0266078424000269>
- Caybas, T., & Orud, A. (2022). Teachers' Views on the Communication Skills of School Administrators: A Mixed-Method Research. *International Journal of Contemporary Educational Research*, 9(4), 829-845.  
<https://doi.org/https://doi.org/10.33200/ijcer.1104275>
- Chaemchoy, S. (2023). *Academic Management Responsive To Change in the Disruptive Era*. ChulaPress.
- Chotikamongkol, B., Phudee, T., & Ngoipoothon, R. (2024). A Study of English Communication Competencies and Development Guidelines of School Administrators Under Kalasin Primary Educational Service Area Office 3. *Journal of Educational Administration and Leadership*, 13(49), 284–293.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th Edition). Routledge.
- Galloway, N. (2013). Global Englishes and English Language Teaching (ELT) – Bridging the gap between theory and practice in a Japanese context. *System*, 41(3), 786–803.  
<https://doi.org/https://doi.org/10.1016/j.system.2013.07.019>

- Higher Education Standards Committee. (2024). *Announcement of the Higher Education Standards Committee Re: Policy on Upgrading English Language Standards in Higher Education Institutions B.E. 2567 (2024)*.
- Hussein, A. H. (2025). Voices from the Frontline: School Leaders on Effective Communication *School Leadership Review, 20(1)*, 1–15.
- Jaidee, N. (2023). Global Englishes. *The Mission*. <https://www.themissionth.co/article/global-englishes>
- Jenkins, J. (2015). *Global Englishes, third edition. A resource book for students*. <https://doi.org/10.4324/9781315761596>
- Office of the Basic Education Commission. (2020). *Policy on English Language Teaching and Learning Reform*. Ministry of Education, Thailand.
- Office of the Basic Education Commission, Thailand. (2024). *The 13 Policies and Focus Areas of OBEC (Office of the Basic Education Commission) for Fiscal Years B.E. 2568–2569 (2025–2026)*. <https://url-shortener.me/6JAD>
- Office of the Basic Education Commission, Thailand. (2025). *Declaration of a Policy for Reforming English Language Teaching and Learning to Enhance Competency and English Communication Skills at the Basic Education Level*. <https://www.kroobannok.com/92467>
- Pholying, T. (2025). Embracing Global English in Thailand: Linguistic Diversity and Cultural Integration. *Asian Journal of Arts and Culture 25(1)*, 1-9. <https://doi.org/https://doi.org/10.48048/ajac.2024.275099>
- Saobuppha, S. (2022). States and Guidelines for Develop English skills of Teachers in English Program School with the Common European Framework of Reference for Language Under the Secondary Educational Service Area Office Phetchabun [*M.Ed. Independent Study in Educational Administration, Naresuan University*]. Naresuan University.
- Siliang, M., & Manokham, T. (2021). The Media and Strategy for Teaching English to Primary Children. *Journal of Roi Kaensarn Academi, 7(1)*, 404–416.
- Sirijanchuen, N., & Tangkiengsirisin, S. (2025). Effects of the Global Englishes-Informed Instruction on Thai University Students' Attitudes Towards English Language Learning. *The New English Teacher, 19(1)*, 71–88.

- Suksaeng, N., Rattanachuwong, P., & Tunkaew, S. (2024). The Guidelines Of The Development English Communication Skills For School Administrators Under Chiang Rai Primary Educational Service Area Office 4. *Chiang Mai Rajabhat Education Journal*, 3(2), 33–48.
- ThaiPublica. (2022). *Survey reveals Thais' English skills are low relative to instructional hours, ranking the country near the bottom*. <https://thaipublica.org/2023/04/survey-results-of-english-skills-of-thai-people/>
- The Association of Southeast Asian Nations. (2025). Master Plan on Asean Connectivity 2025. ASEAN Secretariat.
- Thupatemee, K., & Kunarak, P. (2022). A Study of English Language Teaching, Policy Implementation and Guidelines for Aligning English Teaching in Secondary School with the Common European Framework of Reference for Languages. *Journal of Educational Measurement Educational and Psychological Test Bureau*, 39(105), 161–174.
- Toomaneejinda, A. (2022). Global Englishes: Opportunities and Challenges. *Journal of Liberal Arts, Thammasat University*, 22(2), 413-437.
- Wacharadhorntumrong, P., Thongom, T., & Sirithadakunlaphat, S. (2023). A Study of Needs for Developing Communicative English Skills of School Administrators in Pattaya City. *Journal of Educational Studies*, 17(2), 130–143.
- Wongkumjun, S., & Suwansumrit, C. (2023). Communication Skills of School Administrators in the 21st Century under Nonthaburi Primary Educational Service Area office 2. *Journal of MCU Ubon Review*, 8(3), 825–838.
- Wongwanich, S. (2019). *Research on Assessing Needs* (4 ed.). CuPress.