

STAFF'S NEEDS FOR ENGLISH COMMUNICATION SKILLS:
A CASE STUDY OF AN ELETRONICS MANUFACTURER
(COMPUTER PARTS)



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University
August 2017

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Dr. Narathip Thummawongsa

This aims of this study were to 1) examine the English communication in terms of necessities, lacks, and the learning needs of the production office staff at EM (Thailand) based on the perceptions of the staff, 2) to investigate English communication in terms of necessities, lacks, and the learning needs of the production office staff at EM (Thailand) based on the perceptions of the managers, and 3) to compare the similarities and differences between the perceptions of managers and the staff regarding English communication skills at EM (Thailand). The participants were thirty production office staff and thirty managers working at EM (Thailand). The questionnaires and the interview questions applied from Hutchison and Water (1987). The results revealed that in terms of similarities between the perceptions of the staff and the managers for English communication necessities. They both believed that the English communication necessities for staff are 1) to listen the needs of customers, 2) to ask about the needs of customers, 3) to read emails, and 4) to write emails. The similarities between perceptions of the staff and the managers for English communication lack are 1) to understand English conversation via phone, 2) to negotiate for mutual understanding, 3) to understand customer forecasts, and 4) to write business letters in appropriate formats in English. In terms of learning needs, staff and managers agree that the instructor should be an English native speaker, and the staff should participate more in class activities. In term of the differences between the perceptions of the staff and the managers among necessities, lacks and learning needs, the staff proposed that the English course should be emphasized on conversation, while managers believed that the English courses should be equally emphasized the four skills.

Key words: Needs Analysis, English in the workplace, English for Specific Purposes, Language and Communication

ความต้องการของพนักงานในการใช้ทักษะภาษาอังกฤษในการสื่อสาร

กรณีศึกษาของโรงงานผลิตชิ้นส่วนอิเล็กทรอนิกส์ (ส่วนประกอบคอมพิวเตอร์)



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ความต้องการของพนักงานในการใช้ทักษะภาษาอังกฤษในการสื่อสาร
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งานวิจัยนี้มีจุดประสงค์เพื่อศึกษาความต้องการของพนักงานในแผนกวางแผนการผลิตของ
บริษัท EM (ประเทศไทย) ในด้านของความจำเป็น ความขาดและความต้องการเรียนภาษาอังกฤษ
เพื่อการสื่อสาร และเพื่อศึกษาความต้องการของพนักงานในแผนกวางแผนการผลิตของบริษัท EM
(ประเทศไทย) ในด้านของความจำเป็น ความขาดและความต้องการเรียนภาษาอังกฤษเพื่อการ
สื่อสารโดยความคิดเห็นของผู้จัดการ นอกจากนี้งานวิจัยนี้ยังเปรียบเทียบความคิดเห็นที่เหมือน
และความแตกต่างกันของพนักงานและผู้จัดการในเรื่องทักษะภาษาอังกฤษที่ใช้ในการสื่อสารของ
พนักงานในแผนกวางแผนการผลิตที่บริษัท EM (ประเทศไทย) ผู้เข้าร่วมงานวิจัยนี้มีพนักงานจาก
แผนกวางแผนการผลิตจำนวน 30 คนและผู้จัดการ 30 คน แบบสอบถามและข้อคำถามสัมภาษณ์ได้
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ของพนักงานและผู้จัดการที่เหมือนกันคือพนักงานมีความจำเป็นที่ต้องใช้ทักษะภาษาอังกฤษในการ
ทำงานคือต้องฟังความต้องการของลูกค้า สอบถามความต้องการของลูกค้า อ่านอีเมลล์และเขียน
อีเมลล์ สำหรับทักษะที่พนักงานขาดทั้งสองฝ่ายเห็นว่าพนักงานยังขาดทักษะการสื่อสาร
ภาษาอังกฤษทางโทรศัพท์ เจรจาต่อรองเพื่อความเข้าใจกันกับทุกฝ่าย เข้าใจแนวโน้มการสั่งซื้อ
ของลูกค้าและเขียนจดหมายทางธุรกิจกับรูปแบบที่เหมาะสม ในส่วนของความต้องการในการเรียน
ทั้งสองฝ่ายเห็นตรงกันว่าผู้สอนควรเป็นเจ้าของภาษาและควรมีการจัดกิจกรรมเพื่อให้ผู้เรียนเข้า
ร่วมกิจกรรม ทางด้านของความคิดเห็นที่แตกต่างกันของทั้งสองฝ่าย พนักงานต้องการให้การเรียน
ภาษาอังกฤษเน้นไปที่การสนทนาในขณะที่ผู้จัดการต้องการให้เน้นไปที่ทักษะเท่ากัน

คำสำคัญ : การวิเคราะห์ความต้องการ ภาษาอังกฤษในสถานประกอบการ ภาษาอังกฤษ
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The thesis titled
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A Case Study of an Electronics Manufacturer (Computer Parts)”

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Sattawat Chaiyasit

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CHAPTER I

INTRODUCTION

English is a common language used in such diverse fields as in aviation, diplomacy, education, international business and technology (Nunan, 2003). In South East Asia, English is the official language of the ASEAN Economic Community (AEC). Established in 2015, AEC has contributed to a sharp increase foreign investment in recent years in this region. The goals of the AEC include lowering of tax barriers and establishment of a single market base with freely flowing capital, goods, services, and labor amongst ASEAN member countries (Xing & Kalloe, 2014).

In international trade, English proficiency is vital for effective and successful communication with foreign customers (Hall, 1976). As Hamilton and Parker (1997) reported, serious misunderstandings may occur when employees have limited English skills. They added that English communication skills are now essential for almost every career choice. Wannapok (2004) suggested that Thai companies need staff with a high level of English competency in order to create a better image for their business to function more effectively in the marketplace and to attract international investment.

This study was conducted in December 2016 at EM (Thailand), a pseudo name for the research named. It was an international manufacturer providing electronic parts with an emphasis on those computers. Founded in Canada, EM expanded to many countries including Thailand to serve the demands of its customers globally. EM (Thailand) **operated** the biggest manufacturing plants around the world. Its customers were leading brands of computers, televisions, and other electronic devices.

At EM (Thailand), English was used by employees as an official language to communicate with both internal staff and customers.

Statement of the Problem

As a result of economic growth in Thailand in recent decades, many Thai companies have expanded to compete regionally and internationally. This has led to an increase in associations, mergers and takeovers among companies. The global reach of multinational companies requires the use of a common language, such as English, for the purpose of communication (Wiriyachitra, 2010). As a consequence, English has become even more important as a means of communication between native and non-native English speakers (Cotton, Falvey, & Kent, 2003: 4-5).

However, effective communication in English in the workplace remains a problem for Thai people. Witchaiyutphong (2011) investigated the barriers to effective English communication for Thai employees of international companies in Thailand. His study revealed that a lack of vocabulary caused problems for the majority of Thai workers. Furthermore, speaking was the skill that these workers felt needed the most improvement.

According to the job description of Customer Support staff in the Production Office at EM (Thailand) in 2016, those in the roles of Buyer, Planner, and Program Administration Management (PA) frequently used English communication skills in their workplace, when interacting with both staff in other departments and English-speaking customers. During preliminary investigations for this study, the staff in the Human Resources Department at EM (Thailand) reported that the most common deficits they had noticed in terms of English communication skills were (1) listening problems, especially understanding foreign accents; (2) speaking problems, particularly the use of broken English and word-for-word translation; (3) writing problems, difficulties in composing emails either to colleagues in other departments or to customers; and (4) reading

problems, particularly problems in comprehension of long emails with complex sentences, which tended to confuse the staff and discourage them from attempting to read anything more than basic English.

A number of studies related to English needs analysis (Nomnian and Moattarian, (2014), It-ngam and It-ngam (2013), Phetcharat, Chatupote, Allah and El-Rahman, (2012), & Tecklan & Khaun & Singh, Pongjampa, and Piwong (2011)) have employed one-sided, two-sided and three-sided models to analyze interview and questionnaire data from related groups of people, such as employers, employees, teachers, and course developers. This study used a two-sided model in terms of English communication skills: first to identify needs of the employees of the Production Office at EM (Thailand), second, to analyze the needs of the Production Office at EM (Thailand). In particular, the aim was to identify whether or not there were any similarities or differences between the needs of the Production Office staff and their managers at EM (Thailand).

Purposes of the Study

The purposes of this research are as follows:

- (1) To analyze the English communication skill needs of the Production Office Staff at EM (Thailand) based on the staff's opinions.
- (2) To analyze the English communication skill needs of the Production Office staff at EM (Thailand) based on the managers' opinions.
- (3) To compare whether or not there are any significant differences of Production Office staff's needs of English communication skills at EM (Thailand) based on the staff and the managers.

Research Questions

1. What are the opinions of the Production Office staff at EM (Thailand) regarding their work-related needs in terms of their English communication skills?
2. What are the opinions of the managers of the Production Office staff at EM (Thailand) with regard to the work-related needs of their staff in terms of English communication skills?
3. Are there any significant similarities or differences in terms of the opinions of the staff and managers regarding perceived needs with English communication skills?

Scope of the Study

This study was conducted with the staff from Production Office at EM (Thailand). This department consisted of 30 staff who had all worked for the company for at least one year, and 30 English-speaking managers who supervised the work of the Production Office.

Significance of the Study

This study may be beneficial three aspects. First, a two-sided perspective of the English communication needs of Thai staff and their managers. Additionally, the results may inspire educators to create more effective English training courses targeting both staff and managers. Finally, the findings of this study may also assist in the selection of the most suitable English training courses for both staff and managers.

Definition of Terms

English Communication Skills refers to the skills of listening, speaking, reading and writing in English as used by the staff at EM (Thailand) for the purpose of interaction in the workplace.

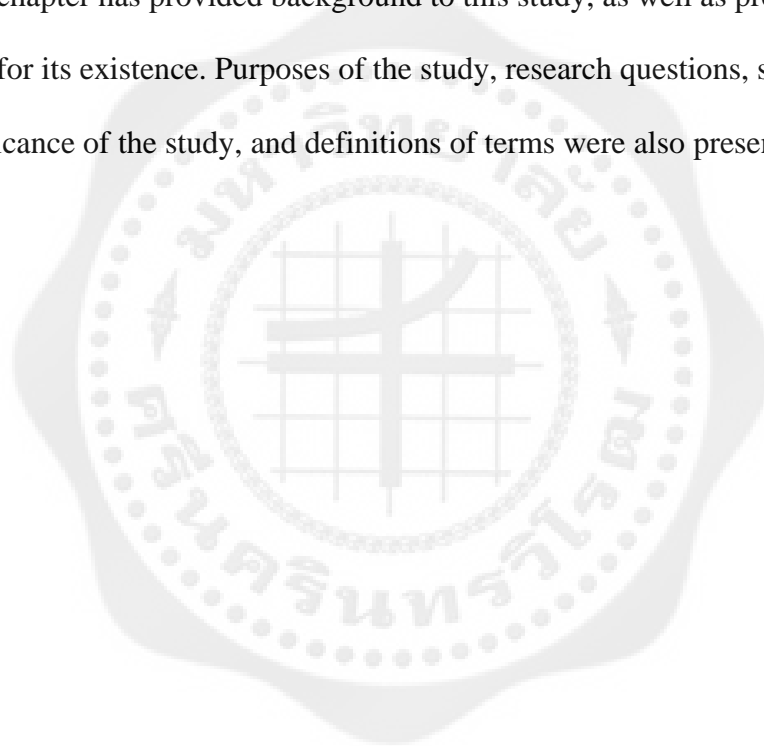
Production Office Staff refers to the staff employed by EM (Thailand) in its Production Office department. All of these employees were Thai.

Managers refers to English-speaking employees at a management level in Customer Support **Department** and with more than five years at EM (Thailand).

Needs refers to perceptions of necessities and lacks as seen by Production Office staff and managers at EM (Thailand) in terms of their English communication skills in the workplace.

Chapter Summary

This chapter has provided background to this study, as well as presenting a justification for its existence. Purposes of the study, research questions, scope of the study, significance of the study, and definitions of terms were also presented in this chapter.



CHAPTER II

LITERATURE REVIEW

This chapter discusses relevant contexts of this study, theoretical frameworks, and the related studies.

The Role of English in the ASEAN Economic Community (AEC)

Today, English is a global or international language (Kirkpatrick, 2007; Sharifian, 2009). Non-native English speakers all over the world use English as a common language for the purposes of multinational and multicultural communication (Sharifian, 2009). Furthermore, Cheng (2012) claimed that Asia is the region in which English is most frequently used as a second or foreign language. In many Asian countries, English plays a number of roles, such as functioning as an official or semi-official language, as a medium of instruction and a subject in school, and as a *lingua franca* (Cheng, 2012) or a medium language used internally.

The Role of English in Contemporary Thailand

Wongsothorn, Hiranburana and Chinnawongs (2003) pointed out that English is not used for the purpose of daily conversation among Thais in Thailand, but it is taught as a compulsory subject at the secondary and tertiary levels. Despite the fact that Thai people do not typically use English for daily communication, it is considered an essential foreign language, with multiple applications, including careers, and education. In addition, the ability to communicate effectively with people from other countries included neighboring and nearby ASEAN countries.

Thitthongkam (2011) studied the role of a foreign language in Business Administration. He investigated managerial perspectives and problems related to foreign

language usage in different business contexts in Bangkok. His findings revealed that English was crucially important in the business context, particularly for import-export companies, where English is required to communicate with other companies, customers, and suppliers. The findings also indicated that the main impediment to more effective communication in English was a lack of language knowledge on the part of both the receivers and the senders. It was recommended that these companies use professionals to improve the language skills among employees, especially for vocabulary acquisition and the ability to participate in a conversation.

Communication Skills

Communication is the process of sharing and exchanging thoughts, ideas and feelings among people and language is used as a tool to express these interpersonal messages (Davis, 1967). Communication in workplace settings require competence in four inter-related skills: listening, speaking, reading and writing.

When people listen, they have to use their background knowledge to apply in their process of comprehension (Harmer, 2001). On the other hand, people who do not have background knowledge related to what they are hearing would find difficulties in listening. In addition, having interaction via conversation can help people communicate effectively (Brownell, 1994).

Speaking is the production in the oral mode, and it is a direct means of communication (Hair & Friendrich & Dixon, 2005).

Reading is an active process related to a combination of words and written texts with prior knowledge and experience of readers. Reading should be determined by the

readers' purpose in reading, for example, reading for pleasure, gaining information, or checking information (Anderson, 2007).

Writing is a powerful language skill which make people plan and rethink of the communication process (Hampton, 1989).

English Communication Problems in Thailand

Pinyosunun (2006) pointed out that Thai people use Thai language most of the time, so they are not familiar with using English. They do not speak English in their daily life; thus, they have less chance to develop high English proficiency. Even though English is a compulsory subject in schools, Thais' English proficiency is lower than other countries in Asia.

For speaking problems, Wiriyachitra (2002) stated that Thai people want to be able to speak English fluently, but they think it is too difficult for the following reasons: interference from the mother tongue (Thai) especially in pronunciation, syntax and idiomatic usage, lack of chance to use English in their daily lives, being a passive learner, being too shy to speak with foreigners, lack of responsibility for self-practice and learning.

For listening problems, Chumchaiyo (2001) addressed that Thais are familiar with English native speakers' accents. They try to catch the words they hear and analyze the sentence structure, but they do not catch and focus on the whole messages that the speakers are talking to.

In reading problems, people do not understand English and its structure and lack proficiency in text comprehension, so they often face problems when reading (Yongyuth, 2004)

Rungchattupat (2002) stated that Thais rarely have much opportunity to practice writing English. They write English based on their ideas in Thai and Thai structure without realizing that English and Thai are different in structures.

In summary, effective communication in English remains a problem for Thai people (Witchaiyutphong, 2011).

Definition of Needs Analysis

The concept of needs analysis has been defined by language scholars in a number of ways. The notion of needs analysis has existed in the field of Language Education since it was introduced by Michael West in the 1920s. In the 1980s, according to Richards and Rogers (1986), needs analysis could be related to the identification of both general and specific language needs for the purpose of developing content, goals, and objectives in a language program. Other theorists from the same era, such as Brumfit and Roberts (1987), defined needs analysis as an investigation of the requirements of the learners in a target situation, which may lead to the development of more suitable teaching techniques. In the 1990s, needs analysis was also defined as the use of surveys to identify specific problems experienced by a particular target group (Lawrence et al. 1991) or as a set of procedures employed to determine a course of study (Nunan, 1994). Needs analysis can also include deal with criteria and rationale for target groups of language learners, selection and sequencing of the content in a course, as well as

methodology and factors such as the duration, length and intensity of a course. Needs analysis can also be defined as systematic collection and analysis of information which is relevant to and can satisfy learning requirements (Brown, 1995).

In sum, needs analysis deals with careful research in order to measure requirements from learners before creating the most suitable course design for them.

There are several needs analysis models which can be used to identify language needs. However, there are only four models which are both well-known and widely recognized by language scholars (Li, 2014), each of which comes from a different perspective.

Needs Analysis Models

Language scholars developed needs analysis models in order to fill in the gaps their knowledge in terms of both language needs and perspectives. There are four well-known models of needs analysis, developed by the following three scholars, and presented in chronological order: Hutchinson and Waters (1987), Robinson (1991), and Dudley-Evans and St. John (1998). First, Hutchinson and Water (1987) focused on the aspect of target needs and learning. Second, Robinson (1991) divided needs analysis into two types: Target Situation Analysis and Present Situation Analysis. Finally, Dudley-Evans and St. John (1998) established that needs analysis was an essential aspect of language teaching and a cornerstone of English for the Specific Purposes (ESP) course.

Hutchinson and Waters' (1987) Model

According to the model of needs analysis proposed by Hutchinson and Waters (1987), language needs can be categorized into two types: Target Needs and Learning Needs.

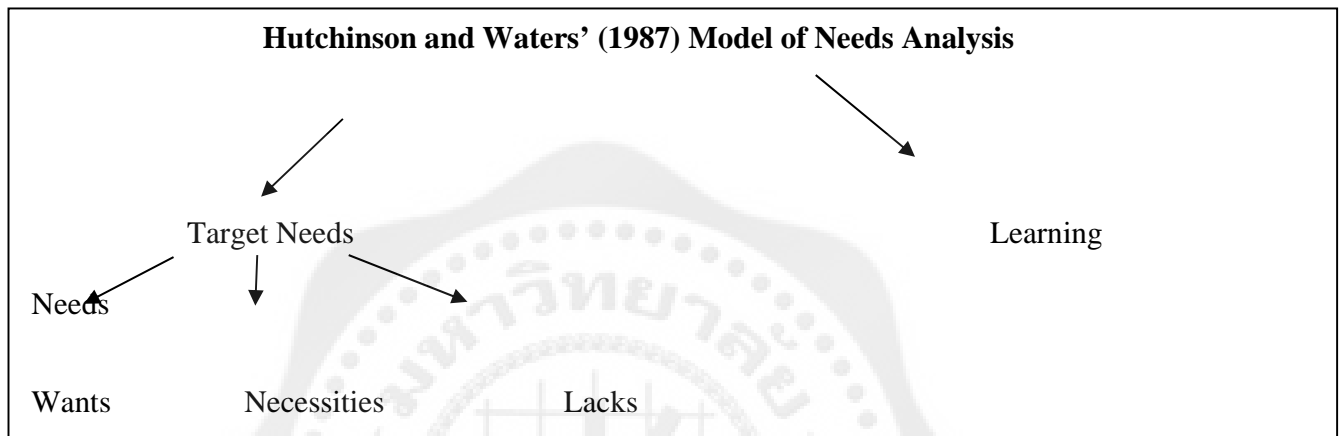


Figure 1 : Hutchinson and Waters' (1987) Model of Needs Analysis

Target Needs

The term *target needs* is an umbrella term which focuses on the target situation and identifies the *necessities*, *lacks* and *wants* as the three main ways to discover the needs of learners.

Necessities

Necessities are the types of needs which are demanded by the target situation. This means that the language users must be able to use appropriate language effectively in target situation. For example, employees need to be able to communicate through business emails, attend meetings and so on.

Lacks

Lacks can be defined as the gap between the necessities required by the learners and their level of proficiency in terms of English Communication. In other words, they represent that gap between what language learners actually know and what they are expected to know in a target situation.

Wants

Wants are subjective needs which are based on the perceptions of language learners, such as what they feel and what they feel they need (see Figure 1).

This model was developed based on the following basic questions: Why is this language necessary for the learner? How will the learner use the language? What will the content areas be? Who will the learner use the language with? Where will the language be used? When will the language be used?

Learning needs

Learning needs are related to what learners need to do in order to learn. In other words, learners may be motivated in terms of a particular subject, but they may be dissatisfied with the content and delivery, which includes such factors as a boring teaching style, the length of the class, or the fact that outdated materials are used in the class. *Lacks* may also refer to the gap between the level of proficiency required for a target situation and the existing English proficiency levels of the learners. Learning

needs can also be considered a departure from a focus on *Lacks* to a focus on *Necessities* (Hutchinson and Waters, 1987). Learning needs are formed by asking basic questions, such as Who are the learners? Why are the learners taking the course? How do they learn? What resources are available? Where will the ESP course take place? When will the ESP course take place?

Robinson's (1991) Model of Needs Analysis

Robinson's (1991) model of needs analysis introduces the form of needs analysis that is now known as needs assessment, and divided needs analysis into two models: Target Situation Analysis and Present Situation Analysis.

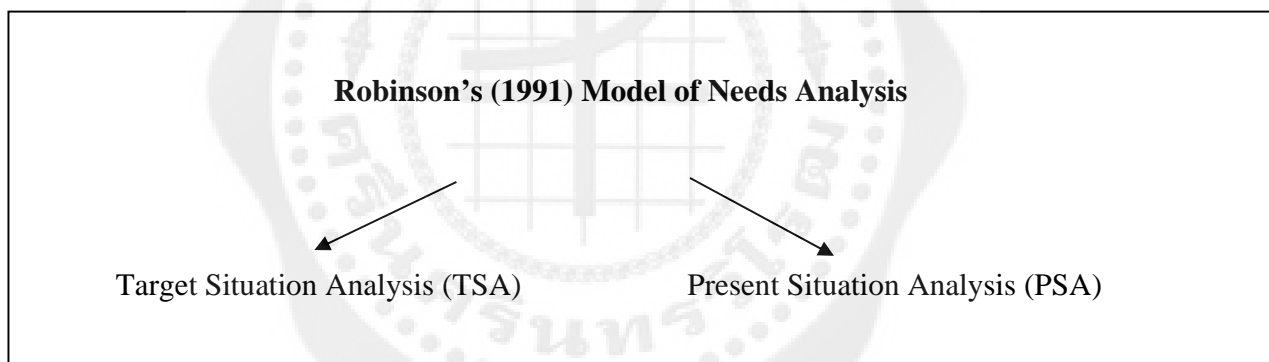


Figure 2: Robinson's (1991) Model of Needs Analysis

Target Situation Analysis (TSA)

Target Situation Analysis (TSA) focuses on identifying the learners' language requirements (West, 1994). He explained that procedures of TSA are designed to determine *how much English* is used. However, Robinson (1991) proposed that a needs analysis emphasizes students' needs at the end of a language course. In addition, Dudley-

Evans and St. John (1998) believes that TSA is tasks and activities which learners encounter to use English for a target situation, and adds that TSA is objective perceived and product-oriented needs.

In summary, TSA model aims to analyze learner's target at the end of a language course and how language is used.

Present Situation Analysis (PSA)

Robinson (1991) introduced the concept of Present Situation Analysis (PSA). PSA is used to explore what the students' strength and weakness at the beginning of the language course. Dudley-Evans and St. John (1998) added that PSA is strengths and weaknesses on language, skills and learning experience. Richterich and Chancerel (1980) suggested that there are three basic sources of information: students, the language-teaching establishment, and user-institution (students' workplace). ESP practitioners seek information about students' levels of ability, resources and opinions on language teaching and learning. In addition, they added that ESP practitioners should study on what relates to the foreign language such as society and culture.

In short, PSA emphasizes the strengths and weaknesses of learners at the beginning of language course.

Dudley-Evans and St. John's (1998) Model

Dudley-Evans and St. John (1998) suggested that needs analysis is essential for language teaching, training, as well as being a cornerstone of ESP and a factor which may lead to a much more focused course.

They explained the framework constructs in the design and implementation of ESP classes and present them in the following order respectively: Needs Analysis, Course Design, Teaching /Learning, Assessment, and Evaluation.

In conclusion, Dudley-Evans and St. John (1998) suggested the steps of designing ESP classes. It should start with conducting needs analysis, designing course, implementation by teaching or learning, then assessment, and evaluation respectively.

Conceptual Framework of Study

Based on Hutchinson and Waters (1987), language needs are divided into two categories: target needs and learning needs. The target needs emphasize language use, and have its three sub categories consisting of necessities, lacks, and wants. Necessities or objective needs are determined by the requirement of a target situation. It is what the learner has to know in order to use the language effectively in the target situation. Lacks are what learners do not have and must try to acquire in order to function effectively in a target situation. Wants or subjective needs are learners' perception: what they feel and what they need.

In summary, target needs is focused on in order to study the demand of staff in the production office for English communication needs to perform in working context. Based on Nunan (2001), he classified needs into two types: subjective and objective needs. Subjective needs deal with wants, desires, expectations, or other psychological intention' of learners. However, objective needs are those can be diagnosed by teachers or related groups of people on the basis of the analysis of personal data about the learners along

with information about their language proficiency and patterns of language use' (p.44). Consequently, the results of “wants” will not provide valuable outcomes in this study.

In addition, the learning needs will be combined in this study. Learning needs are emphasized on what language learners need to do in order to learn. Learning needs will help explore what staff need to learn to fit their own styles and might be helpful for a course designer to develop training courses.

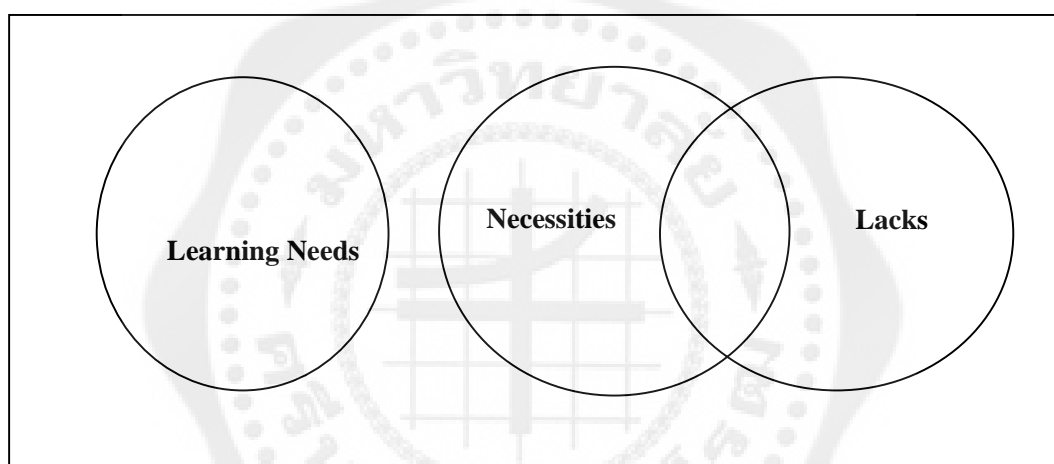


Figure 3: The Conceptual Model used in this Study

Related Studies

Moattarian (2014) explored the language needs based on Hutchinson and Waters (1987) focusing on wants, lacks, and necessities to satisfy the specific needs of tourism management. Questionnaire copies were distributed to graduate students, and a semi-structured interview were administrated as an instrument to collect data from the graduate students, English instructors, subject-specific instructors and experts in tourism

management. The results revealed that four language skills were needed to be focused on an ESP course.

Nomnian (2014) conducted a study to investigate entrepreneurs' needs of English communication with international tourists by using a focus-group interview. Entrepreneurs who own raft service business in Kanchanaburi province participated in this study. The findings showed that three primary needs of English for raft service business entrepreneurs in Kanchanaburi province were needs for improving English speaking skills, for learning English and other languages, and for the promotion of entrepreneurs' English proficiency development.

Another study was conducted in Malaysia to compare the language skills and competencies that university students need at the workplace and to investigate if their career needs met by the existing English language programs at the university. A questionnaire and structured interviews were carried out to gather data from the participants. The findings showed that English was widely used in industries since English skills: listening, speaking, reading and writing were administered to complete workplace tasks and transactions. In addition, the students experienced to carry out daily tasks using English at a workplace while the employers expected the graduates to be able to perform effectively at work. It was suggested that English language course should be implemented with authentic materials focusing on speaking and writing skills (Tecklan, Khaun & Singh, 2011).

Phetcharat and Chatupote (2012) surveyed English needs, wants, perception of 45 Thai junior and senior crew members. A questionnaire was used to ask informants for

their present English skills, needs and wants, the usefulness of English teaching materials and learning activities. Foreigners were interviewed for their opinions towards Thai staff's language needs. Interviews from foreign supervisors revealed that junior staff need listening and speaking skills while senior staff need reading and writing skills. According to the questionnaire asking for teaching materials used in an English class, the suitable teaching material for junior crew members was conversation for everyday life and in the workplace while the seniors needed reading texts such as using tools, equipment and work process.

It-ngam and It-ngam (2013) presented Human Resources officers' reflections on foreign language in multi-language workplaces through a survey. The results revealed that English was used at the highest rank by Human Resources Department and Sales and Marketing Department. Furthermore, the importance of foreign language was to communicate in working context with both internal and external staff and to prepare for doing business with the arrival of AEC. It was suggested that English and other foreign language communication skills be an essential weapon for companies to overcome other ASEAN member countries.

Pongjampa (2011) surveyed the needs of English proficiency of five-star hotels' staff and representatives in Bangkok. The data were obtained by a questionnaire. The results revealed that listening and speaking skills were most used at their workplace. General English was needed as much as hotel English to effectively perform daily tasks at their workplace. The employees also required general English skills in order to communicate on a daily basis. Despite this fact, a general English course was not provided for the staff.

Piwong (2011) explored sales staff's English communication proficiency at six English bookstores in Bangkok. The notions of needs in terms of *necessities, wants, and lack* based on Hutchinson and Waters (1987) were applied in this study. A questionnaire were utilized as a tool to collect data from the participants. The results showed that English listening skill was problematic in their work. Among skills used at their workplace, listening and speaking were the most frequently used, whereas, reading and writing were the least. The participants suggested that English course should focus on listening and speaking skills, and capture on both general English and English use in bookstores. In addition, they needed to learn English with native English speakers or native English speaker with a Thai teacher as an assistant, and cause should emphasize all four English communication skills.

Allah and El-Rahman (2012) explored English needs of medical students in Sudanese Universities by focusing on learner's needs: English language for general, academic, and career purposes. The data collection was obtained by a questionnaire. The results revealed that they needed English language to listen to radio in their daily life. In college, they needed English to understand lectures. Lastly, in their future career, reading skill was needed to read written and printed materials.

CHAPTER III

METHODOLOGY

This study aimed to explore the needs of communication skills as experienced by the Production office staff from two different views, and to examine significant similarities and differences of the staff's needs of English communication skills between the staff and the managers. This chapter describes research design, participants, population and sampling selection, research instruments, and procedures.

Research Design

This study was a non-experimental research design employing a mixed method design.

Research Procedures

Hutchinson and Waters' (1987) was applied to design research instruments that best fit with this study. This model covers wants, necessities, and lacks to find needs for English communication skills that staff needs and their managers' opinions towards the staff. In addition, this model suggested the learning needs to find the best solutions for what the classroom should be. After that the researcher set criteria for the purposive sampling in this study. Then the researcher contacted IEAT for information and contacted the selected company for conducting a research.

Population and Sampling

The sample in this study was selected purposively. It was a company under Industrial Estate Authority of Thailand (IEAT). The major reasons were as follows: first, according to information from IEAT's official website, there were several international companies under IEAT around Thailand. The researcher assumed that English was used

in those companies in the work context, and second there were various types of businesses within each industrial estate.

Industrial Estate Authority of Thailand (IEAT)

Industrial Estate Authority of Thailand (IEAT) is a state enterprise under the Ministry of Industry. IEAT serves as a governmental mechanism to decentralize industrial development from Bangkok to provincial areas throughout the country. Currently, there are forty industrial estates around Thailand.

Industrial Estate provides areas of land allocated for industrial factories to be set up in a well-organized manner. The area consists of industrial space, together with facilities, public utilities and infrastructure such as roads, drainage, central wastewater treatment, flood protection, electricity, water supply and a telephone system. Additional necessary services available include a post office, bank, shopping center, worker residential area and petrol station.

Selection of Industrial Estates

The selection of an industrial estate was done purposively to be a representative in this study. The selected industrial estate was Lam Chabang Industrial Estate, Chonburi province.

Selection of the Company

The sampling was purposive sampling. To serve this study the following criteria were considered. First, the company was an international company where English was used as a tool to communicate within its organization. Second, the company consisted of native speakers of English and non-native Thai speakers.

The selected company was an electronics manufacturer (EM), providing electronics manufacturing services, with a focus on computer parts, in order to better serve the demands of customers from all over the world. EM was established in a number of countries; such as Austria, Canada, China, Hong Kong, Ireland, Japan, Malaysia, Mexico, Romania, Singapore, Spain, Switzerland, Thailand, and the United States of America. EM had its parent company in Canada, and had many eight plants around the world.

EM (Thailand) was the largest manufacturer among other of its branches. In addition, based on information from Lam Chabang industrial estate, EM (Thailand) was considered the largest company in the East of Thailand. This was considered from numbers of employees and areas that are rent from the IEAT. EM (Thailand) has been located in the Lam Chabang Industrial Estate in Chonburi, Thailand since 1995.

Selection of the Participants within EM

EM (Thailand) consists of eight departments, including the Production Office, Information Technology (IT), Engineering, Operation Production, Human Resources, Accounting and Financial, and the Logistics Department. The staff consists of Americans, Filipinos, Singaporean and Thais, so English is generally used by both internal and external staff to perform daily tasks such as telephone conferences, department meetings, writing emails, making telephone calls, and general conversation.

The participants selected for this study were 30 staff from the Production Office and 30 foreign managers from the same department. This is because this department was a key department and the staff used English to communicate with the other departments in this organization. There were three sub-positions in the Production Office, including

Buyer, Material Planner, and Program Administration Management Analyst (PA).

Employees in Production Office were interviewed in English from both Human Resources Department and Production Office Manager to determine candidates' English communication skills since English was a tool to communicate among of the staff and English-speaking customers.

Research Instruments

1. Questionnaire.

The questionnaire was adapted from a previous study by Luankanokrat (2011) on Needs Analysis for English Communication Skills of Employees at HSBC in Thailand which was based on Hutchinson and Waters' (1987) model of needs analysis with the focus on necessities, lacks, and learning needs. The researcher employed the lists of the use of English activities in workplace and deleted some items that were not related to activities of the production office at EM (Thailand).

The questionnaire was divided into two versions: staff and manager. The questions for both the staff and the managers in the questionnaire were paralleled to each other so that the opinions towards staff's needs of English communication skills could be compared and contrasted. The staff and manager questionnaire consisted of three major topics: necessities, lacks, and learning needs of staff in production office to use English for communication related to their daily routine.

Part 1: Necessities of English communication needs of staff of production office are divided into four English communication skills: listening, speaking, reading, and writing. Each skill consists of five questions based on staff' English communication used in their daily job. A five-Likert scale is used to rate the levels of needs on necessities of

English communication skills in the workplace. The participant's answers are rated from 5 = very high to 1 = very low.

Part 2: Lack of English communication the needs of the staff of production office are divided into four English communication skills: listening, speaking, reading, and writing. Each skill consists of five questions based on staff's English communication used in their daily job. 5-Likert scale was used to rate the levels of needs on lack of English communication skills in the workplace. The participant's answers are rated from 5 = very high to 1 = very low.

Part 3: Learning needs has its three sub-categories: instructor, skills, and learning styles. First, there are three questions related to the instructor that is best fit for staff. Second, there are ten questions related to skills that staff need to emphasize to improve staff's English communication skills. Third, there are five questions indicated learning styles that staff need to learn. 5-Likert scale is used to rate the levels of needs on learning needs of English communication skills in the workplace. The participant's answers are rated from 5 = very high to 1 = very low.

The staff and managers were asked to rate three parts including necessities, lacks, and learning needs of English communication skills based on their opinions in needs of staff's English communication skills to function effectively in the workplace. The questionnaire is attached in the Appendix.

2. Semi-structured interview.

There are two sets of interviews. The interview questions were adapted from Hustchison and Waters' (1987) needs analysis.

First, a set of staff interview questions consists of seven questions related to the needs, problems, and skills that they need to improve in order to function well in their job. Second, a set of manager interview questions consists of nine questions related to the needs, problems, and their expectation of English communication from their staff and future staff.

Both the staff and managers were encouraged to give information in detail and suggestions related to the objectives of this study. In an interview section, there were 20 participants, which were 10 staff members and 10 managers, to be interviewed because the researcher used 10% of the participants both staff and managers. Each participant was given 20 minutes for the interview. In addition, three experts of English were asked to examine the interview questions before the interview.

Research Instrument Construction Procedures

Research instruments including the questionnaire for staff and managers and interview questions were constructed. Questionnaire and interview questions were applied from Hutchinson and Water's (1987) model of needs analysis. Then questionnaires and interview questions were checked for validity by using three experts who hold doctoral degree in English Language studies to evaluate Index of Item Objective Congruence or IOC. After that, the questionnaires and interview questions were revised based on comments and suggestions from experts in English.

After finishing preparing research instruments, the research instruments were piloted with a group of staff who had the same characteristics as the sampling in the study in November 2016. Then the results from questionnaire were checked for reliability

utilizing Cronbach's Alpha to determine the reliability. The questionnaire were edited to fit the actual test, and will be used in an actual test.

Reliability and Validity Analysis of the questionnaire

The purpose of this analysis was to check the reliability and validity of research instruments: the questionnaire and interview questions.

First, the questionnaire for the staff and managers developed based on model of needs analysis proposed by Hutchinson and Water (1987) were examined to check for reliability and content validity. Cronbach's alpha (α) is a key measure of internal consistency of the Likert scale in the questionnaire, and it was utilized to determine the scale of the questionnaires were reliable before being used in the actual study.

Renis Likert (1932) interpreted a scale used in questionnaires to evaluate the level of agreement and disagreement as following table.

Scale	Level of Value	Mean Range
5	Very high	4.21 - 5.00
4	High	3.41 - 4.20
3	Moderate	2.61 - 3.40
2	Low	1.81 - 2.60
1	Very low	1.0- 1.80

The mean ranges were subtracted the lowest scale (the minimum scale is 1.) from the biggest scale (the maximum is 5.) Then it was divided by the interval range (4).

Second, Cronbach's alpha (α) was calculated using SPSS. Then it was compared in commonly accepted rules to describe the internal consistency score by Cronbach's alpha. The acceptable internal consistency score is at 0.7 or above.

In addition, questionnaires were checked for content-related validity using Index of item objective congruence or IOC based on Rovinelli and Hambleton (1977). According to Rovinelli and Hambleton (1977), the meanings of rating are as the following table:

Rating Scale	Meanings
-1	Unacceptable
0	Questionable
1	Acceptable

According to the table, if the score from IOC is 0.50-1.00, it means that the question can be used in the study. On the other hand, if the score from IOC lower than 0.5, it means that the question needs to be revised and cannot be used in the study.

IOC was examined by three lecturers of English who had expertise in teaching and conducting research in English at Srinakharinwirot University. The three lecturers rated the proposed questionnaires to examine the validity by rating in numbers from -1, 0, and 1 each question and calculated according to this formula:

$$IOC = \frac{\text{sum of IOC scores from 3 experts}}{\text{Numbers of experts}}$$

In addition, translation was examined by those lecturers to validate English and Thai translation. Then the questionnaire were pilot-tested with production office in different business unit with 10 staff and 10 managers.

Pilot Test

The researcher conducted a pilot study to test validity and reliability of research instruments. The pilot study was conducted on November, 2016 with 20 participants including 10 staff members and 10 managers from the production office in a different business unit from the participants in the actual study.

IOC score was evaluated by three experts of English, and the results were that all the items were in agreement.

Data Collection

To collect data in this study, the researcher asked for permission from the managers of Production office department at EM (Thailand). The data collection procedures were described as follows:

First, the researcher contacted purposively to Lam Chabang Industrial Estate, Chonburi province. After that, the researcher contacted Human Resources Department to ask for a permission to conduct a research. Then questionnaire copies were distributed in December 2016 and asked the participants to return questionnaires within one week.

For the interview process, the researcher selected staff and managers to participate in interview session based on Krejcie & Morgan' (1970) table of sampling size. The

interview conducted in a week after interpreting data from questionnaires on December, 2016.

The 30 staff members were asked to rate their level of needs in necessities, lacks, and learning needs in Staff Questionnaire, while the 30 managers were asked to rate their level of needs based on their opinions towards their staff on necessities and lacks, and learning needs to best fit their staff.

Data analysis

First, the quantitative data from staff and manager questionnaires were analyzed using Statistical Package for Social Sciences (SPSS) program and presented through statistics as follows:

1. Descriptive Statistics.

The collected data from the staff and managers' questionnaires in rating-scale format were calculated for mean and standard deviation. Then the mean and standard deviation were interpreted into the levels of needs including necessities, lacks, and learning needs of staff in production office at EM (Thailand) based on Likert's (1932) interpretation of level of agreement and disagreement interpretation shown in *Figure 4*. The researcher utilized Max scores as a representative of needs of staff and managers' opinions towards their staff.

Scale	Level of Value	Mean Range
5	Very high	4.21 - 5.00
4	High	3.41 - 4.20
3	Moderate	2.61 - 3.40

2	Low	1.81 - 2.60
1	Very low	2.0- 1.80

Figure 4. The Table of Likert's (1932) Evaluation of Level of Agreement and Disagreement

2. T-Test (Independent Sample).

The results of mean and standard deviation of staff and managers' opinions were calculated using SPSS for T-test calculation. The T-test was used to compare the opinions of staff and managers towards the staff of production office needs to see that both sides have the same or different opinions on staff English communication skills.

3. Directed Content Analysis.

The obtained data from the semi-structured interview of managers and staff were transcribed into text form and translated into English. Then the direct approach to content analysis was utilized to analyze the data, and grouped using the internal code. Finally, the coding data were interpreted and reported as findings.

For research questions 1 and 2, the obtained data from the questionnaire were analyzed by using SPSS to find mean score. The results are presented in M and SD in a table in Chapter V.

For research question 3, an independent sample t-test was used to find the differences and similarities of necessities, lacks, and learning needs between Production office staff's and managers' views at EM (Thailand).

Finally, the results of the interview were transcribed, translated, categorized, analyzed, and reported in findings. Directed content analysis techniques were employed to validate the interview data. The interview data were used to support the answers from questionnaire because the interview can provide in-depth information to support the results.

Confidentiality

The research kept information in this study confidentially for academic purposes.

First, names of the workplace, department, and participants were kept anonymously. The name of company was changed to be EM (Thailand) and the department that was conducted a research was used as EM (Thailand). The names of participants were not addressed in the research.

Second, the information from the pilot study and actual study were kept for academic purposes only. After the researcher finished analyzing and interpreting the obtained data, all data were destroyed as soon as possible.

In conclusion, the researcher kept the information confidential, used data for academic purpose only, and avoided losing reputation of the company or participants.

CHAPTER IV

FINDINGS

This chapter presents the findings according to the research questions as follows:

1.) What are the opinions of the Production Office staff at EM (Thailand) regarding their work-related needs in terms of their English communication skills? 2.) What are the opinions of the managers of the Production Office staff at EM (Thailand) with their staff members' English communication needs? and 3.) Are there any significant similarities or differences in term of the opinions between the staff and management regarding to perceived needs with English communication skills?

The results displayed below are arranged according to the research questions 1, 2 and 3 respectively. Quantitative and qualitative results were respectively presented to answer each research question.

Quantitative Result

1.) What are the opinions of the Production Office staff at EM (Thailand) regarding their work-related needs in terms of their English communication skills?

Table 1: English Listening Necessities at Work as Perceived by the Staff Members

Listening Skills	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I have to understand what customers intend to communicate.	3.77	0.68	high
2. I have to understand various English accents from people who are not English native speaker.	3.60	0.50	high
3. I have to understand English conversation via phone.	3.53	0.50	high
4. I have to understand personal details and information.	3.63	0.49	high
5. I have to understand idioms in English.	3.27	0.45	moderate
Total	3.56	0.52	high

As shown in Table 1, over all necessities in listening skills of the 30 staff members in the production office were at a high level ($M = 3.56$; $SD = 0.52$). The mean scores rank from 3.27 to 3.77. Most of the staff needed to understand what the customers intended to communicate in English listening ($M = 3.77$; $SD = 0.68$), whereas the lowest necessity was to understand idioms in English ($M = 3.27$; $SD = 0.45$).

Table 2: English Speaking Necessities at Work as Perceived by the Staff Members

Speaking Skills	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I have to ask for customer's needs.	4.20	0.40	high
2. I have to provide and explain related information in the meeting in English.	3.53	0.68	high
3. I have to negotiate for mutual understanding.	4.13	0.73	high
4. I have to general English for conversation.	3.47	0.30	high
5. I have to give presentation in English.	3.37	0.72	moderate
Total	3.74	0.57	high

The 30 staff members believed that over all necessities of English speaking (see Table 2) were at high level ($M=3.74$; $SD=0.57$); the mean scores range from 3.37 to 4.13. The highest ranked necessity of speaking was to ask for customer's needs ($M=4.20$; $SD=0.40$), meanwhile the lowest was to give presentation in English ($M=3.37$; $SD=0.72$).

Table 3: English Reading Necessities at Work as Perceived by the Staff Members

Reading skills	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I have to read E-mail in English.	4.33	0.48	very high
2. I have to read minutes of meeting in English.	3.57	0.85	high
3. I have to understand product specifications in English.	3.47	0.73	high
4. I have to understand customer forecasts.	4.17	0.46	high
5. I have to read business letters in English.	3.87	0.77	high
Total	3.88	0.66	high

The respondents revealed that the necessities of English reading skills shown in Table 3 were at a high level ($M=3.88$; $SD=0.66$). The mean scores rank from 3.47 to 4.33. The highest necessity of reading skill was to read e-mails in English ($M=4.33$; $SD=0.48$), while reading minutes of meeting was the lowest ($M=3.57$; $SD=0.85$).

Table 4: English Writing Necessities as Perceived by the Staff Members

Writing Skills	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I have to write E-mail in English.	4.23	0.62	very high
2. I have to write reports in English.	3.57	0.82	high
3. I have to write memos in English.	3.77	0.82	high
4. I have to write messages for customers or colleagues in English.	3.93	0.74	high
5. I have to write business letters in appropriate formats in English.	3.70	0.80	high
Total	3.84	0.76	high

Regarding necessities of English writing skills (see Table 4), the participants expressed that they were at a high level ($M=3.84$; $SD=0.76$). The mean scores rank from 3.57 to 4.23. The highest necessity of English writing at work was to write e-mails ($M=4.23$; $SD=0.62$), while writing reports in English the lowest ($M=3.57$; $SD=0.82$).

Table 5: A Comparison of Staff's English skills necessities

Skills comparison	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. Listening skills	3.56	0.52	high
2. Speaking skills	3.74	0.57	high
3. Reading skills	3.88	0.66	high
4. Writing skills	3.84	0.76	high

Among the necessities of English skills: listening, speaking, reading, and writing (see Table 5), all skills were ranked in a high level. The rank of means was from 3.56 to 3.88. From the compared mean scores, it could be implied that reading was the highest skill that they needed ($M= 3.88$; $SD = 0.66$), while listening ($M = 3.56$; $SD = 0.52$) was the lowest.

Table 6: The Staff's Lack of Listening in English

Listening Skills	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I am not able to understand what customers intend to communicate.	3.70	0.79	high
2. I am not able to understand various English accents from people who are not English native speaker.	3.40	0.49	moderate
3. I am not able to understand English conversation via phone.	3.77	0.89	high
4. I am not able to understand personal details and information.	3.33	0.84	moderate
5. I am not able to understand idioms in English.	3.23	0.67	moderate
Total	3.49	0.74	high

According to the respondents, lack of English listening activities at work (see Table 6) was a high level ($M=3.49$; $SD=0.74$). The mean scores rank from 3.23 to 3.77. The highest lack of listening skills was that the staff could not understand the English conversation via phone ($M=3.77$; $SD=0.89$), whereas, not being able to understand idioms in English was the lowest ($M=3.33$; $SD = 0.84$).

Table 7: The Staff's English Lacks of Speaking Skills

Speaking Skills	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I am not able to ask for customer's needs	3.23	1.04	moderate
2. I am not able to provide and explain related information in the meeting in English.	2.93	0.90	moderate
3. I am not able to negotiate for mutual understanding.	3.47	0.86	high
4. I am not able to pronounce English consonant and vowel sounds.	3.07	0.48	moderate
5. I am not able to give presentation in English.	3.43	0.56	high
Total	3.23	0.77	moderate

With regard to lacks of English speaking, the staff perceived that their lack of English speaking was at moderate level ($M=3.23$; $SD=0.77$). The mean scores rank from 2.93 to 3.47. They perceived that they were not able to negotiate for mutual understanding as the highest ranking in speaking ($M=3.47$; $SD=0.86$), while providing and explaining related information in the meeting in English was the lowest ($M=2.93$; $SD=0.90$)

Table 8: The Staff's English Lacks of Reading Skills

Reading Skills	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I am not able to read E-mails in English.	3.03	1.16	moderate
2. I am not able to read minutes of meeting.	3.23	0.67	moderate
3. I am not able to understand product specifications.	3.30	0.87	moderate
4. I am not able to understand customer forecasts.	3.37	0.96	moderate
5. I am not able to read business letters.	3.03	0.89	moderate
Total	3.19	0.91	moderate

As shown in Table 8, the participants expressed that their lack of English reading skill was at a moderate level ($M=3.19$; $SD=0.91$). The mean scores rank from 3.03 to 3.37. The highest ranking lack was they did not understand customer forecasts ($M=3.37$; $SD=0.96$). However, they rated reading e-mails in English and reading business letters at a moderate level ($M=3.03$; $SD=1.16$ and $M=3.03$; $SD=0.89$ respectively) and as the lowest.

Table 9: The Staff's English Lacks of Writing Skills

Writing Skills	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I am not able to write E-mail in English.	3.33	1.15	moderate
2. I am not able to write reports in English.	3.47	0.86	high
3. I am not able to write memos in English.	3.43	0.77	high
4. I am not able to write messages for customers or colleagues in English.	3.50	1.00	high
5. I am not able to write business letters in appropriate formats in English.	3.57	0.93	high
Total	3.46	0.94	high

Based on the information in Table 9, the employees indicated that their lacks of English writing activities at work were at a high level ($M=3.46$; $SD=0.94$). The mean scores rank from 3.33 to 3.57. The highest lack of English writing activity was I am not able to write business letters in appropriate formats in English ($M=3.57$; $SD=0.93$). On the other hand, the lowest lack of English writing activity was writing e-mails in English ($M=3.33$; $SD=1.15$)

Table 10: A Comparison Staff's Lacks of All Communication Skills

Skills comparison	Staff (N =30)		
	M	SD	Level
1. Listening skills	3.49	0.74	high
2. Speaking skills	3.23	0.77	moderate
3. Reading skills	3.19	0.91	moderate
4. Writing skills	3.46	0.94	high

Table 10 reveals the results of comparison of lacks in all communication skills. The mean scores rank from 3.19 to 3.49. The highest lack was listening skills (M=3.49; SD = 0.74) while, the lowest was reading skill (M=3.19; SD = 0.91). This means that the staff thought that they needed listening improvement the most but they were satisfied with their reading ability.

In term of the Learning Needs

Table 11: Types of Instructors as Perceived by the Staff Members

Instructors	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I want to study with an English native teachers.	4.50	0.50	Very high
2. I want to study with Thai teachers.	3.40	0.49	moderate
3. I want to study with an English native teacher and have a Thai teacher to help explain the lessons.	4.47	0.57	Very high

Table 11 shows the learning needs focusing on the instructor as perceived by the participants. The majority of the staff wanted to study English with an English native speaker with a Thai teacher to help explain the lessons ($M=4.47$; $SD=0.57$). On the other hand, studying with Thai teachers was the lowest rank ($M=3.40$; $SD=0.49$)

Table 12: Skills Needed to Learn as Perceived by the Participants

Skills	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. Four skills: listening, speaking, reading and writing should be taught equally.	4.13	0.73	high
2. English course should be emphasized on only listening skill.	4.37	0.56	very high
3. English course should be emphasized on only speaking skill.	4.27	0.52	very high
4. English course should be emphasized on only reading skill.	3.80	0.48	high
5. English course should be emphasized on only writing skill.	4.00	0.52	high
6. English course should be emphasized on general English.	4.00	0.52	high
7. English course should be emphasized on technical terms used in production process.	4.03	0.61	high
8. The English course should be emphasized on grammar.	3.43	0.67	high
9. The English course should be emphasized on pronunciation and accents.	4.07	0.36	high
10. The English course should be emphasized on conversation.	4.40	0.67	very high
Total	4.05	0.56	high

In terms of listening skills, the staff believed that they needed to attend an English training course. Most of the staff desired to have an English course focusing on English conversation (M=4.05; SD=0.56). On the other hand, an emphasis on grammar in the English course was the lowest needed skill (M=3.43; SD = 0.67).



Table 13: Learning Styles as Perceived by the Staff

Learning Styles	Staff (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I want lecture only.	3.30	0.46	moderate
2. I want to participate class activities.	4.50	0.50	Very high
3. I want to learn through medias.	4.40	0.49	Very high
4. I want to use only textbooks.	2.33	0.66	low
5. I want to be evaluated to know my learning progress.	4.27	0.69	Very high
Total	3.76	0.56	high

According to the 30 staff at the production office, the highest ranked needs of the learning style was that they wanted to participate in class activities ($M=4.50$; $SD = 0.50$). Using only textbooks was rated as the lowest needed skill ($M=2.33$; $SD = 0.66$).

In summary, the majority of staff in production office agreed that the most necessary skill was reading ($M = 3.88$; $SD = 0.66$) (See Table 5). From the survey, they revealed that each skill had activities that were the most necessary for their work. In terms of listening skill, listening what customers' needs ($M= 3.77$; $SD = 0.68$) (See Table 1) was ranked the highest. Speaking skill was to ask for customers' needs ($M=4.20$; $SD = 0.40$) (See Table 2). Reading skill was reading emails ($M = 4.33$; $SD = 0.40$) (See Table 3). Writing was writing emails ($M = 4.23$; $SD = 0.62$) (See Table 4).

In addition, the participants also revealed their lacks of English communication skills. The highest lack of English communication was listening ($M=3.49$; $SD = 0.74$) (See Table 10). When it comes to lack of listening skills, they encountered with listening English conversation via phone ($M=3.77$; $SD=0.89$) (See Table 6). They felt that they were unable to negotiate for mutual understanding as the highest lack of English speaking ($M=3.47$; $SD=0.86$) (See Table 7) with regard to a lack of speaking skills was the most needed. The staff also thought that they were unable to understand customer forecasts ($M=3.37$; $SD=0.96$) (See Table 8). In writing needs, they pointed out that writing business letters in appropriate formats in English ($M=3.57$; $SD=0.93$) (See Table 9) was the most lack.

In terms of learning needs, there were three aspects that the informants provided the responses: how English communication skills should be taught, the instructors that they needed, and their preferred learning styles.

The staff agreed that they wanted to study English with an English native speaker and a Thai teacher to help explain the lessons ($M=4.47$; $SD=0.57$) (See Table 11). They also wanted the class to be emphasized on English conversation ($M=4.05$; $SD=0.56$) (See Table 12). Finally, they wanted to participate class activities ($M=4.50$; $SD = 0.50$) (See Table 13).

2.) What are the opinions of the managers of the Production Office staff at EM (Thailand) of the work-related needs of their staff in terms of English Communication Skills?

Table 14: The Staff's English Listening Necessities at Work as Perceived by the Managers

Listening Skills	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. Your staff have to understand what customers intend to communicate in English.	4.23	0.62	very high
2. Your staff have to understand various English accents from people who are not English native speaker.	3.57	0.56	high
3. Your staff have to understand English conversation via phone.	3.93	0.58	high
4. Your staff have to understand personal details and information in English.	3.77	0.43	high
5. Your staff have to understand idioms in English.	3.30	0.70	moderate
Total	3.76	0.58	high

Table 14 reveals the 30 managers' opinions on the staff's English listening necessities at work. The managers perceived that their staff's listening necessities were at a high level ($M=3.76$; $SD = 0.58$), and the mean scores rank from 3.30 to 4.23). The highest necessity in listening was to understand what the customers intended to

communicate in English (M=4.23; SD =0.62), whereas, the lowest was to understand idioms in English (M=3.30; SD=0.70).



Table 15: The Staff's English Speaking Necessities at Work as Perceived by the Managers

Speaking Skills	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. Your staff have to ask for customer's needs in English.	4.10	0.54	high
2. Your staff have to provide and explain related information in the meeting in English.	3.57	0.97	high
3. Your staff have to negotiate for mutual understanding in English.	3.97	0.71	high
4. Your staff have to pronounce English consonant and vowel sounds.	3.73	0.86	high
5. You staff have to give presentation in English.	3.50	0.90	high
Total	3.77	0.80	high

The 30 managers revealed their opinions on their staff's English speaking skill necessities at work. In Table 15, they expressed that their staff speaking necessities skills were at a high level ($M=3.77$; $SD=0.08$). The mean scores rank from 3.50 to 4.10. The highest needed skill was that their staff were required to ask for the customer's needs in English ($M=4.1$; $SD = 0.54$), whereas giving presentations in English was the lowest lack ($M=3.40$; $SD=0.90$).

Table 16: The Staff's English Reading Necessities at Work as Perceived by the Managers

Reading Skills	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. Your staff have to read E-mail in English.	4.33	0.47	very high
2. Your staff have to read reports in English.	3.73	1.04	high
3. Your staff have to read memos in English.	3.30	0.65	moderate
4. Your staff have to read messages for customers or colleagues in English.	3.93	0.74	high
5. Your staff have to read business letters in appropriate formats in English.	4.00	0.52	high
Total	3.86	0.69	high

Table 16 illustrates that the 30 managers' opinions on their staff's English reading necessities; over all the need for reading necessity was at a high level ($M=3.86$; $SD 0.69$). The mean scores range from 3.30 to 4.33. The managers responded that the highest English reading necessity of their staff was to write E-mail in English ($M=4.33$; $SD=0.47$). On the other hand, the lowest English reading necessity was to write memos ($M=3.30$; $SD = 0.65$).

Table 17: Staff's English Writing Necessities at Work as Perceived by the Managers

Writing Skills	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. Your staff have to write E-mail in English.	4.30	0.53	very high
2. Your staff have to write reports in English.	3.53	1.07	high
3. Your staff have to write memos in English.	4.23	0.62	very high
4. Your staff have to write messages for customers or colleagues in English.	4.07	0.78	high
5. Your staff have to write business letters in appropriate formats in English.	3.73	0.74	high
Total	3.97	0.75	high

Table 17 reports the opinions from 30 managers towards their staff in production office on English writing necessities at work. The managers revealed that their staff's writing skill necessity at work was at a high level ($M=3.97$; $SD=0.74$). The mean scores is from 3.53 to 4.23. The most English writing skill used at work was that they were required to write an Email in English ($M=4.30$; $SD=0.53$), whereas the lowest English writing skill necessity at work was that the staff had to write reports in English ($M=3.53$; $SD= 1.07$).

Table 18: A Comparison of the Staff's English Communication Skills Needed at Work as Perceived by the Managers

Skills comparison	Staff (N =30)		
	M	SD	Level
1. Listening skills	3.76	0.58	high
2. Speaking skills	3.77	0.80	high
3. Reading skills	3.86	0.69	high
4. Writing skills	3.97	0.75	high

Table 18 reveals the managers' opinion on all English communication skills. All skills are ranked in high levels of needs; the mean scores rank from 3.76 to 3.97. The most needed necessity skill at work was the reading skill (M=3.97; SD = 0.75), meanwhile the lowest was the listening skill (M=3.76; SD = 0.58).

Managers' opinion toward their staffs' lack of English skills

Table 19: Staff's Lack of English Listening Communication Skills as Perceived by the Managers

Listening Skills	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. My staff are not able to understand what customers intend to communicate.	3.40	1.03	moderate
2. My staff are not able to understand various English accents from people who are not English native speaker.	3.17	0.53	moderate
3. My staff are not able to understand English conversation via phone.	3.47	1.07	high
4. My staff are not able to understand personal details and information.	3.23	0.62	moderate
5. My staff are not able to understand idioms in English.	2.77	0.67	moderate
Total	3.21	0.79	moderate

In the managers' opinions on lack of English listening communication skill, they perceived that their staff's lack was at a moderate level ($M=3.21$; $SD = 0.79$); the mean scores ranged from 2.77 to 3.47. The managers reported that the most serious lack of English listening skills was that they were unable to understand English conversation via phone ($M=3.47$; $SD = 1.07$). In contrast, the lowest lack of English listening skills was that their staff were unable to understand idioms in English ($M=2.7$; $SD=0.67$).

Table 20: The Staff's Lack of English Speaking Communication Skills as Perceived by the Managers

Speaking Skills	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. My staff are not able to ask for customer's needs	3.10	1.15	moderate
2. My staff are not able to provide and explain related information in the meeting in English.	2.90	0.96	moderate
3. My staff are not able to negotiate for mutual understanding.	3.30	1.20	moderate
4. My staff are not able to pronounce English consonant and vowel sounds.	2.87	1.27	moderate
5. My staff are not able to give presentation in English.	2.90	0.759	moderate
Total	3.01	1.07	moderate

Table 20 presents the managers' opinions on the staff's lack of English speaking skill. The result was that their staff's lacks of English speaking skills were at a moderate level ($M=3.01$; $SD = 1.07$). The mean scores start from 0.87 to 3.30. They also revealed that their staff's highest ranked lack was unable to negotiate for mutual understanding ($S= 3.30$; $SD = 1.20$), whereas the staff's lowest lack was to be unable to pronounce English consonant and vowel sounds ($M= 2.87$; $SD = 1.27$).

Table 21: The Staff's Lack of English Reading Communication Skills as Perceived by the Managers

Reading Skills	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. My staff are not able to read E-mail in English.	3.10	1.39	moderate
2. My staff are not able to read minutes of meeting.	2.50	1.13	moderate
3. My staff are not able to understand product specifications.	2.57	0.85	moderate
4. My staff are not able to understand customer forecasts.	3.43	1.45	high
5. My staff are not able to read business letters.	3.40	1.22	moderate
Total	3.00	1.21	moderate

Table 21 shows the managers' opinions on lacks of their employees' English reading skills. Over all of the lack of English reading skills was at a moderate level ($M=3.00$; $SD = 1.21$). The highest lack was that their staff were not able to understand the customer's forecasts ($M=3.43$; $SD = 1.45$), while the lowest was that they were not able to read minutes of a meeting ($M=2.50$; $SD = 1.13$).

Table 22: The Staff's Lack of English Writing Communication Skills as Perceived by the Managers

Writing Skills	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. My staff are not able to write E-mail in English.	3.40	1.22	moderate
2. My staff are not able to write reports in English.	2.90	0.96	moderate
3. My staff are not able to write memos in English.	3.27	1.33	moderate
4. My staff are not able to write messages for customers or colleagues.	3.27	1.33	moderate
5. My staff are not able to write business letters in appropriate formats.	3.83	1.08	high
Total	3.33	1.19	moderate

Table 22 shows the managers' opinions on lacks of their employees' English writing skills. The 30 managers pointed out that their staff's lack of English writing skills was at a moderate level ($M=3.33$; $SD = 1.19$). The highest lack was unable to write business letters in English ($M=3.33$; $SD= 1.19$); the lowest was that they could not write reports in English ($M=2.90$; $SD = 0.96$).

Table 23: Staff's English Communication Skills Lacks at Work as Perceived by the Managers

Skills Comparison	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. Listening skills	3.21	0.79	moderate
2. Speaking skills	3.01	1.07	moderate
3. Reading skills	3.00	1.21	moderate
4. Writing skills	3.33	1.19	moderate

Table 23 shows a comparison of the employees' lacks in all skills. The 30 managers pointed out the lacks of English skills were at a moderate level. Each skill was ranked in a moderate level, and the mean scores were from 3.00 to 3.33. The managers agreed that their staff's highest lack of English communication skills was the writing ($M=3.33$; $SD = 1.19$). On the other hand, the lowest ranked English skills as perceived by the 30 managers was reading ($M=3.00$; $SD = 1.21$).

Managers' opinion of their staffs' English learning needs

Table 24: Learning Needs Focusing on the Instructor Need as Perceived by the Managers

Instructor	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I want my staff to study with an English native teacher.	4.37	0.66	very high
2. I want my staff to study with Thai teacher.	3.23	0.67	moderate
3. I want my staff to study with an English native teacher and have a Thai teacher to help explain the lessons.	3.63	0.99	high

The table shows the managers' opinions of learning needs focusing on the instructor. The managers revealed that they wanted their staff to study English with an English native teacher. It was a very high level of need ($M=4.37$; $SD = 0.66$).

Table 25: Managers' opinions on learning needs focused on skills need of staff in production office

Skills	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. Four skills: listening, speaking, reading and writing should be taught equally.	4.37	0.76	Very high
2. English course should be emphasized on only listening skill.	3.27	1.20	moderate
3. English course should be emphasized on only speaking skill.	3.37	1.29	moderate
4. English course should be emphasized on only reading skill.	3.27	1.11	moderate
5. English course should be emphasized on only writing skill.	3.20	1.15	moderate
6. English course should be emphasized on general English.	3.63	0.55	high
7. English course should be emphasized on technical terms used in production process.	3.53	0.57	high
8. The English course should be emphasized on grammar.	3.33	0.80	moderate
9. The English course should be emphasized on pronunciation and accents.	3.77	0.50	high
10. The English course should be emphasized on conversation.	4.33	0.47	Very high

Table 25 reveals that the informants on needs focusing on learning skills. The majority of the managers agreed that English classes should teach four English skills equally. This need is at very high level (M= 4.37; SD =0.76)



Table 26: Managers' opinions on learning needs focused on learning styles need of staff in production office

Learning Styles	Managers (N =30)		
	<i>M</i>	<i>SD</i>	Level
1. I want my staff to have lecture only.	3.10	0.30	moderate
2. I want my staff to participate class activities.	4.03	0.49	high
3. I want my staff to learn through medias.	3.93	0.36	high
4. Using a textbook is enough.	2.83	0.37	moderate
5. I want my staff to be evaluated to know my learning progress.	3.73	0.86	high

Table 26 reveals the learning styles for the staff as expressed by the managing. Based on the response in the questionnaires, the managers perceived that their staff needed to participate in class activities ($M=4.03$; $SD = 0.49$). On the other hand, the managers rated the lowest needs that their staff needed to use only textbooks. It is considered in moderate level ($M = 2.863$; $SD =0.37$).

All in all, the managers' in production office revealed opinions towards their staff necessities of English communication skills at work. It was revealed that the most needed skill was reading ($M = 3.97$; $SD = 0.75$) (See Table 18). Based on the questionnaire, the managing staff revealed that each skill had activities that were the most necessary for their staff. The listening skill need was listening to the needs from customer ($M= 4.23$; $SD = 0.62$) (See Table 14). Speaking skill is to ask for customers' needs ($M=4.10$; $SD=0.54$) (See Table 15). The reading skill was reading emails ($M = 4.33$; $SD = 0.47$) (See Table 16). Writing was writing emails ($M=4.30$; $SD = 0.53$) (See Table 17)

In addition, they also revealed the staff' lack of English communication skills. The most needed lack English communication was writing (M=3.33; SD =1.19) (See Table 23). In lack of listening skills, they encountered problems in listening English conversation via phone (M=3.47; SD=1.07) (See Table 19). They agreed that their staff had the highest lack of English speaking when negotiation for mutual understanding (M=3.30; SD=1.20) (See Table 20). Understanding customer's forecast was the most lack of reading skill (M=3.43; SD=1.45) (See Table 21). For the highest lack of writing skill, the managers addressed that their staff were unable to write letters in appropriate formats in English (M=3.83; SD=1.08) (See Table 22).

In terms of learning needs, there are three aspects that the informants provide the answers: how English communication skills should be taught to their staff, the instructors that they need for their staff, and their preferred learning styles for their staff.

The managers agreed that their staff showed study English with an English native speaker (M=4.37; SD=0.66) (See Table 24). They also wanted the lessons with four English skills equally (M=4.37; SD=0.76) (See Table 25). Finally, they wanted their staff to participate in class activities (M=4.03; SD = 0.49) (See Table 26).

3.) Are there any significant similarities or differences in the opinions of the staff and management regarding perceived needs with English communication skills?

Table 27: Staff and managers' opinion towards staff' lack of English communication skills at work

Skills	N	Staff		Managers		t	Sig
		M	SD	M	SD		
Listening	30	16.03	3.32	17.43	2.77	-1.77	0.82
Speaking	30	15.07	5.01	15.07	5.01	0.00	1.00
Reading	30	15.00	5.35	15.97	4.03	-7.90	0.44
Writing	30	16.67	5.28	17.30	3.96	-0.52	0.60

An independent-sample t-test was used to compare necessities of English communication as perceived by staff and their managers. As indicated in Table 24, it was found that there were no differences at a statistically significant level of 0.05 of staff lacks of English communication skills as perceived by both the staff and their managers: listening skills ($t = -1.77, P > 0.05$), speaking skills ($t = 0.00, P > 0.05$), reading ($t = -7.90, P > 0.05$), and writing ($t = -0.53, P > 0.05$). The results revealed that the staff and managers agreed that the staff' necessities of English communication were the same.

Table 28: Staff and managers' opinion towards staff' necessities of English communication skills at work

Skills	N	Staff		Managers		t	Sig
		M	SD	M	SD		
Listening	30	18.80	2.44	17.80	2.07	1.71	0.09
Speaking	30	18.87	2.83	18.70	2.41	0.25	0.81
Reading	30	19.30	2.81	19.40	2.18	-0.15	0.88
Writing	30	19.87	2.95	19.20	3.08	0.86	0.40

The result of the independent sample t-test analysis showed that there were no significant differences the necessities of English communication perceived by staff and their managers: listening skills ($t=1.71$; $P>0.05$), speaking skills (0.25 ; $P>0.05$), reading skills (-0.15 ; $P>0.05$), and writing skills (0.86 ; $P>0.05$). That means both staff and managers gave the same opinions towards staff's necessities of English communication skills at work.

Table 29: Staff and managers' opinion towards staff' learning needs of English communication skills at work

Learning Needs	N	Staff		Managers		t	Sig
		M	SD	M	SD		
Instructors	30	31.73	5.81	33.23	4.87	-1.08	0.28
Skills	30	18.60	1.75	19.93	0.87	-3.73	0.00
Learning Styles	30	17.63	1.30	18.80	1.50	-3.23	0.02

The t-test analysis reveals that there was no significant difference in the instructor needs for staff perceived by staff and managers ($t = -1.08, P > 0.05$). It means that both of them agreed the same characteristics of English language instructor in the class.

However, there were significant differences between the employees and the managers in skills and learning styles needed in the English language class ($-3.73; P < 0.05$) and ($-3.23; P < 0.05$).

In summary, the staff and managers agreed that the lacks, opinions, and instructors needed for the staff in a production office. On the other hand, both of them did not agree in terms of skills and learning styles.

Qualitative Result

The qualitative result started with the staffs' responses to the interview questions and followed by managers' response to the interview questions.

Staffs' Response

1. Among all four English language skills (listening, speaking, reading, and writing), which one do you consider the most important for your work? Why?

Most of the staff agreed that listening and speaking were the most important skills to work in Production Office at EM (Thailand). Listening can help the staff get the messages from the speakers clearly, and speaking can deliver messages from workers to others to operate daily routine jobs effectively. In addition, they believed that if they can listen and write well, they can develop other skills for use in their daily life and work.

Second, few people pointed out that the four skills were equally important. Listening and speaking were used in meetings, calling to internal staff, suppliers, and forwarders, present new products to customer, and have a weekly teleconference with customers, while, reading and writing are used to summarize a weekly reports, receive and send emails.

2. Please describe how English is used among your customers, colleagues, and your managers of your company in conducting business.

English reading and writing were used via E-mail communication the most to contact customers, colleagues, and managers. There were three main positions in production office: PA, material planner, and buyer, and they used English to perform their jobs differently.

PA was the main contact customers and other positions in the factory; they had to serve customers as best as they can. They had to follow up and expedite all related colleagues in order to meet customers' requests. English was used a lot to communicate among related people.

Material planners had to *monitor the material usage in production*. English was functioned when staff had to send information via email and had meetings with others to inform the material situation. After that, they had to pass the information to buyers in order to order materials.

Buyer dealt with ordering materials and component parts. English was used to contact suppliers and forwarders by email. Ordering and expediting for incoming materials were really important. Another duty was to contact forwarders for arranging shipments, and it could be done by emails.

3. How do you have any problems in using English to communicate in your workplace?

In overall daily routine job, there **is** some problems caused by lacks of English skills. The staff agree that there is no serious effect at work. Even though they are minor problems, the problems need solving in order that the staff can be efficient **staff** and that reflects a good image of the organization. The staff shared their opinions towards the problems in using English communication at work as follows:

Reading is from reading long paragraphs and official texts; the texts make them feel unsure about their reading comprehension.

Writing was required when the staff needed to write official emails and used unfamiliar words. They are afraid of miscommunication if they use unfamiliar words.

Listening problems can be found in daily conversation, telephone, teleconference, and meeting. They also added that they cannot understand what the speakers are willing to talk to them clearly. Second, they pointed out that listening to different accents also make them unable to understand the speakers; they are difficult to catch up the words.

Speaking problems occur when the staff have meetings or calls the people from English-speaking countries. First, they are not sure how to use unfamiliar words, so they try to avoid using them. Second, they feel embarrassed when they speak out with unclear pronunciation. This problem makes the native speakers of English who never work with Thai staff feel confused.

4. What problems do you have in using English for your work?

The informants agreed that listening is the problems that they faced the most to use English at the workplace. The listening problems can be categorized as follows:

First, listening to what the speakers want to talk is the major problem. It is a key to get the information before working forward. Second, listening to the native speakers of English is difficult. The staff are not familiar with the accents and the speed when the natives speak.

In addition, they staff reported that they were aware of the use of language. Using unfamiliar vocabulary makes them feel uncomfortable to use because they were not sure that the vocabulary fits the context or it is correct. Second, idioms are not used widely in Thailand. They feel unsure if they understand the idioms used in the form of verbal communication: listening and speaking skills. In reading and writing, they informed that they can have enough time to look up the meanings in the internet or ask the colleagues. Finally, they are not sure that they can use tenses in English correctly and appropriately.

5. How does lack of English communication skills affect **to** work?

Miscommunication is a major effect from the lack of English communication skills at work, and it can occur with vendors, suppliers, customers, and workers. The lacks that have effects to work can be divided into each skill as follows:

Having lack of listening skills can cause many problems at work. For example, the staff cannot understand the intended meanings of the speaking, so they cannot perform the sequent tasks or do something else that is not correct.

Speaking skill occurs when having meetings or daily conversation. The staff cannot express what they intend to speak, so miscommunication always happens.

Reading long sentences discouraged the readers and give up reading easily. The staff did not read all information clearly enough, so they may not understand all the senders' intentions and perform things differently.

Writing emails is a major means of communication. There are many writing problems such as wrong word orders, using incorrect words, and using wrong tenses.

6. What English communication skills do you need to improve urgently in order to function well at work? Why?

Most of the staff agreed that they need to improve their listening skills urgently to perform their daily job at work.

Listening was a key to receive information from others. The staff members agreed that if they were unable to listen well, they could not communicate well. Another staff members added that if they cannot listen in English well, it means that they cannot work. It is because they cannot understand what other people want to say, so they cannot inform

others or function well. Consequently, they need to improve listening skill first to function well at work.

Speaking was the second skill that needs improving. The staff said that they faced the problems when they wanted to speak with others in English, but they are not confident enough due to their pronunciation, limited vocabulary, and English sentences.

Pronunciation makes them feel embarrassed if the listeners could not understand what they say. It also discourages them to speak English. Another issue is the different word order between English and Thai; they make mistakes many times using the wrong word orders.

7. What should be the first priority of the problem to be solved between lacks and necessities to help you function well at work? Why?

Six staff members from ten pointed out that lack is the first priority of the problems that need to be solved urgently. They added that if they had problems with lacks, they could not perform daily functions well. Lack is a root cause for them not to be able to work professionally. They also suggested listening and speaking should be top urgent skills that they need to address to work.

On the other hand, the rest informants agreed that the priority problem is necessity. Daily routine jobs need all skills to apply on it. The necessary skills need to be utilized all the time, and there is no enough time to improve lacks.

Managers' Responses

1. Among all four English language skills (listening, speaking, reading, and writing), which one do you consider the most important for your employees to work in business context? Why?

First, writing is the most important skill. E-mail writing is a majority that all staff have to use to communicate among internal staff, supplier, forwarders, and customers. If the staff lack English writing skill, it can cause communication problems that lead to misunderstanding and failures in business. *We do not need perfect English, but English at business level is enough for our work. For new team members, we need time to make sure that their English writing is good enough. Then they can be a representative of the company to contact our customers. Some new graduates need time to pick up technical terms and the language use in the working context. Some of them take 1-2 years, but some just take a short time since they majored in English or graduated from overseas universities. We also have a training for language improvement for our staff from Basic English to Advanced English.* In addition, the training department provides some specific English classes for workers, for example, presentation in English, meeting in English, and English for negotiation.

Second, listening and speaking are also important. Meetings are held and English is used as a main language to communicate. In our factory, having a meeting is a key to work. Everyone needs to listen closely to one another and go on at the same tract to achieve the targets. Not only internal meetings but meetings with foreign customers are very important. A hundred percent of our customers are foreigners, so we are required to make sure that our staff can listen to them clearly enough for proceed the next steps of work

2. Please describe how English is used among the employees of your company in doing their work.

English is used as a mean language to communicate among staff, suppliers, customers, and forwarders through different ways of communication. There are four skills that are necessary tin communication: listening, speaking, reading, and writing.

Listening and speaking are used when the staff hold a meeting, have a teleconference with customers, talk via phone and daily communication, and give a presentation.

Reading and writing are used when the staff communicate via email which is a major tool for communication. Staff have to read at least 100 emails a day from customers, internal staff from all departments, news letters, product specifications, customer forecasts, company announcements, oversea suppliers and forwarders to order and deliver goods.

3. Do the employees in your company have any problems to communicate in business transaction? If so, what kinds of problems do they encounter?

Overall the staff do not have major problems in English communication. They can perform their job well. There are some minor problems that the managers see their staff have.

Some of staff are not familiar with different accents of foreigners. The customers are not only American or British, so understanding foreign accents need practicing in order to work.

Vocabulary problems occur when the staff have to deal with technical terms. New comers or people who study logistics or business are not familiar with technical terms used in the production office.

4. What kinds of problems do your employees have in using English for their work?

English comprehension is a major problem. Some staff cannot understand 100% of English when using English to communicate. They need to understand English well, and the skills will be utilized well. They need to practice English more in order to function well at work.

5. How does the lack of English communication skills of your staff affect their work?

When miscommunication happened, we could not negotiate to suppliers successfully. Our staff did not understand technical terms well enough (ETA and ETD, so the shipment was delayed and we had to stop our production. It also has an effect our customers

6. What English skills do you demand from your new employees? Why?

Four managers or 4% agreed that they need all skills from the future employees. All skills are needed for work. Remanding and writing are used for email communication, and listening and speaking are used for meetings, telephone, and daily communication. Each skill is used with different purposes, and we cannot expect when the skills are needed. Having effective English communication in all skills is a must, and they believe that the staff can improve themselves from basic comprehension and this leads to advanced skills.

Another three managers around 3% of the respondents commented that they need listening and speaking skills. They insisted that both skills be useful for workers at work. Talking to internal staff and customers are necessary to use the skills professionally in order to understand the purposes of communication and also perform the next steps.

The last group of managers insisted that writing and speaking skills be needed for new comers. The most common way of communication among internal staff and companies, and English is a must. Reading emails with clearly understanding makes staff can continue working well, and writing good emails makes the readers understand and

follow the tasks. This can help problems at work due to the English communication and create good images to the company.

7. What English communication skills would your staff to improve urgently in order to perform their work effectively? Why?

Most of the managers insist that listening and speaking be the most urgent need to improve. Having good listening skills makes the workers understand the context well, while, having speaking skill helps them spread information correctly.

Writing is the second issue that the managers need their staff to improve urgently. The managers focus on formal writing and commented that formal writing makes the readers understand well and it shows how professional of staff and organization.

8. As a manager or a senior level, what will you do to improve your employee's English abilities?

Providing English class taught by native speakers of English is chosen the most among the respondents. The managers agreed that they encouraged their staff to dare to communicate with native speakers and to be familiar with pronunciation and accents. In addition, the managers themselves need to talk to the staff more not only in the work purposes but in daily talk. This will encourage the staff to speak more and be close between staff and managers.

Providing English for work classes is another comment from managers. Usually the company provides English courses, but most of them are focused on each skill. The new comers need to understand not only language but technical terms used in the company.

9. What problems should be solved immediately to help your staff function well in their work? Why?

Reading and writing need solving immediately to help the staff function well at work. The managers agreed that their staff should improve their reading and writing. It is because the most communication method is the use of email, and it requires reading and writing skills. One of the managers added that using emails with a standard format with the correct grammar and vocabulary makes the staff professional and it also reflects the profession of the company.



CHAPTER V

CONCLUSION AND DISCUSSION

This study was conducted to analyze the English communication needs perceived by staff and managers in the Production Office at EM (Thailand). In addition, it compared whether there were any significant similarities or differences between the staff's needs and those of the managers. This chapter presents a discussion of the findings. Limitations of this study, implications, and recommendations for further studies are discussed.

Conclusion

The findings of this study revealed that three principle factors such as necessities, lacks, and learning needs played crucial roles in the staff needs perceived by the staff and their managers.

Necessities

Regarding the staff necessities of English communication, the quantitative data demonstrated that the most needed necessity of English skills perceived by the staff and managers in production office was the reading skill. The staff added in the interview that English reading and writing were used as a means of communication the most frequently in the company. There are three positions in the Production office: PA, material planner, and buyer. Workers in these three positions used English at work a lot, but there were differences according to the job descriptions.

Lacks

Among all English communication skills, the staff indicated that they lacked listening skill. The staff also pointed out that if they could not understand what the

customers needed, then they could not perform what the customers wanted accordingly. On the other hand, their managers' opinion was that writing skill was the most frequent lack of English skills that the staff encountered. The managers also agreed that writing was used the most when writing emails which was a major way to communicate among workers.

Learning Needs

There are three major aspects of learning needs: instructors, skills, and learning styles. In the needs of the instructor needs, the staff indicated that they needed to study with native English teachers and with Thai teachers to help explain the lessons in Thai, whereas the managers thought that their staff should study English with native English teachers only. In terms of needed skills, the staff pointed out that English training course should focus on English conversation, while their managers pointed out that their staff should study four skills equally. Regarding learning styles, the staff and managers agreed that the staff should participate in classroom activities.

Discussion

Based on the managers' opinion, the managers pointed out that the staffs should study four skills equally. Moattarian (2014) also agreed that four skills should be taught equally in the ESP course.

The managers and staff have pointed out that English is a major tool to communicate among others. It-ngam and It-ngam (2013) also support that English and foreign language communication skills are a weapon for companies to be successful in today's business among ASEAN member countries.

General English should be added in English training courses. Based on the interview and questionnaires, the managers and the staff need to improve their English communication skills in general. Pongjampa (2011) also agrees that the staff in their study required general English course to improve their skills, but general English courses were not offered to their staff.

In terms of problems encountered in the research undertaken, the 50 copies for each side both sides and received them back 30 questionnaire copies. This solution worked well when he expected the smallest the amount of questionnaire copies in this study.

Some of results from interview and sets of questionnaire were totally different. The researcher suspects the two major causes that might be related to the differences between them. First, the numbers of participants were 30% from participants in the questionnaire. They might

Limitations of the study

Limitations of the study are described below:

First, the study was conducted with the staff and managers in the production office at EM (Thailand) during December. This study was done only with one company in Thailand. The results could not generally reflect the needs of all production offices in Thailand.

Second, the numbers of participants in this study were 60 people: 30 staff and 30 managers from the production office. The numbers might be considered too small to be a representative of needs for all staff in the production office in Thailand.

Third, Production office was selected as a sampling which used English the most among other departments at EM (Thailand). The production office might not be a department where uses English the most at other companies.

Implications

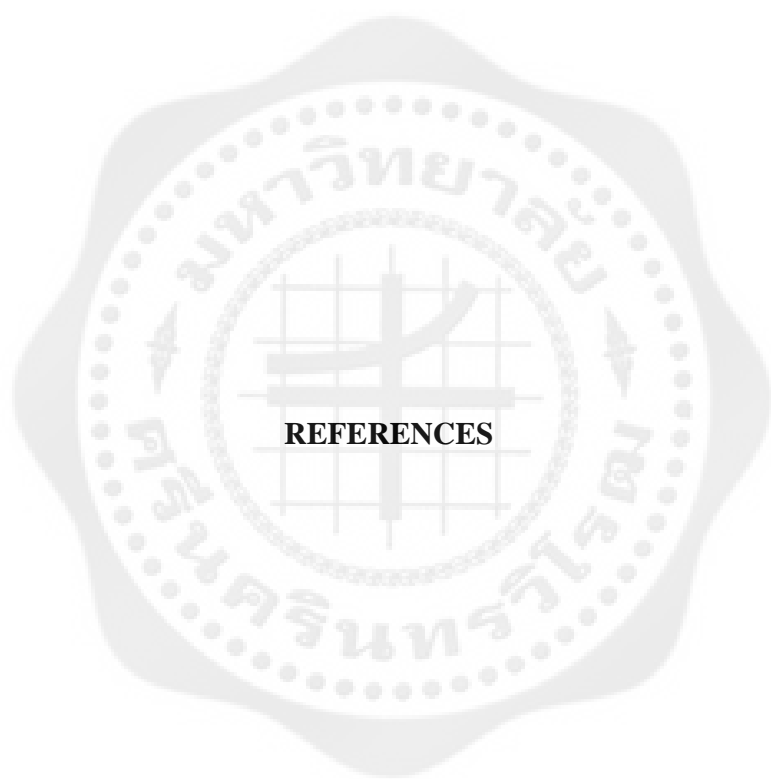
The results of this study revealed the staff and managers' opinion of the staff's needs in the production office. The analysis may be used as guidelines for people who are interested in developing English training courses for staff in an international company.

Recommendations

First, future studies can focus on other models of needs analysis. This study focused on Hutchison and Water (1987) model. Researchers might try new models of other theorists.

Second, this research as well as Monttarian (2014), Tecklan, Khaun& Singh's, 2011), and Phetcharat's (2012) used Hutchison and Water (1987) model of needs analysis including wants, necessities, lacks, and learning needs, but in this study, wants were deleted because the results of previous studies had not given valuable outcomes to the research.

Finally, future researchers may study with other groups of participants, other types of jobs, and numbers of participants. In addition, they might develop an English language course design, syllabus, curriculum, classroom activities, and evaluation and testing based on the theoretical framework of needs analysis as a ground concept.



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APPENDICES



APPENDIX A

The Questionnaire: English versions

Manager Questionnaire

Part I: English communication skills that are necessary for staff to use in order to function in the workplace perceived by managers towards staff in the production office.

Instructions: Please put X in the boxes that best fits your opinions.

Necessities	Levels of needs				
	Very High	High	Moderate	Low	Very Low
Listening skills					
1. Your staff have to understand what customers intend to communicate in English.					
2. Your staff have to understand various English accents from people who are not English native speakers.					
3. Your staff have to understand English conversation via phone.					
4. Your staff have to understand personal details and information in English.					
5. Your staff have to understand idioms in English.					
Speaking Skills					

1. Your staff have to ask for customer's needs in English.					
2. Your staff have to provide and explain related information in the meeting in English.					
3. Your staff have to negotiate for mutual understanding in English.					
4. Your staff have to pronounce English consonant and vowel sounds.					
5. Your staff have to give presentation in English.					
Reading skills					
1. Your staff have to read E-mail in English.					
2. Your staff have to read minutes of meeting in English.					
3. Your staff have to understand product specifications.					
4. Your staff have to understand customer forecasts.					
5. Your staff have to read business letters in English.					
Writing Skills					
1. Your staff have to write E-mail in English.					
2. Your staff have to write reports in English.					

3. Your staff have to write memos in English.					
4. Your staff have to write messages for customers or colleagues in English.					
5. Your staff have to write business letters in appropriate formats in English.					



Part II: English communication skills that their staff lack to use in order to function in the workplace perceived by managers' opinions towards their staff in the production office.

Instructions: Please put X in the boxes that best fits your opinions.

Lacks	Levels of needs				
	Very High	High	Moderate	Low	Very Low
Listening skills					
1. My staff cannot understand what customers intend to communicate.					
2. My staff cannot understand various English accents from people who are not English native speakers.					
3. My staff cannot understand English conversation via phone.					
4. My staff cannot understand personal details and information.					
5. My staff cannot understand idioms in English.					
Speaking Skills					
1. My staff cannot ask for customer's needs					
2. My staff cannot provide and explain related					

information in the meeting in English.					
3. My staff cannot negotiate for mutual understanding.					
4. My staff cannot pronounce English consonant and vowel sounds.					
5. My staff cannot give presentation in English.					
Reading skills					
1. My staff cannot read E-mail in English.					
2. My staff cannot read minutes of meeting.					
3. My staff cannot understand product specifications.					
4. My staff cannot understand customer forecasts.					
5. My staff cannot read business letters.					
Writing Skills					
1. My staff cannot write E-mail in English.					
2. My staff cannot write reports in English.					
3. My staff cannot write memos in English.					
4. My staff cannot write messages for customers or colleagues.					
5. My staff cannot write business letters in appropriate formats.					

Part III: English learning needs that best fit the learners perceived by managers towards their staff in the production office.

Instructions: Please put X in the boxes that best fits your opinions towards your staff in production office.

Learning Needs	Levels of needs				
	Very High	High	Moderate	Low	Very Low
Instructor					
1. I want my staff to study with an English native teacher.					
2. I want my staff to study with a Thai teacher.					
3. I want my staff to study with an English native teacher and have a Thai teacher to help explain the lessons.					
Skills					
1. Four skills: listening, speaking, reading and writing should be taught equally.					
2. English courses should focus on listening skills.					
3. English courses should focus on speaking skills.					

4. English courses should focus on reading skills.					
5. English courses should focus on writing skills.					
6. English courses should focus on general English.					
7. English courses should focus on technical terms used in production process.					
8. English courses should focus on grammar.					
9. English courses should focus on pronunciation and accents.					
10. English courses should focus on conversation.					
Learning styles					
1. I want my staff to have lecture only.					
2. I want my staff to participate in class activities.					
3. I want my staff to learn through medias.					
4. Using a textbook is enough.					
5. I want my staff to be evaluated to know their learning progress.					

Staff Questionnaire

Part I: Needs for English communication skills necessary for staff to use in order to function in the workplace perceived by staff in the production office.

Instructions: Please put X in the boxes that best fits your opinions.

Necessities	Levels of needs				
	Very High	High	Moderate	Low	Very Low
Listening skills					
1. I have to understand what customers intend to communicate.					
2. I have to understand various English accents from people who are not English native speaker.					
3. I have to understand English conversation via phone.					
4. I have to understand personal details and information.					
5. I have to understand idioms in English.					
Speaking Skills					
1. I have to ask for customer's needs.					
2. I have to provide and explain related information					

in the meeting in English.					
3. I have to negotiate for mutual understanding.					
4. I have to pronounce English consonant and vowel sounds.					
5. I have to give presentation in English.					
Reading skills					
1. I have to read E-mail in English.					
2. I have to read minutes of meeting in English.					
3. I have to understand product specifications in English.					
4. I have to understand customer forecasts.					
5. I have to read business letters in English.					
Writing Skills					
1. I have to write E-mail in English.					
2. I have to write reports in English.					
3. I have to write memos in English.					
4. I have to write messages for customers or colleagues in English.					
5. I have to write business letters in appropriate formats in English.					

Part II: Needs for English communication skills that the staff lack to function in the workplace perceived by staff in the production office.

Instructions: Please put X in the boxes that best fits your opinions.

Lacks	Levels of needs				
	Very High	High	Moderate	Low	Very Low
Listening skills					
1. I cannot understand what customers intend to communicate.					
2. I cannot understand various English accents from people who are not English native speaker.					
3. I cannot understand English conversation via phone.					
4. I cannot understand personal details and information.					
5. I cannot understand idioms in English.					
Speaking Skills					
1. I cannot ask for customer's needs					
2. I cannot provide and explain related information in the meeting in English.					

3. I cannot negotiate for mutual understanding.					
4. I cannot pronounce English consonant and vowel sounds.					
5. I cannot give presentation in English.					
Reading skills					
1. I cannot read E-mail in English.					
2. I cannot read minutes of meeting.					
3. I cannot understand product specifications.					
4. I cannot understand customer forecasts.					
5. I cannot read business letters.					
Writing Skills					
1. I cannot write E-mail in English.					
2. I cannot write reports in English.					
3. I cannot write memos in English.					
4. I cannot write messages for customers or colleagues in English.					
5. I cannot write business letters in appropriate formats in English.					

Part III: English learning needs that are best fit the learners perceived by staff in the production office.

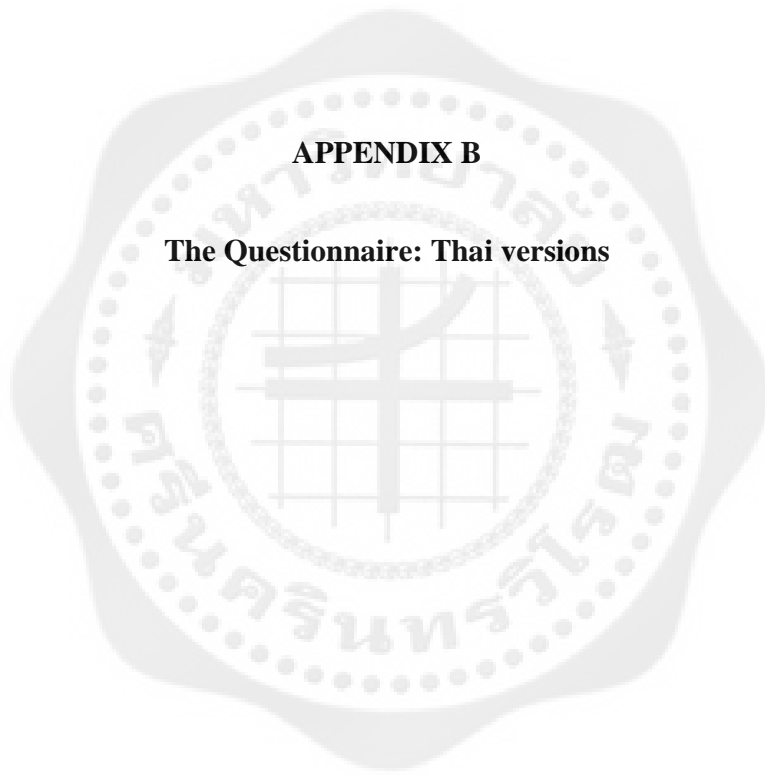
Instructions: Please put X in the boxes that best fits your opinions.

Learning Needs	Levels of needs				
	Very High	High	Moderate	Low	Very Low
Instructor					
1. I want to study with an English native teacher.					
2. I want to study with a Thai teacher.					
3. I want to study with an English native teacher and have a Thai teacher to help explain the lessons.					
Skills					
1. Four skills: listening, speaking, reading and writing should be taught equally.					
2. English courses should focus on listening skills.					
3. English courses should focus on speaking skills.					
4. English courses should focus on reading skills.					
5. English courses should focus on writing skills.					
6. English courses should focus on general English.					

7. English courses should focus on technical terms used in production process.					
8. English courses should focus on grammar.					
9. English courses should focus on pronunciation and accents.					
10. English courses should focus on conversation.					
Learning styles					
1. I want lecture only.					
2. I want to participate in class activities.					
3. I want to learn through medias.					
4. I want to use only textbooks.					
5. I want to be evaluated to know my learning progress.					

APPENDIX B

The Questionnaire: Thai versions



แบบสอบถามสำหรับผู้จัดการ

ส่วนที่ 1 : ความต้องการในการใช้ภาษาอังกฤษที่จำเป็นต้องใช้ในการทำงานผ่านมุมมองของผู้จัดการที่มีต่อพนักงานในแผนการวางแผนการผลิต

คำชี้แจง : โปรดใส่เครื่องหมาย X ในช่องที่เลือกในแต่ละข้อที่เหมาะสมที่สุดตามความเห็นของท่าน

ความจำเป็นในการใช้ภาษาอังกฤษในการสื่อสาร ในสถานที่ทำงาน	ระดับความจำเป็น				
	สูงมาก	มาก	ปานกลาง	ต่ำ	ต่ำมาก
ทักษะการฟัง					
1.พนักงานสามารถเข้าใจสิ่งที่ลูกค้าต้องการจะสื่อสารโดยใช้ภาษาอังกฤษได้					
2. พนักงานสามารถเข้าใจสำเนียงภาษาอังกฤษที่หลากหลายจากคนที่ไม่ใช้ภาษาอังกฤษเป็นภาษาแม่					
3. พนักงานสามารถเข้าใจการสนทนาภาษาอังกฤษผ่านทางโทรศัพท์					
4. พนักงานเข้าใจข้อมูลรายละเอียดส่วนตัวและข้อมูลต่างๆ โดยใช้ภาษาอังกฤษได้					
5. พนักงานเข้าใจการสำนวนภาษาอังกฤษ					
ทักษะการพูด					
1. พนักงานสามารถสอบถามความต้องการของลูกค้าเป็นภาษาอังกฤษได้					
2. พนักงานสามารถให้ข้อมูลและอธิบายข้อมูลต่างๆที่เกี่ยวกับการประชุมโดยเป็นภาษาอังกฤษได้					

3. พนักงานสามารถเจรจาเพื่อความเข้าใจที่ตรงกันโดยใช้ภาษาอังกฤษได้					
4. พนักงานสามารถออกเสียงพยัญชนะและสระภาษาอังกฤษได้					
5. พนักงานสามารถนำเสนอผลงานเป็นภาษาอังกฤษได้					
ทักษะการอ่าน					
1. ฉันสามารถอ่านและเข้าใจอีเมลล์ภาษาอังกฤษได้					
2. ฉันสามารถอ่านและเข้าใจบันทึกการประชุมเป็นภาษาอังกฤษได้					
3. ฉันสามารถอ่านและเข้าใจข้อมูลจำเพาะของผลิตภัณฑ์ได้					
4. ฉันสามารถเข้าใจแนวโน้มในการสั่งซื้อของลูกค้าได้					
5. ฉันสามารถอ่านและเข้าใจจดหมายภาษาอังกฤษได้					
ทักษะการเขียน					
1. ฉันเขียนอีเมลล์ภาษาอังกฤษได้					
2. ฉันเขียนรายงานเป็นภาษาอังกฤษได้					
3. ฉันสามารถเขียนบันทึกข้อความสั้นๆเป็นภาษาอังกฤษได้					
4. ฉันสามารถเขียนข้อความเพื่อสื่อสารกับลูกค้าและเพื่อนร่วมงานโดยใช้ภาษาอังกฤษได้					
5. ฉันสามารถเขียนจดหมายธุรกิจได้ตามรูปแบบที่เหมาะสมโดยใช้ภาษาอังกฤษได้					

ส่วนที่ 2 : ทักษะในการใช้ภาษาอังกฤษที่พนักงานคิดว่าตนยังขาดสำหรับการใช้งานในที่ทำงานของพนักงานในแผนการวางแผนการผลิต

คำชี้แจง : โปรดใส่เครื่องหมาย X ในช่องที่เลือกในแต่ละข้อที่เหมาะสมที่สุดตามความเห็นของท่าน

ทักษะที่ขาดในการใช้ภาษาอังกฤษในสถานที่ทำงาน	ระดับความจำเป็น				
	สูงมาก	มาก	ปานกลาง	ต่ำ	ต่ำมาก
ทักษะการฟัง					
1. พนักงานไม่สามารถเข้าใจสิ่งที่ถูกคัดค้านการจะสื่อสาร					
2. พนักงานไม่สามารถเข้าใจสำเนียงภาษาอังกฤษที่หลากหลายจากคนที่ไม่ใช้ภาษาอังกฤษเป็นภาษาแม่					
3. พนักงานไม่สามารถเข้าใจการสนทนาภาษาอังกฤษผ่านทางโทรศัพท์					
4. พนักงานไม่เข้าใจข้อมูลรายละเอียดส่วนตัวและข้อมูลต่างๆ					
5. พนักงานไม่เข้าใจการสำนวนภาษาอังกฤษ					
ทักษะการพูด					
1. พนักงานไม่สามารถสอบถามสิ่งที่ถูกคัดค้านการใช้ภาษาอังกฤษ					
2. พนักงานไม่สามารถให้ข้อมูลและอธิบายข้อมูลต่างๆที่เกี่ยวกับการประชุมโดยใช้ภาษาอังกฤษ					
3. พนักงานไม่สามารถเจรจาเพื่อความเข้าใจที่ตรงกันโดยใช้ภาษาอังกฤษ					
4. พนักงานไม่สามารถออกเสียงพยัญชนะและสระภาษาอังกฤษ					
5. พนักงานไม่สามารถนำเสนอผลงานเป็นภาษาอังกฤษ					

ทักษะการอ่าน					
1. พนักงานไม่สามารถอ่านและเข้าใจอีเมลล์ภาษาอังกฤษ					
2. พนักงานไม่สามารถอ่านและเข้าใจบันทึกการประชุมเป็นภาษาอังกฤษ					
3. พนักงานไม่สามารถอ่านและเข้าใจข้อมูลจำเพาะของผลิตภัณฑ์					
4. พนักงานไม่สามารถเข้าใจการพยากรณ์การตั้งชื่อของลูกค้า					
5. พนักงานไม่สามารถอ่านและเข้าใจจดหมายภาษาอังกฤษ					
ทักษะการเขียน					
1. พนักงานไม่สามารถเขียนอีเมลล์ภาษาอังกฤษ					
2. พนักงานไม่สามารถเขียนรายงานเป็นภาษาอังกฤษ					
3. พนักงานไม่สามารถเขียนบันทึกข้อความสั้นๆเป็นภาษาอังกฤษ					
4. พนักงานไม่สามารถเขียนข้อความเพื่อสื่อสารกับลูกค้าและเพื่อนร่วมงานเป็นภาษาอังกฤษ					
5. พนักงานไม่สามารถเขียนจดหมายธุรกิจได้ตามรูปแบบที่เหมาะสม					

ส่วนที่ 3 : ความต้องการในการเรียนรู้ภาษาอังกฤษที่เหมาะสมกับผู้เรียนภาษาอังกฤษผ่านจากมุมมองของผู้จัดการที่มีต่อพนักงานในแผนกการวางแผนการผลิต

คำชี้แจง : โปรดใส่เครื่องหมาย X ในช่องที่เลือกในแต่ละข้อที่เหมาะสมที่สุดตามความเห็นของท่านที่มีต่อพนักงานในแผนกวางแผนการผลิต

ความต้องการในการเรียนรู้ภาษาอังกฤษ	ระดับความจำเป็น				
	สูงมาก	มาก	ปานกลาง	ต่ำ	ต่ำมาก
ผู้สอน					
1. ฉันต้องการให้พนักงานได้เรียนภาษาอังกฤษกับผู้สอนที่เป็นเจ้าของภาษา					
2. ฉันต้องการให้พนักงานเรียนภาษาอังกฤษกับคนไทย					
3. ฉันต้องการให้พนักงานเรียนภาษาอังกฤษกับผู้สอนที่เป็นเจ้าของภาษาโดยมีผู้สอนคนไทยช่วยอธิบายเนื้อหาในบทเรียน					
ทักษะต่างๆ					
1. ทักษะที่ทักษะในการเรียนการสอนภาษาอังกฤษ การฟัง การพูด การอ่านและการเขียนควรมีการจัดการเรียนการสอนที่เท่ากันทุกทักษะ					
2. วิชาภาษาอังกฤษควรเน้นการสอนทักษะการฟัง					
3. วิชาภาษาอังกฤษควรเน้นการสอนทักษะการพูด					
4. วิชาภาษาอังกฤษควรเน้นการสอนทักษะการเขียน					
5. วิชาภาษาอังกฤษควรเน้นการสอนทักษะการเขียน					
6. วิชาภาษาอังกฤษควรเน้นการสอนภาษาอังกฤษทั่วไป					
7. วิชาภาษาอังกฤษควรเน้นการสอนคำศัพท์เฉพาะที่ใช้ใน					

กระบวนการผลิต					
8. วิชาภาษาอังกฤษควรเน้นการสอนไวยากรณ์					
9. วิชาภาษาอังกฤษควรเน้นการสอนการออกเสียงและสำเนียงภาษาอังกฤษ					
10. วิชาภาษาอังกฤษควรเน้นการสอนสนทนา					
รูปแบบการเรียนการสอน					
1. ฉันต้องการให้พนักงานฟังการบรรยายเท่านั้น					
2. ฉันต้องการให้พนักงานมีส่วนร่วมกับกิจกรรมต่างๆในชั้นเรียน					
3. ฉันต้องการให้พนักงานเรียนผ่านทางสื่อต่างๆ					
4. ใช้ตำราเรียนเพียงพอแล้ว					
5. ฉันต้องการให้พนักงานได้รับการประเมินผลเพื่อรับทราบถึงความก้าวหน้าของการเรียน					

แบบสอบถามสำหรับพนักงาน

ส่วนที่ 1 : ความต้องการใช้ภาษาอังกฤษที่จำเป็นใช้ในการทำงานจากมุมมองของพนักงานในแผนการวางแผนการผลิต

คำชี้แจง : โปรดใส่เครื่องหมาย X ในช่องที่เลือกของในแต่ละข้อที่เหมาะสมที่สุดตามความเห็นของท่าน

ความจำเป็นในการใช้ภาษาอังกฤษในการสื่อสาร ในสถานที่ทำงาน	ระดับความจำเป็น				
	สูงมาก	มาก	ปานกลาง	ต่ำ	ต่ำมาก
ทักษะการฟัง					
1. ฉันสามารถเข้าใจสิ่งที่ลูกค้าต้องการจะสื่อสารได้					
2. ฉันสามารถเข้าใจสำเนียงภาษาอังกฤษที่หลากหลายจากคนที่ไม่ใช้ภาษาอังกฤษเป็นภาษาแม่					
3. ฉันสามารถเข้าใจการสนทนาภาษาอังกฤษผ่านทางโทรศัพท์					
4. ฉันเข้าใจข้อมูลรายละเอียดส่วนตัวและข้อมูลต่างๆได้					
5. ฉันเข้าใจการสำนวนภาษาอังกฤษ					
ทักษะการพูด					
1. ฉันสามารถสอบถามความต้องการของลูกค้าเป็นภาษาอังกฤษได้					
2. ฉันสามารถให้ข้อมูลและอธิบายข้อมูลต่างๆที่เกี่ยวกับการประชุมเป็นภาษาอังกฤษได้					
3. ฉันสามารถเจรจาเพื่อให้เกิดความเข้าใจที่ตรงกันโดยใช้ภาษาอังกฤษได้					
4. ฉันสามารถออกเสียงพยัญชนะและสระภาษาอังกฤษได้					

5. ฉันสามารถนำเสนอผลงานเป็นภาษาอังกฤษได้					
ทักษะการอ่าน					
1. ฉันสามารถอ่านอีเมลล์ภาษาอังกฤษได้					
2. ฉันสามารถอ่านบันทึกการประชุมเป็นภาษาอังกฤษได้					
3. ฉันสามารถอ่านข้อมูลจำเพาะของผลิตภัณฑ์ได้					
4. ฉันสามารถเข้าใจแนวโน้มการสั่งซื้อของลูกค้าได้					
5. ฉันสามารถอ่านจดหมายภาษาอังกฤษได้					
ทักษะการเขียน					
1. ฉันเขียนอีเมลล์ภาษาอังกฤษได้					
2. ฉันเขียนรายงานเป็นภาษาอังกฤษได้					
3. ฉันสามารถเขียนบันทึกข้อความสั้นๆเป็นภาษาอังกฤษได้					
4. ฉันสามารถเขียนข้อความเพื่อสื่อสารกับลูกค้าและเพื่อนร่วมงานได้					
5. ฉันสามารถเขียนจดหมายธุรกิจได้ตามรูปแบบที่เหมาะสม					

ส่วนที่ 2 : ทักษะภาษาอังกฤษที่พนักงานคิดว่าตนเองขาดสำหรับงานของพนักงานในแผนการวางแผนการผลิต

คำชี้แจง : โปรดใส่เครื่องหมาย X ในช่องต่างๆในแต่ละข้อที่เหมาะสมที่สุดตามความเห็นของท่าน

ทักษะที่ขาดในการใช้ภาษาอังกฤษ	ระดับความจำเป็น				
	สูงมาก	มาก	ปานกลาง	ต่ำ	ต่ำมาก
ทักษะการฟัง					
1. ฉันไม่สามารถเข้าใจสิ่งที่ลูกค้าต้องการจะสื่อสารได้					
2. ฉันไม่สามารถเข้าใจสำเนียงภาษาอังกฤษที่หลากหลายจากคนที่ไม่ใช้ภาษาอังกฤษเป็นภาษาแม่					
3. ฉันไม่สามารถเข้าใจการสนทนาภาษาอังกฤษผ่านทางโทรศัพท์					
4. ฉันไม่เข้าใจข้อมูลรายละเอียดส่วนตัวและข้อมูลต่างๆได้					
5. ฉันไม่เข้าใจการสำนวนภาษาอังกฤษ					
ทักษะการฟัง					
1. ฉันไม่สามารถสอบถามสิ่งที่ลูกค้าต้องการได้					
2. ฉันไม่สามารถให้ข้อมูลและอธิบายข้อมูลต่างๆที่เกี่ยวกับการประชุมได้					
3. ฉันไม่สามารถเจรจาเพื่อความเข้าใจที่ตรงกันได้					
4. ฉันไม่สามารถออกเสียงพยัญชนะและสระภาษาอังกฤษได้					
5. ฉันไม่สามารถนำเสนอผลงานเป็นภาษาอังกฤษได้					

ทักษะการอ่าน					
1. ฉันไม่สามารถอ่านอีเมลล์ภาษาอังกฤษได้					
2. ฉันไม่สามารถอ่านบันทึกการประชุมเป็นภาษาอังกฤษได้					
3. ฉันไม่สามารถอ่านข้อมูลจำเพาะของผลิตภัณฑ์ได้					
4. ฉันไม่เข้าใจแนวโน้มการสั่งซื้อของลูกค้าได้					
5. ฉันไม่สามารถเขียนจดหมายภาษาอังกฤษได้					
ทักษะการเขียน					
1. ฉันไม่สามารถเขียนอีเมลล์ภาษาอังกฤษได้					
2. ฉันไม่เขียนรายงานเป็นภาษาอังกฤษได้					
3. ฉันไม่สามารถเขียนบันทึกข้อความสั้นๆเป็นภาษาอังกฤษได้					
4. ฉันไม่สามารถเขียนข้อความเพื่อสื่อสารกับลูกค้าและเพื่อนร่วมงานได้					
5. ฉันไม่สามารถเขียนจดหมายธุรกิจได้ตามรูปแบบที่เหมาะสม					

ส่วนที่ 3 : ความต้องการเรียนรู้ภาษาอังกฤษที่เหมาะสมกับผู้เรียนภาษาอังกฤษผ่านมุมมองของ
พนักงานในแผนการวางแผนการผลิต

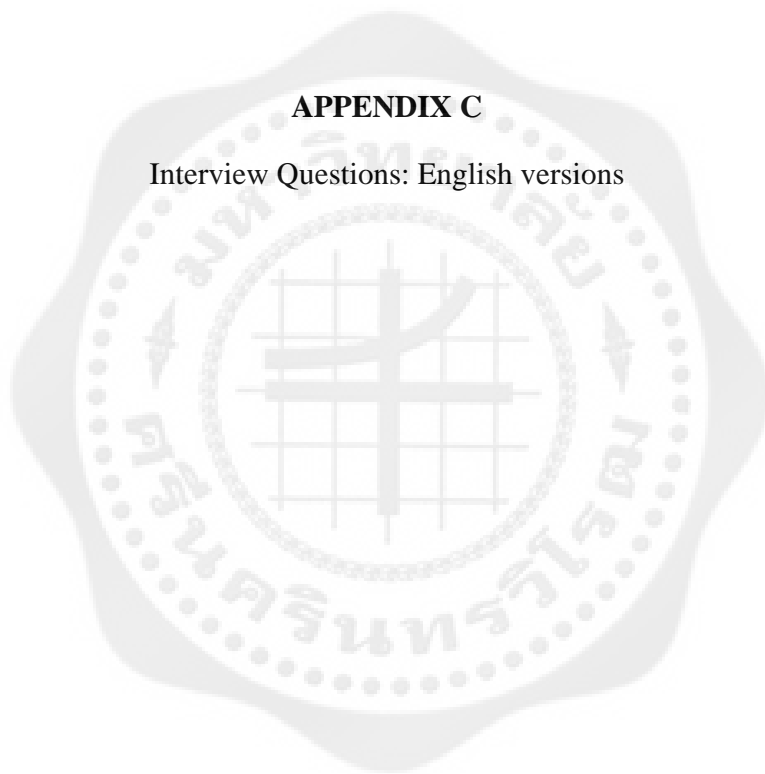
คำชี้แจง : โปรดใส่เครื่องหมาย X ในช่องที่เลือกในแต่ละข้อที่เหมาะสมที่สุดตามความเห็นของท่าน

ความต้องการเรียนรู้ภาษาอังกฤษ	ระดับความจำเป็น				
	สูงมาก	มาก	ปานกลาง	ต่ำ	ต่ำมาก
ผู้สอน					
1. ฉันต้องการเรียนภาษาอังกฤษกับผู้สอนที่เป็นเจ้าของภาษา					
2. ฉันต้องการเรียนภาษาอังกฤษกับคนไทย					
3. ฉันต้องการเรียนภาษาอังกฤษกับผู้สอนที่เป็นเจ้าของภาษา โดยมีผู้สอนคนไทยช่วยอธิบายเนื้อหาในบทเรียน					
ทักษะต่างๆ					
1. ทั้งสี่ทักษะในการเรียนการสอนภาษาอังกฤษ การฟัง การพูด การอ่านและการเขียนควรมีการจัดการเรียนการสอนที่เท่ากันทุกทักษะ					
2. วิชาภาษาอังกฤษควรเน้นการสอนทักษะการฟัง					
3. วิชาภาษาอังกฤษควรเน้นการสอนทักษะการพูด					
4. วิชาภาษาอังกฤษควรเน้นการสอนทักษะการอ่าน					
5. วิชาภาษาอังกฤษควรเน้นการสอนทักษะการเขียน					
6. วิชาภาษาอังกฤษควรเน้นการสอนภาษาอังกฤษทั่วไป					
7. วิชาภาษาอังกฤษควรเน้นการสอนคำศัพท์เฉพาะที่ใช้ในกระบวนการผลิต					
8. วิชาภาษาอังกฤษควรเน้นที่การเรียนการสอนไวยากรณ์					

9. วิชาภาษาอังกฤษควรเน้นการสอนการออกเสียงและ สำเนียงภาษาอังกฤษ					
10. วิชาภาษาอังกฤษควรเน้นการสอน					
รูปแบบการเรียนการสอน					
1. ฉันต้องการฟังการบรรยายเท่านั้น					
2. ฉันต้องการมีส่วนร่วมกับการทำกิจกรรมต่างๆในชั้นเรียน					
3. ฉันต้องการเรียนผ่านสื่อต่างๆ					
4. ใช้ตำราเรียนนั้นเพียงพอแล้ว					
5. ฉันต้องการได้รับการประเมินผลเพื่อทราบถึง ความก้าวหน้าของการเรียน					

APPENDIX C

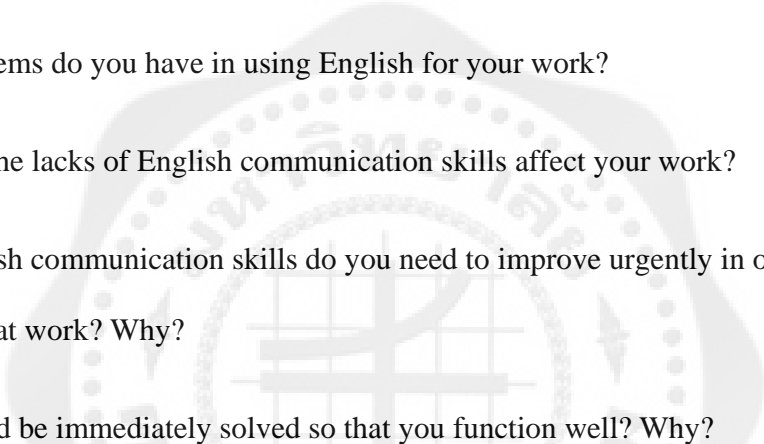
Interview Questions: English versions

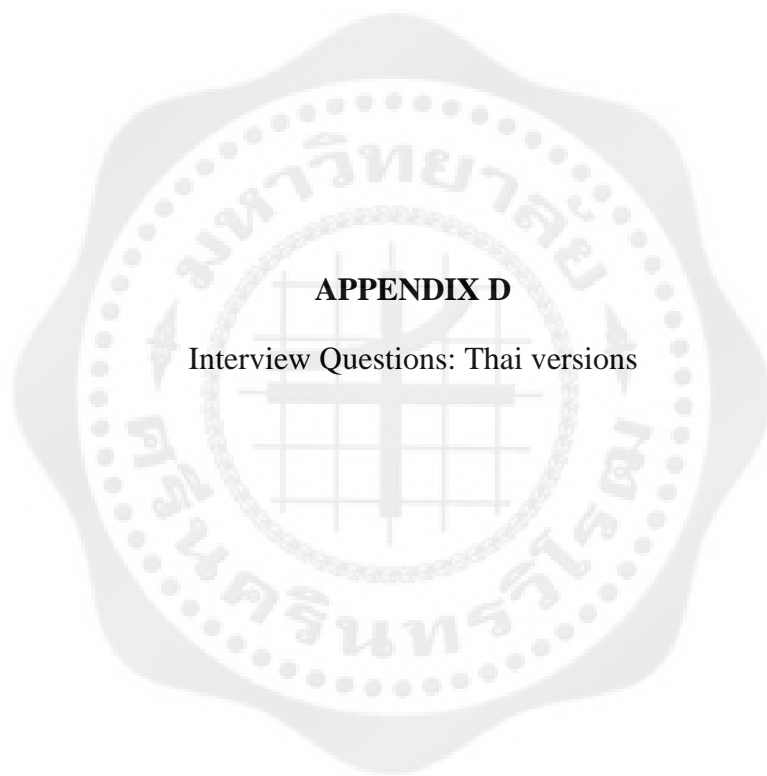


Interview Questions for Managers

1. Among all four English language skills (listening, speaking, reading, and writing), which one do you consider the most important for your employees to work in business context? Why?
2. Please describe how English is used among the employees of your company in doing their work.
3. Do the employees in your company have any problems to communicate in business transaction?
4. How does the lack of English communication skills of your staff affect their work?
5. What English skills do you demand from your new employees? Why?
6. Which English communication skills should your staff improve urgently in order to perform their work effectively? Why?
7. As a manager or a senior level, what will you do to improve your employee's English abilities?
8. What problems should be solved immediately to help your staff function well in their work? Why?

Interview Questions for Staff

1. Among all four English language skills (listening, speaking, reading, and writing), which one do you consider the most important for your work? Why?
 2. Please describe how English is used among your customers, colleagues, and your managers of your company in conducting business.
 3. What problems do you have in using English to communicate in your workplace?
 4. What problems do you have in using English for your work?
 5. How does the lacks of English communication skills affect your work?
 6. What English communication skills do you need to improve urgently in order to function well at work? Why?
 7. What should be immediately solved so that you function well? Why?
- 



APPENDIX D

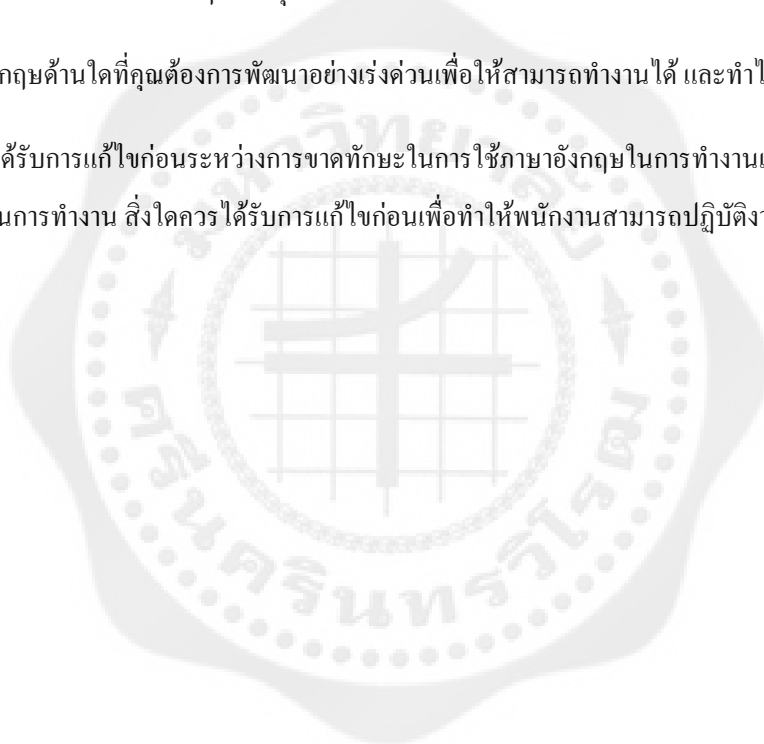
Interview Questions: Thai versions

คำถามสัมภาษณ์ผู้จัดการ

1. จากทักษะภาษาอังกฤษทั้งสี่ด้าน การฟัง การพูด การอ่านและการเขียน ทักษะใดมีความสำคัญที่สุดต่อพนักงานในการทำงาน เพราะเหตุใด
2. จงบรรยายภาพรวมของการใช้ภาษาอังกฤษของพนักงานในการทำงาน
3. พนักงานในบริษัทของคุณมีปัญหาในการสื่อสารติดต่อด้านธุรกิจหรือไม่
4. พนักงานของท่านมีปัญหาในการใช้ภาษาอังกฤษในการทำงานหรือไม่และอย่างไร
5. การขาดทักษะการสื่อสารภาษาอังกฤษของพนักงานของท่านมีผลกระทบต่อการทำงานอย่างไร
6. ทักษะภาษาอังกฤษด้านใดที่คุณต้องการจากพนักงานในอนาคต และเหตุใด
7. ทักษะภาษาอังกฤษของพนักงานที่ควรได้รับการพัฒนาอย่างเร่งด่วนเพื่อให้สามารถปฏิบัติงานได้อย่างมีประสิทธิภาพคือทักษะใด เพราะเหตุใด
8. ในฐานะผู้จัดการ หรือพนักงานระดับ senior คุณจะทำอะไรเพื่อพัฒนาความสามารถด้านภาษาอังกฤษของพนักงานของท่าน
9. ปัญหาอะไรที่ควรได้รับการแก้ไขโดยทันทีเพื่อช่วยให้พนักงานของท่านสามารถปฏิบัติงานได้ดี เพราะอะไร

คำถามสัมภาษณ์พนักงาน

1. จากทักษะภาษาอังกฤษทั้งสี่ด้าน การฟัง การพูด การอ่านและการเขียน ทักษะใดมีความสำคัญที่สุดต่อคุณในการทำงาน เพราะอะไร
2. จงบรรยายภาพรวมของการใช้ภาษาอังกฤษของคุณกับลูกค้า เพื่อนร่วมงาน และผู้จัดการในการทำธุรกิจ
3. คุณมีปัญหาในการใช้ภาษาอังกฤษเพื่อสื่อสารในที่ทำงานหรือไม่
4. คุณมีปัญหาอะไรในการใช้ภาษาอังกฤษในการทำงาน
5. การขาดทักษะการสื่อสารภาษาอังกฤษของคุณมีผลกระทบต่อการทำงานอย่างไร
6. ทักษะภาษาอังกฤษด้านใดที่คุณต้องการพัฒนาอย่างเร่งด่วนเพื่อให้สามารถทำงานได้ และทำไม
7. ปัญหาใดควรได้รับการแก้ไขก่อนระหว่างการขาดทักษะในการใช้ภาษาอังกฤษในการทำงานและความจำเป็นที่ต้องใช้ภาษาอังกฤษในการทำงาน สิ่งใดควรได้รับการแก้ไขก่อนเพื่อให้พนักงานสามารถปฏิบัติงานได้ และเพราะอะไร









VITAE

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